School of Arts and Sciences

Officers of Instruction

Faculty

Claudia Bornholdt, Ph.D.  Acting Dean; Associate Professor of German
Laura Mayhall, Ph.D.  Associate Dean; Associate Professor of History
Kerstin T. Gaddy, Ph.D.  Assistant Dean, Undergraduate Studies; Clinical Assistant Professor of German
Nancy E. Adleman, Ph.D.  Assistant Professor of Psychology
Niki Akhavan, Ph.D.  Assistant Professor of Media Studies
Jon W. Anderson, Ph.D.  Professor of Anthropology
Diane B. Arnkoff, Ph.D.  Professor Emerita of Psychology

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Gizem Arzlan, Ph.D. Visiting Assistant Professor of German
Gregory E. Baker, Ph.D. Assistant Professor of English
Aaron Barkatt, Ph.D. Professor of Chemistry
Sandra Barrueco, Ph.D. Associate Professor of Psychology
Gail Beach, M.F.A. Associate Professor for Professional Practice in Drama
Kiran R. Bhutani, Ph.D. Professor of Mathematics
Maxwell H. Bloomfield III, Ph.D., J.D. Professor Emeritus of History
Uta-Renate Blumenthal, Ph.D. Professor Emerita of History
Victor M. Bogdan, Ph.D. Professor Emeritus of Mathematics
Kathryn E. Bojczyk, Ph.D. Assistant Professor of Education
James F. Brennan, Ph.D. Professor of Psychology
Greg A. Brewer, Ph.D. Professor of Chemistry
Diane Bunce, Ph.D. Professor of Chemistry
Aaron Butts, Ph.D. Assistant Professor of Semitic and Egyptian Languages and Literatures
Ronald S. Calinger, Ph.D. Professor Emeritus of History
Gonzalo Campos-Dintrans, Ph.D. Clinical Assistant Professor of Spanish
Agnes Cave, Ph.D. Associate Professor of Education
Renate L. Chancellor, Ph.D. Assistant Professor of Library and Information Science
Phyllis P. Chock, Ph.D. Professor Emerita of Anthropology
Youngok Choi, Ph.D. Associate Professor of Library and Information Science
John Choy, Ph.D. Assistant Professor of Biology
Justin Chung, Ph.D. Assistant Professor of Biology
Deborah M. Clawson, Ph.D. Associate Professor of Psychology
Lucy M. Cohen, Ph.D. Professor Emerita of Anthropology
Thomas M. Cohen, Ph.D. Curator, Oliveira Lima Library; Associate Professor of History
Daniel Colón, Ph.D. Clinical Assistant Professor of Spanish
John J. Convey, Ph.D. St. Elizabeth Ann Seton Professor of Education
Anita G. Cook, Ph.D. Professor of Anthropology
Edward M. Cook, Ph.D. Associate Professor of Semitic and Egyptian Languages and Literatures

- Minor and Certificate Programs
- Department of Anthropology
- Department of Art
- Program in Biochemistry
- Department of Biology
- Program in Chemical Physics
- Department of Chemistry
- Department of Drama
- Department of Education
- Department of English Language and Literature
- Program in European Studies
- Department of Greek and Latin
- Department of History
- Program in Islamic World Studies
- Intensive English Program
- Program in Latin American and Latino Studies
- Department of Mathematics
- Department of Media Studies
- Program in Medieval and Byzantine Studies
- Department of Modern Languages and Literatures
- Program in Philosophy
- Department of Physics
- Department of Politics
- Department of Psychology
- Department of Semitic and Egyptian Languages and Literatures
- Department of Sociology
<table>
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<th>Name</th>
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<tr>
<td>Ann K. Corsi, Ph.D.</td>
<td>Associate Professor of Biology</td>
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<tr>
<td>Dennis Coyle, Ph.D.</td>
<td>Associate Professor of Politics</td>
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<td>Hall L. Crannell, Ph.D.</td>
<td>Professor Emeritus of Physics</td>
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<td>Maryann Cusimano-Love, Ph.D.</td>
<td>Associate Professor of Politics</td>
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<td>Bruno M. Damiani, Ph.D.</td>
<td>Professor of Spanish</td>
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<td>Christopher N. Darmon, Ph.D.</td>
<td>Associate Professor of Politics</td>
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<td>Jennifer R. Davis, Ph.D.</td>
<td>Assistant Professor of History</td>
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<td>Kathryn Degnan, Ph.D.</td>
<td>Visiting Assistant Professor of Psychology</td>
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<td>Dulilia de Mello, Ph.D.</td>
<td>Associate Professor of Physics</td>
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<td>Thomas F. Donahue, Ph.D.</td>
<td>Professor of Drama</td>
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<td>Biprodas Dutta, Ph.D.</td>
<td>Associate Professor of Physics</td>
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<td>Sherif El-Helal, Ph.D.</td>
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<td>Cindy Soledad Espinoza, Ph.D.</td>
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<tr>
<td>Sarah Brown Ferrario, Ph.D.</td>
<td>Associate Professor of Greek and Latin</td>
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<tr>
<td>John G. Figura, M.F.A.</td>
<td>Assistant Professor for Professional Practice of Art</td>
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<tr>
<td>Rosalind M. Flynn, Ph.D.</td>
<td>Clinical Assistant Professor of Drama</td>
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<tr>
<td>Rona Frederick, Ph.D.</td>
<td>Associate Professor of Education</td>
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<tr>
<td>Toni Garcia, M.A.</td>
<td>Clinical Instructor of Mathematics</td>
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<td>Daniel Garcia-Donoso, Ph.D.</td>
<td>Assistant Professor of Spanish</td>
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<td>Daniel R. Gibbons, Ph.D.</td>
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<td>Carol R. Glass, Ph.D.</td>
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<td>Paul G. Glenn, Ph.D.</td>
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<td>Marcie Goeke-Morey, Ph.D.</td>
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<td>John E. Golin, Ph.D.</td>
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<td>Matthew N. Green, Ph.D.</td>
<td>Associate Professor of Politics</td>
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<tr>
<td>James J. Greene, Ph.D.</td>
<td>Dean of Graduate Studies; Professor of Biology</td>
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<tr>
<td>Tobias Gregory, Ph.D.</td>
<td>Associate Professor of English</td>
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<tr>
<td>Rev. Sidney H. Griffith, Ph.D.</td>
<td>Professor Emeritus of Semitic and Egyptian Languages and Literatures</td>
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<td>Joan Tasker Grimbert, Ph.D.</td>
<td>Professor Emerita of French</td>
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<tr>
<td>Andrew D. Gross, Ph.D.</td>
<td>Associate Professor of Semitic and Egyptian Languages and Literatures</td>
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<td>Rev. Thomas P. Halton, Ph.D.</td>
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<td>Sandra L. Hanson, Ph.D.</td>
<td>Professor of Sociology</td>
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<td>Katherine Havanki, Ph.D.</td>
<td>Clinical Assistant Professor of Chemistry</td>
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<td>Marietta Hedges, M.F.A.</td>
<td>Associate Professor of Drama</td>
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<tr>
<td>Nora M. Heimann, Ph.D.</td>
<td>Associate Professor of Art</td>
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<tr>
<td>Jean-Michel Heimonet, Ph.D.</td>
<td>Professor of French</td>
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<tr>
<td>Dorle Hellmuth, Ph.D.</td>
<td>Assistant Professor of Politics</td>
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<td>Phillip Henderson, Ph.D.</td>
<td>Associate Professor of Politics</td>
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<tr>
<td>Joshua Himmelsbach, M.A.</td>
<td>Clinical Instructor of Mathematics</td>
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<tr>
<td>Eleanor Holdridge, M.F.A.</td>
<td>Assistant Professor of Drama</td>
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<tr>
<td>Curtis Holliman, Ph.D.</td>
<td>Visiting Assistant Professor of Mathematics</td>
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<tr>
<td>Tanja Hom, Ph.D.</td>
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<tr>
<td>Barbara J. Howard, Ph.D.</td>
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<tr>
<td>James H. Howard, Jr., Ph.D.</td>
<td>Professor of Psychology</td>
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<tr>
<td>Ingrid Hsieh-Yee, Ph.D.</td>
<td>Professor of Library and Information Science</td>
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<tr>
<td>Shufen Hwang, M.A.</td>
<td>Clinical Instructor of Chinese</td>
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<tr>
<td>Katherine L. Jansen, Ph.D.</td>
<td>Professor of History</td>
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<tr>
<td>David A. Jobes, Ph.D.</td>
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<tr>
<td>Glen M. Johnson, Ph.D.</td>
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<tr>
<td>Martin L. Johnson, Ph.D.</td>
<td>Assistant Professor of Media Studies</td>
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<tr>
<td>Margaret Ann Kassen, Ph.D.</td>
<td>Associate Professor of French and Spanish</td>
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<tr>
<td>Sung Un Kim, Ph.D.</td>
<td>Assistant Professor of Library and Information Science</td>
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<tr>
<td>Michael C. Kimmage, Ph.D.</td>
<td>Professor of History</td>
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<tr>
<td>Franz Klein, Ph.D.</td>
<td>Associate Professor of Physics</td>
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K. Jon Klein, M.F.A.  Associate Professor of Drama
Árpád von Klimó, Ph.D.  Associate Professor of History
William E. Klingshim, Ph.D.  Professor of Greek and Latin
Vadim Knyazev, Ph.D.  Professor of Chemistry
Lilla Kopár, Ph.D.  Associate Professor of English
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Chelsea Stieber, Ph.D.  Assistant Professor of French
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Antanas Suziedelis, Ph.D.  Professor Emeritus of Psychology
Sue Yeon Syn, Ph.D.  Assistant Professor of Library and Information Science
Leslie Woodcock Tentler, Ph.D.  Professor Emerita of History
Wallace J. Thies, Ph.D.  Professor of Politics
Patrick Tuite, Ph.D.  Associate Professor of Drama
Pamela L. Tuma, Ph.D.  Professor of Biology
Herbert M. Überall, Ph.D.  Professor Emeritus of Physics
Maura Ugarte, M.F.A.  Clinical Assistant Professor of Media Studies
Joan B. Urban, Ph.D.  Professor Emerita of Politics
Vadim Uritsky, Ph.D.  Associate Professor of Physics
Barry Wagner, Ph.D.  Professor of Psychology
Shavaun Wall, Ph.D.  Euphemia Lofton Haynes Professor of Education
Rev. William A. Wallace, Ph.D.  Professor Emeritus of History and Philosophy
David J. Walsh, Ph.D.  Professor of Politics
Pamela S. Ward, Ph.D.  Clinical Assistant Professor of English
Lev Weitz, Ph.D.  Assistant Professor of History
Carl W. Werntz, Ph.D.  Professor Emeritus of Physics
Stephen A. West, Ph.D.  Associate Professor of History
Christopher J. Wheatley, Ph.D.  Professor of English
John K. White, Ph.D.  Professor of Politics
Gary J. Williams, Ph.D.  Professor Emeritus of Drama
John R. Winslow, M.F.A.  Professor Emeritus of Art
Rosemary Winslow, Ph.D.  Associate Professor of English
Stephen K. Wright, Ph.D.  Professor Emeritus of English
Andrew Yeo, Ph.D.  Associate Professor of Politics
Julia Young, Ph.D.  Assistant Professor of History
James E. Youniss, Ph.D.  Professor Emeritus of Psychology
Jane Zhang, Ph.D.  Assistant Professor of Library and Information Science

Associates of the Faculty

Mohammed Adel-Hadadi, Ph.D.  Research Associate Professor of Chemistry
Arthur Aikin, Ph.D.  Adjunct Professor of Physics
Vladimir Airepetian, Ph.D.  Research Associate, Physics
Michael Bell, Ph.D.  Adjunct Professor of Physics
Boncho Bonev, Ph.D.  
Jeffrey Brosius, Ph.D.  
Carole W. Brown, Ph.D.  
Frederick Bruhweiler, Ph.D.  
Ronald Carlson, Ph.D.  
Massimo Ceresa, Ph.D.  
Mario E. Cerritelli, Ph.D.  
Peter C. Chen, Ph.D.  
Pamela Clark, Ph.D.  
Glyn Collinson, Ph.D.  
Lawrence Cook, Ph.D.  
Martin Cordiner, Ph.D.  
Jennifer A. Crumlish, Ph.D.  
Michael DiSanti, Ph.D.  
Frank Ferguson, Ph.D.  
Nicolas Gorius, Ph.D.  
Silvina Guidoni, Ph.D.  
Theodore Gull, Ph.D.  
Andrew Inglis, Ph.D.  
Rosina Iping, Ph.D.  
Keith A. Kaufman, Ph.D.  
Gladys Vieira Kober, Ph.D.  
Yoji Kondo, Ph.D.  
Vladimir Krasnopolsky, Ph.D.
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Alexander Kutepov, Ph.D.</td>
<td>Research Associate Professor of Physics</td>
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<tr>
<td>Allen Lunsford, Ph.D.</td>
<td>Research Associate, Physics</td>
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<tr>
<td>Wladislaw Lyatsky, Ph.D.</td>
<td>Research Associate, Physics</td>
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<tr>
<td>Mildred Martin, Ph.D.</td>
<td>Research Associate, Chemistry</td>
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<tr>
<td>Bruce McCollum, Ph.D.</td>
<td>Research Associate, Physics</td>
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<tr>
<td>Patrick Mehl, Ph.D.</td>
<td>Adjunct Associate Professor of Physics</td>
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<tr>
<td>Benjamin Michael, Ph.D.</td>
<td>Research Associate, Chemistry</td>
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<tr>
<td>Vilem Mikula, Ph.D.</td>
<td>Research Associate, Physics</td>
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<tr>
<td>Ryan Milligan, Ph.D.</td>
<td>Research Associate, Physics</td>
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<tr>
<td>Maria Moore, Ph.D.</td>
<td>Research Associate Professor of Chemistry</td>
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<tr>
<td>Isabelle Müller, Ph.D.</td>
<td>Adjunct Assistant Professor of Physics</td>
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<tr>
<td>Norman F. Ness, Ph.D.</td>
<td>Research Associate, Physics</td>
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<td>Chigomezyo Ngwira, Ph.D.</td>
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<tr>
<td>Krister Nielson, Ph.D.</td>
<td>Research Assistant Professor of Physics</td>
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<td>Teresa Nieves-Chincilla, Ph.D.</td>
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<tr>
<td>Leon Ofman, Ph.D.</td>
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<td>Lucas Paganini, Ph.D.</td>
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<td>Asher Pembroke, Ph.D.</td>
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<td>Sergio Picozzi, Ph.D.</td>
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<td>Nelson Reginald, Ph.D.</td>
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<td>Michael Reiner, Ph.D.</td>
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<td>Robert Robinson, Ph.D.</td>
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<td>Richard Schwartz, Ph.D.</td>
<td>Research Associate, Physics</td>
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<tr>
<td>John Sczepanski, Ph.D.</td>
<td>Research Associate, Chemistry</td>
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Objectives

Mission Statement

The School of Arts and Sciences of The Catholic University of America:

Performs a central role in the larger mission of CUA as the national university of the Catholic Church in the United States, and stands within the Catholic intellectual tradition in direct succession to the heritage of Catholic universities

Enriches educational and research opportunities, enhances cultural life, and engages public discourse through its location in the nation’s capital, as intended by the university’s founders

Encompasses the arts and humanities, the social sciences, and the natural sciences, and is uniquely capable of fostering collaboration among the disciplines

Comprises faculty united in its dedication to integrating research and
scholarship with undergraduate and graduate teaching to the highest standards of academic excellence

Educates its students academically and ethically, and provides them with the knowledge, reason, and inspiration to comprehend and lead in a changing world

Administration

In 1975, the Graduate School and the College of Arts and Sciences were combined to form the present School of Arts and Sciences.

The Academic Council, composed of the heads of departments with the dean as chair, is the standing committee of the faculty, with the primary responsibility for the administration of the school. The Academic Council operates under the supervision of the chancellor, president, provost, and dean. Its recommendations are made to these and other proper authorities, as well as to the faculty. Such recommendations include, among others, the approval of candidates for degrees. The faculty is represented, proportionally to its size, along with the other schools of the university, in the Academic Senate, a combined administration-faculty body having primary responsibility for academic policies and procedures, and in the graduate and undergraduate boards, faculty committees that oversee university-wide academic matters.

Degree programs within the school are provided through the various departments of instruction.

Curricula

Major Programs

The following departmental and interdepartmental majors are offered:

Anthropology
Art History/Studio Art
Biochemistry/B.A.
Biochemistry/B.S.
Biology/B.A.
Biology/B.S.
Chemical Physics
Chemistry/B.S.
Classical Civilization
Classical Humanities
Classics (Greek and Latin)
Drama
Early Childhood Education
Education Studies
Elementary Education
English Language and Literature
English and Secondary Education
Environmental Chemistry/B.S.
French and Francophone Studies
German Studies
Hispanic Studies
History
History and Secondary Education
Italian Studies
Mathematics/B.A.
Mathematics/B.S.
Mathematics and Secondary Education
Mathematics/Physics/B.S.
Media Studies
Medieval and Byzantine Studies
Philosophy
Philosophy/Pre-Law
Physics/B.A.
Physics/B.S.
Politics
Psychology
Sociology
Spanish for International Service

1. Secondary Education programs in Art, Drama, and Modern Languages were suspended as of May 2012; students previously admitted to these programs may complete them.

2. Students interested in Computer Science should consult the Department of Electrical Engineering and Computer Science in the School of Engineering. The Bachelor of Arts with major in Music is offered by the Benjamin T. Rome School of Music. The Bachelor of Social Work is offered by the National Catholic School of Social Service.

3. While majors are not offered in the following subjects, course sequences are provided, making it possible in most instances to meet the requirements for graduate study or for professional certification:
   a. Library and Information Science
   b. Semitic and Egyptian Languages

4. The Department of Education offers programs leading to teacher certification at the early childhood and elementary levels, and - through joint programs with subject-area departments - at the secondary level. Secondary education programs are available in English, history, and mathematics. (For music education programs, see the Benjamin T. Rome School of Music section of these Announcements.) For more information on certification programs, contact the director of teacher education in the Department of Education.

Accelerated Degree Programs
For additional information on the accelerated programs described below, the student should consult the assistant dean for undergraduate programs in the School of Arts and Sciences.

Three-Year Bachelor's Degree Program
Students of exceptional achievement may fulfill all requirements for the bachelor's degree in three years in residence. This may be accomplished by over-electing six courses each semester after the first (a 3.0 grade-point average is required to over-elect), plus completing five courses during summer sessions. Special recognition at commencement is accorded to students who complete this accelerated degree program. This recognition is not available for students who transfer to CUA from other institutions. The number of courses brought in at matriculation (through Advanced Placement and similar programs) is limited for students seeking this recognition, as is the number of transfer courses after CUA matriculation. Consult the assistant dean for details.

B.A.-M.A./B.S.-M.S. Program
The School of Arts and Sciences offers to students with outstanding
academic records (minimum 3.5 grade-point average) the possibility of beginning work toward a master's degree during the junior year. In such cases, up to four courses may, with approval, be applied to both undergraduate and graduate degree requirements. However, all requirements for the bachelor's degree must be completed before credits toward the master's degree may be applied, and all M.A. or M.S. requirements must be completed within five years of matriculation. Application should be made by the end of the sophomore year. A 3.5 cumulative grade-point average is required at the time of application. Juniors and seniors take four graduate courses, ideally one per semester of the junior and senior year. No student may take more than two (2) graduate courses while completing the B.A./B.S. requirements. arts-sciences.cua.edu/undergraduate/advising-handbook/formbama.cfm

4+1 Bachelor to Master of Science in Library and Information Science (MSLIS)

The 4+1 Bachelor to Master of Science in Library and Information Science (MSLIS) Program is designed for undergraduate students to begin working towards a Master's degree in Library and Information Science while completing their Bachelor's degree. Students in this program will take four, 3-credit, 500-level graduate LIS courses during undergrad and count those 12 credits toward the bachelor's degree and the MSLIS degree. lis.cua.edu/4plus1program.cfm

Six-Year B.A.-J.D. Program (Law)

A cooperative program of the School of Arts and Sciences and CUA's Columbus School of Law allows undergraduates to apply for admission to the Columbus School of Law after three years in the School of Arts and Sciences. The program is open to all undergraduates regardless of major field, but enrollment is limited. Acceptance depends upon a superior undergraduate academic record, appropriate score on the Law School Admission Test, and an estimate of the student's ability to pursue the study of law after the junior year. Initial steps to enter the program should be taken before the end of the sophomore year, when a 3.6 grade-point average is required, and application made to the law school in the second semester of the junior year. Successful candidates receive the B.A. degree at the end of the fourth year and the J.D. degree two years thereafter.

During the fourth year of study (which is the senior year of the B.A. program and the first year of the J.D. program at the Law School), students are fully matriculated in the Law School and are required to pay the full tuition and fees charged for the J.D. program, less any financial aid or scholarship awarded. Students will be considered for financial aid and competitive scholarships at the Law School, but eligibility under this program does not guarantee an award. www.law.edu/academic/jointprograms.cfm

B.A. in Drama / M.A. in Theatre Education Accelerated Degree

Complete a B.A. in Drama & M.A. in Theatre Education (MATE) within a minimum of five years with this new accelerated degree program. This degree program integrates the undergraduate courses of studies in Drama and the graduate courses for the M.A. in Theatre Education. Undergraduate requirements also include recommended English courses to qualify students for the graduate course work that will contribute to secondary English education certification as well as a minor in English. Juniors and seniors take four 500-level courses as credits toward both their bachelor's and their master's degrees. drama.cua.edu/undergraduate/BA-MATE-Accelerated.cfm

CUAbroad: Education Abroad Programs

CUAbroad (Education Abroad Office) works with the various academic and
administrative units campus-wide to provide a wide array of education abroad opportunities for both CUA and non-CUA students. CUAbroad offers short-term as well as semester- or year-long programs, honors study abroad, international internships, and intensive language programs. CUAbroad also provides specialized services to CUA students, such as education abroad advising, an education abroad resource library, issuance of the International Student ID card, and travel insurance information. CUAbroad is part of the Center for Global Education at CUA, which advances the international character of the university by promoting, supporting, and developing international and intercultural education opportunities for members of the CUA community. For information, consult the CUAbroad website.

Professional Education

Education
Preparation for teaching certification is provided for those planning to enter the teaching profession at the early childhood, elementary, or secondary school level. The teacher education unit is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and its programs are nationally recognized by NCATE's Specialized Professional Associations. All programs are approved by the District of Columbia. A standard teaching certificate may be obtained from the District of Columbia upon completion of a teacher education program. At this time, the District of Columbia has reciprocity agreements with 44 states and jurisdictions.

Preprofessional Advising

Law
Prelegal education is mainly concerned with the development of

1. comprehension and verbal expression,
2. critical understanding of human institutions and the values with which the law deals, and
3. creative power of thinking.

These goals have led the committee on Prelegal Education of the Association of American Law Schools to conclude that college education that emphasizes the development of these basic skills and insights is far more important than "mere education for later professional training and practice." This means that colleges serve the need of later legal training best by stressing the ends of liberal education. While, therefore, thorough learning in any wide cultural field will meet the above mentioned requirements, the special background acquired in one of the following areas of concentration may prove particularly helpful: economics, English, history, philosophy, politics, or sociology. For further information on preparing for law school, interested students may contact the undergraduate office of the School of Arts and Sciences or the Office of Career Services, which provides a thorough website on applying to law school. For more information and advising, contact Dr. Renate Chancellor at Chancellor@cua.edu.

Library and Information Science
CUA's ALA-accredited Master of Science in Library Science program prepares students for leadership positions in the information fields. Graduates may curate and manage cultural heritage information and artifacts; create digital collections; provide information services to faculty and students in higher education; teach information literacy and technology to enhance teaching and learning in K-12 education; serve the information needs of the public; and conduct research and information analysis in law, business, national security, medicine, and other subject fields. Although no
specific academic background is necessary for study in this field, the ideal applicant is comfortable with information technology and able to communicate clearly and effectively both orally and in writing. Analytical and problem-solving abilities and an understanding of the research process in a specific discipline are also highly valued. For more information, contact the Department of the Department of Library and Information Science.

**Medicine, Dentistry, Allopathic and Osteopathic Medicine, Optometry, Podiatric Medicine, Veterinary Medicine**

Premedical Advising at The Catholic University of America includes students preparing for all of the medical fields noted above. The advisement is designed to provide the education, as well as the guidance, that will best enable students to pursue their goals as practitioners or medical researchers. Contact Marion Ficke, M.S., Premedical Coordinator and Assistant to the Chair, Department of Biology at Ficke@cua.edu.

In accordance with the concept of undergraduate study at a liberal arts institution, there is no separate curriculum for premedical instruction. Students choose a major suited to their interests and talents. Most premedical students follow a program of concentration in biology, biochemistry, chemistry, or psychology; however, the premedical student may choose from a wide range of liberal arts majors. Another option is biomedical engineering in the School of Engineering. The required premedical courses are incorporated into the requirements in certain of the science programs and are taken as electives in other areas of concentration. All of the undergraduate programs in the School of Arts and Sciences are designed to provide a well-balanced liberal education, strongly preferred for premedical students.

Students interested in premedical advising should communicate with the premedical coordinator. CUA also welcomes students who have earned degrees and are interested in pursuing premedical courses.

**Bachelor of Arts Degree Requirements**

Forty credit-bearing courses of at least three semester hours each are required, with a cumulative grade point average of at least 2.0 for courses taken at this university. At least half the courses in a degree program must be taken at the Catholic University of America. The number of transfer courses after matriculation at CUA is limited to two times the number of years in residence; this limit does not apply to courses brought in at the time of matriculation or to courses taken during CUA Education Abroad programs. In addition, no more than two courses per year may be transferred from summer terms at other institutions.

**Normal course load and over-electing**

The normal course load is five courses (of three or more credits each) per semester. A student who earns a 3.0 semester grade-point average or has a 3.0 cumulative average may over-elect a sixth course in the following semester. Any student may over-elect a sixth course regardless of gpa in one semester of the senior year but not both (unless the gpa criterion is met). Contact the Office of Undergraduate Programs in McMahon Hall 107 for permission: (202) 319-5114.

**Distribution Requirements**

For more detailed information on the seven categories summarized below, consult the Arts & Sciences Advising Handbook (available online) or the undergraduate office of the School of Arts and Sciences.

1. **Philosophy.** Four courses, including PHIL 201 and 202 and one additional course in each of these two areas: Logic, Morality, and Action;
and *Nature Knowledge, and God.* (For courses within each area, consult the *Program in Philosophy* section of these *Announcements*.)

2. **Theology and Religious Studies.** Four courses, including TRS 201. For specific information, including courses in designated areas, consult the TRS Undergraduate Program website.

3. **English Composition.** ENG 101 (or 103 for non-native speakers), with grade of C- or higher.

4. **Humanities.** Three courses, at least two in the same department.

5. **Language and Literature.** Four courses: two courses at the intermediate level (103-104) in an ancient or modern foreign language; and two courses in ancient or modern literature (including literature in English).

6. **Mathematics and Natural Science.** Four courses, including at least one in mathematics; at least two of the four must be in the same department.

7. **Social and Behavioral Sciences.** Four courses, at least two of which must be in the same department.

**Major Program**

Twelve to fourteen courses. (In general, no more than fourteen courses are permitted in the major department.) See departmental requirements below in these *Announcements*. Each course in the major must be passed with a grade of C- or higher. Courses in the major simultaneously fulfill the distribution requirement in the area corresponding to that discipline.

**Electives**

Courses other than distribution and major requirements are free electives. A department may require, beyond specific courses in the major, as many as eight courses in a closely related and necessary secondary field; therefore, the number of electives will vary depending upon the student's major.

*Pass-fail grading for free electives.* Prior to the deadline published in the academic calendar, free electives may be taken on a pass/fail basis. Approval of the assistant dean is required to make this change. Neither pass nor fail for a course taken on this basis will affect the student's cumulative average, but fail will earn no degree credit. Courses taken pass/fail may not be used to fulfill major, minor, or distribution requirements.

**Senior Comprehensive Assessment**

During the senior year, each undergraduate degree student must pass a Senior Comprehensive Assessment, designed and administered by the major department or program. The comprehensive assessment evaluates majors' ability to synthesize the subject matter and methods of the discipline.

**Bachelor of Science Degree Requirements**

The departments of Biology, Chemistry, Mathematics, and Physics, as well as the program in Biochemistry, offer the degree Bachelor of Science. Students pursuing this degree are required to take more courses in mathematics and science and, to compensate, have the number of free electives and distribution requirements reduced.

Each B.S. program is arranged differently, so students must consult the specific department involved for special requirements of the particular program.
Rules Concerning Probation and Dismissal

A student whose cumulative grade-point average is below 2.0 is on academic probation. A student on academic probation is restricted to a semester maximum of four courses (of three or more credits each) and may not participate in extracurricular activities such as student government and intercollegiate athletics.

For purposes of athletic eligibility, a freshman whose cumulative grade-point average is below 2.0 after the first semester in residence is placed on academic warning and maintains eligibility to participate in extracurricular activities. Academic warning status is for one semester only. The enrollment restriction for students on academic warning is the same as for academic probation. In criteria for dismissal below, academic warning is equivalent to academic probation.

For full information on academic standing, including academic probation and academic warning, see the policies.cua.edu website.

Any of the following is grounds for academic dismissal from the School of Arts and Sciences:

1. Failure to gain a 2.0 cumulative grade-point average after two semesters on academic probation and/or academic warning.
2. Failure in three or more courses in any given semester.
3. At the end of the spring semester of any academic year, a cumulative grade-point average below 1.5.
4. Failure to gain acceptance into a program of concentration after the fourth semester of full-time college work (or after the semester in which the student completes his or her 17th course).

The University reserves the right to review the record of a student at any time for the purpose of determining whether a student meets the standards necessary for graduation. If, in the opinion of the University, this review reveals serious shortcomings, the student may be dismissed.

A student on academic probation may not graduate until he or she has gained a 2.0 cumulative grade-point average.

Minor and Certificate Programs

A student in the School of Arts and Sciences may choose to earn one or more optional minors or certificates in fields outside the major department. (Majors in a foreign language may, however, minor in another foreign language.) Most minors consist of six courses, as specified by the appropriate department. For requirements of specific certificates, see departmental and program listings in the link below. Substitutions are generally not permitted and no course may be taken on a pass/fail basis. A maximum of two courses in a minor may be transferred from other institutions, provided that these courses are evaluated as equivalent to the courses specified. A list of is available here: undergraduatestudies.cua.edu/minors/index.cfm

Further information and applications are available in the undergraduate office McMahon 107, School of Arts and Sciences.

Department of Anthropology

Professors Jon W. Anderson; Phyllis P. Chock (emerita); Lucy M. Cohen (emerita); Anita Cook, Chair
Anthropology is the study of human diversity from the Paleolithic to the present through comparisons of how humans form and think about communities, make a living, shape and are shaped by the environment, communicate, express themselves in art, religion, language, and in practical activities. Anthropologists integrate different kinds of data about past and contemporary ways of life in the natural situations where people live or have lived, such as an archaeological site, a village, or an urban metropolis, but also virtual worlds and even global networks. The aim of anthropological study is to develop composite, empirically based accounts of human life and cultures. Students in anthropology acquire a broad perspective on social and cultural dimensions of diverse ways of life, including our own, and tools for integrating specialized knowledge into perspectives on global processes that shape our world.

Courses for anthropology majors leading to a B.A. include three courses in the foundational disciplines of cultural anthropology (101), archaeology (108), human biology and evolution (105); a pair of core courses on anthropological perspectives (200) and research design and conduct (201); six topical electives; and a senior capstone that can be a seminar (452), internship/practicum (453), or independent research (493) directed by a faculty member. Courses in the HSSS sequence serve for social science distribution requirements or as free electives for majors. An overall GPA of C is required for acceptance into the major, and GPA of B in the major courses is required for continuing in the major.

For other majors, the distribution requirement in math/natural science may be fulfilled by ANTH 105, 108, 218, and 354.

The distribution requirement in social sciences for non-anthropology majors may be fulfilled by any ANTH course other than those designated as fulfilling the natural science requirement.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Anthropology

**ANTH**

101 Introduction to Anthropology: Cultures in a Global Society Basic concepts of sociocultural anthropology and study of cultural differences among peoples of the world. Poses questions about how lives are touched by media images and information, transnational markets, consumer desires, global ecology, conflicting aspirations, religious revivals, and rewritten histories.
105  Human Evolution

An introduction to physical anthropology and the course of human evolution. Topics include cultural adaptation, natural history of the earth, the fossil hominid, human populations, and human ecology. Two hours of lecture and one hour of discussion per week.

108  Introduction to Archeology

History of human cultural development, from the stone tool and cave art of early modern Homo sapiens, through the growth of complex pre-industrial agricultural societies in the Near East, Europe, Africa, India and East Asia, and North and South America. Emphasis is on cultural forms as adaptations to the biocultural environment. Two hours of lecture and one hour of discussion per week.

110  Speech and Experience: Anthropology of Language

Examines speech as lived-in experience. Looks cross-culturally at communication embedded in particular cultures and imaginations; at code-switching, register, and other context-sensitive aspects of language use; at cultural categories and how they are employed in situations of uncertainty and in contests over meaning. Examines how speech shapes understanding of our humanity, our species’ past, our relation to primates, and growth of our young.

136  Magic, Witchcraft & Religion

Relationships between magic and religion, witchcraft, sorcery, and the occult; taboo, power and the powers, divination, and healing; shamans and divine kings; cargo cults and messianic movements; voodoo and secret societies. Two hours of lecture and one hour of discussion per week. Summer sessions only.

200  Core Perspectives in Anthropology

Introduces core perspectives that distinguish anthropological approaches, their relation to other social and natural sciences, to philosophy and the humanities, and how they apply across different theories about meaning, structure, and agency in human social life and culture. Fall semesters.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>201</td>
<td>Research Design and Conduct in Anthropology</td>
<td>How anthropologists design and conduct research, form and test propositions about social life and culture, the methods used to gather and organize data, and issues in conducting research with human subjects. Spring semesters.</td>
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<tr>
<td>202</td>
<td>Sex &amp; Culture in Modern World</td>
<td>This course examines sex and gender issues in societies around the world that have been brought into the web of the modern world. It focuses on the creation, maintenance, and change of cultural differences in gender; the work of culture in sexuality; and equality and inequality between the sexes in different societies. It examines our own commonsense understanding and practices, and the various critical stances of &quot;feminism.&quot;</td>
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<tr>
<td>204</td>
<td>Forensic Anthropology</td>
<td>A survey of archaeological/biological anthropological methods employed by archaeologists and biological anthropologists to investigate and interpret human skeletal remains to uncover causes and circumstances surrounding human death in both archaeological and International Criminal Justice sites. In the Anthropology Department laboratory, students will learn how forensic scientists analyze the human skeleton (Human Osteology) and interpret clues from human remains. Hands-on, interactive projects will reinforce class concepts; readings will explore basics of forensic science, recent discoveries of human remains worldwide using forensic methods; forensic issues/analytical methods will be studied through various media resources. Students will conduct weekly Internet projects using the vast number of web-sites related to forensic research. Class information will be augmented by field trips to local forensic research facilities (i.e. Smithsonian)</td>
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| 206        | Exploration, Excavation & Explanation:         | Laboratory analysis and field investigation techniques applied in
<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>Laboratory Analysis and Field Investigation Techniques</td>
<td>archaeological recovery and forensic investigations, this course covers survey, excavation, preservation and cataloging of artifacts and human remains from historic and prehistoric sites. Includes in-lab demonstrations, use of Internet resources, and a required Saturday field trip.</td>
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<tr>
<td>214</td>
<td>The Anthropology of Food</td>
<td>With almost 6 billion people to feed and unprecedented levels of human impact on the environment, many cultural, social, and environmental questions surround the supply of food. Are there ethical and non-ethical ways to produce food? How does food production relate to a healthy environment? What happens to food as it moves from the farmer to the dinner plate? How does food become an expression of our social selves? This course uses an anthropological perspective to assess these and related questions in the production, processing and consumption of food.</td>
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<tr>
<td>215</td>
<td>Archeology of the Biblical Lands</td>
<td>Archaeology of the Eastern Mediterranean, Near East, and Egypt with a special geographic focus on the Holy Land; cultural and environmental settings of biblical history reconstructed from archaeological evidence from Palaeolithic through Roman times; placing events and customs described in biblical narrative in political, religious, and economic contexts of the larger region. Applies ethnohistory and archaeology to understand the Bible Lands.</td>
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<tr>
<td>217</td>
<td>Migrants, Refugees and the Homeless</td>
<td>Voluntary and forced movements of peoples, whatever their motivation - ambition, fear, persecution - are examined through case studies of relationships between sending and receiving societies, displacement, and changing cultural identities, impact on families, societies and intercultural values examined. Lectures and community case studies.</td>
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</table>
End of Nature?
Environmental Degradation in a Globalizing Society

Environmental degradation in the form of the deforestation of tropical forests, the agricultural use of marginal lands, soil erosion, overfishing, overgrazing, and declines in the yields of American agriculture is an urgent and growing concern in this world of shrinking resources. This course will draw on current approaches in ecological, cognitive, and development anthropology. Case material will come from the tropical forests of Brazil, the midwest of the United States, the mountains of the Andes and the Himalayas, the Sahel region of West Africa and the seas of North America and South Asia.

Technology & Society

How do technologies help define and change human societies? How are they organized as systems of practice and knowledge in a society? This course takes a comparative approach to understanding the social life of technology, scientific careers and work, how they influence and are influenced by cultural values, unconscious practices, and public policy.

Sacred Cities of the World

From the Stonehenge to Mecca, the towers of ancient Sumer to sites of pilgrimage and royal cities, Machu Picchu to Cambodia's Angkor Wat, cosmic sites have been the pinnacle or nexus of many cultures and civilizations. This course examines and compares the sacred symbolism of built environments where sacred and mundane meet and intertwine in the world.

New Political Anthropology

Examines the cultural construction of community, ethnic violence, transnational networks, cultural heritage politics and creolization characterizing our world today. Particular attention to organizations, forms, and settings that are problematic for established government and for classical approaches to freedom and order, domination and resistance, religious fundamentalism and the emergence of virtual communities.
associated with the communications revolution.

254 Ancient Cultures of South America

Archeology study of the prehistoric societies, their environment, and cultures that gave rise to pre-Columbian cities and states.

259 Ancient Art and Architecture

An in-depth analysis of prehistoric imagery through examination of portable art objects and monuments in their archaeological contexts. Emphasizes approaches to uses of style in archaeology, analysis of material culture, and interpretation of material remains of cultures ranging from the Paleolithic to the colonial era. Formerly ANTH 359.

260 Religion, Thought and Moral Imagination

What do non-western religions tell about the social nature, context, and reference of cultural idioms of interpretation, symbolism, religious movements? This course also examines how religious belief and practice fare in situations of contact, modernization, and contemporary globalization.

270 The Information Society

What is the reality of the "information age?" We will look at technological and information cultures constructed in science, media and politics, at attempts to generalize their features into concepts about personal, biological, psychosocial identities and at their relation to issues of "globalization" and transnational cultures that are thrown up by shrinking the contemporary world. Students may anticipate a multidisciplinary set of readings about information and communication as social process with distinctive profiles in our time.

310 Islam in the Modern World

Examines contemporary social settings of Islam in the Middle East, Africa, and South and Southeast Asia, through case studies of institutions of Muslim belief and practice at the local level. Considers the reception and role of Islam and its cultural significance for the analysis of authority and local communities.
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<tr>
<td>313</td>
<td>Environment &amp; Society</td>
<td>This course considers relations between environment and people. We will use examples from many different cultures, including Euro-American culture, to explore different ways of understanding, relating to, and living in the natural world. We will ask questions such as &quot;What is 'the environment'?&quot; &quot;How do symbolic actions by humans affect the environment?&quot; &quot;What are the implications of this knowledge for biological, individual, social, and cultural sustainability?&quot;</td>
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<td>315</td>
<td>Globalization and the Culture of Capitalism</td>
<td>This course addresses the key elements of the culture of capitalism, examines its historical emergence, and analyzes some of the social, economic, and environmental consequences of its expansion in our globalizing world.</td>
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<td>322</td>
<td>Lost Cities &amp; Ancient Empires</td>
<td>Among the most dramatic archaeological relics are ruins of prehistoric cities in the Americas, Africa, Asia, and Europe. This course will introduce the archeological documentation of prehistoric states and empires, focusing on changes in settlement patterns, social organization, the establishment of political office, and the evolution of primitive economic and ideological systems that help define early civilization.</td>
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<tr>
<td>324</td>
<td>Cultural Heritage of Native America</td>
<td>A course on the cultural heritage of Native Americans, their development, and contemporary issues such as preservation, presentation and who owns the past. The course also deals with impacts of European settlement and interactions with the Americas' &quot;First Nations,&quot; cultural borrowings, revivals and their status today.</td>
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<td>334</td>
<td>The Incas</td>
<td>Study of the origins of the Incas and how they organized the largest prehistoric native American empire known, including: Inca social and religious life, politics, economy, architecture, the built environment, and the arts. Shows how to use archeology, ethnography, ethnoarcheology, and sources that</td>
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<tr>
<td>341</td>
<td>Health Society and Culture</td>
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<td>354</td>
<td>Archaeology of Settlements &amp; Landscapes</td>
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<td>355</td>
<td>Latinos and Latinas in the U.S.</td>
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<td>366</td>
<td>Identity &amp; Community in America</td>
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<td>371</td>
<td>Latin America in the New Millennium</td>
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have survived since the Conquest.


The study of human settlements in their cultural and environmental contexts. Uses concepts in physical geography, geomorphology, and biodiversity to understand changes in the structure of communities and their arrangement on the landscape through time. Modern case studies are included with prehistoric examples drawn from Andean South America, Central America, the Near East and the United States.

A survey of peoples of Latin American heritage in the United States, particularly Mexican Americans, Puerto Ricans, Cuban Americans and new immigrants from Central and South America, with emphasis on ethnohistory, ethnography, current trends, and projects in the Washington community. Dr. Cohen.

What does "American" mean for the lives of people in the US, what makes these meanings "American", and how do Americans use these meanings? The course examines how meanings are organized in myths, rituals, and public discourses; settings where meanings are used, contested, and negotiated in new social movements, Congress and courts, communities, ethnicity and race, families and kinship, violence and its aftermath, and the media.

A survey of peoples and cultures of Middle America, South America and the Caribbean from an anthropological perspective. For
those interested in preparing for travel, business, government service, journalism or volunteer work in Latin America, as well as for elementary or secondary school teaching. Anthropology students will benefit from the discussions of social organization and social structure, class and ethnicity, social identity and other topics. It adopts an historical approach to examine major trends in economy, urbanization and migration, class and ethnicity, religion and politics.

390 Politics & Religion in the Middle East
An introduction to cultural patterns in the contemporary Middle East, focusing on relations of religion and politics in everyday life, contemporary Islamic movements, and notions of community and authority. Counts as a major elective in politics.

452 Senior Seminar
Students utilize their knowledge of anthropology by developing a research design and conducting original research and data analysis. Students organize a research proposal in the first semester and complete the analysis and writing in the second semester. Faculty.

493 Student-Faculty Research
Opportunity for senior majors to work individually on projects with a faculty member. Prerequisites: ANTH 200, 201.

495 Practicum/Internship in Anthropology
For students to work and gain first-hand experience in research and applications of Anthropology in service organizations, laboratories, or projects at other Washington area institutions under faculty supervision. Requires permission of the department. Prerequisites: ANTH 200, 201.

496 Senior Thesis in Anthropology
Open to qualified majors to develop a substantial research thesis in close consultation with a member of the faculty and which may be submitted for honors in anthropology. Spring semesters. Prerequisite: ANTH 200, 201, appropriate courses, and agreement of the instructor.

498 Undergraduate
Department of Art

Professors Emeriti

Thomas Nakashima; John R. Winslow

Associate Professor

Nora M. Heimann, Chair

Assistant Professors

John G. Figura, Jonathan Monaghan

Lecturers

Jeffrey Andrews; Matthew Barrick; Adam Bradley; Dr. Dena Crosson; Peter Dueker; Dr. David Gariff; Dr. Konstantina Karterouli; Kevin Mitchell; Dr. Susan Nalezyty; Manuel Navarrete; Beverly Ress; Erik Sandberg; Dr. Heather Tumbow; Dr. Susan Nalezyty

"Between the world of men and transcendent divinity there exists art. Art is the will to truth made physically manifest."

-Andre Malraux

The Department of Art is devoted to nurturing the production and understanding of artistic expression, one of the oldest, most vital, and most human of endeavors. The department offers programs in art history and studio art leading to a Bachelor of Arts degree. Together, these programs are dedicated to the proposition that art and culture are one, and that exposure to the visual arts is an essential component of every liberal education. Our goal of fostering a greater appreciation of the arts is especially fitting at The Catholic University of America, given both the historic tradition of brilliant art patronage by the Catholic Church, and the outstanding resources of Washington, D.C. Among the many nearby institutions that offer world-class art collections are the National Gallery of Art, the Smithsonian Institution, the National Museum of Women in the Arts, the Phillips Collection, the Kreeger Museum, the Hillwood Museum, and Dumbarton Oaks. Students in the department are encouraged to utilize these resources through study, institutional internships and sponsored research, whenever possible.

Through courses both within and outside the department, art majors are provided with a broad introduction to the humanities, as well as a sophisticated initiation into the practice, theory, and appreciation of the arts. The major in the studio art program takes two courses each in the fundamentals of design, drawing and composition, and art history, followed by a three-course sequence in painting, sculpture or digital arts, plus one additional studio art elective. Studio art majors are also required to take contemporary art history. The major in the art history program takes survey courses in the history of art and architecture, one studio course, and a
selection of specialized courses from each of the following three periods: Ancient and Medieval, Renaissance and Baroque, Modern and Contemporary. Majors in both programs take Junior and Senior Seminar. Art history majors take comprehensive examinations in their senior year. Studio art majors produce a creative project under the direction of an art faculty member to fulfill the senior assessment requirement. Seniors in art history who qualify for honors have the opportunity to earn further distinction by writing a senior honors thesis under the supervision of their faculty adviser.

To be accepted as a major, an applicant for the program in Studio Art must have at least a B average in ART 101, 102 or 231, 207, 208, 211, and 212. (PLEASE NOTE: Taking ART 201 and 202 Drawing and Composition I & II will not replace the requirements for ART 207 and 208.) An applicant for the program in Art History must have at minimum a B average in ART 211, 212, 332, and one other art history course. Students who have not completed these courses with the requisite grade by the end of their sophomore year will only be accepted conditionally until these requirements are completed.

Student with a GPA greater than 3.2 are encouraged to pursue double majors (the B.A. in Art plus another disciplinary area). Double majors may be arranged through the Department of Art, the other department, and the Dean of the School of Arts and Sciences. Minors in studio art and art history are also available.

Please Note: Due to space restrictions, certain courses have limited enrollments. Students who wish to enroll in these courses (labeled "departmental approval required" [DA]) should contact the department office at the time of registration to receive permission to enroll.

**B.A. with Major in Studio Art**

Required art courses: ART 101, 102 or 231, 207, 208, 211, 212, 332, 353, 451, and any three courses in the following areas: painting, sculpture or digital arts; one course in one of the remaining two areas and one studio art elective.

**B.A. with Major in Art History**

Required art and art history courses: ART 211, 212, 332, 451A, and one course from each of the following three periods: Ancient and Medieval (ART 317, 318), Renaissance and Baroque (ART 319, 320, 321, 322, 327, 365, 368); Modern and Contemporary (ART 323, 324, 325, 326, 331, 334, 357, 367, 420); in addition, four electives chosen from the three categories of period courses above or from other art history courses; and one of the following studio courses: ART 201, 202, 303 or 304.

**Departmental Honors in Art History**

Students with honors-level grade point averages who wish to receive departmental honors in art history may apply to write a senior honors thesis by submitting a two-page proposal for their thesis (including a description of topic and an annotated bibliography). To qualify, these students first must have evidenced a superior performance in the major, as well as the ability to complete the proposed paper topic. The thesis proposal must also be approved by the student's faculty adviser and one outside reader before the start of the student's senior year. Progress in completing the Senior Honors thesis will be guided through the student's enrollment in ART 481 (Senior Honors Tutorial). Awards will be given to thesis projects that successfully demonstrate a high degree of scholarly achievement and self-motivation.
Digital Art & Design Undergraduate Certificate

The Digital Art & Design Certificate gives students from all disciplines a unique, competitive edge by supplementing their major area of study with a series of specific digital communication and design skills, including web design, print design, digital photography, Photoshop, Illustrator, video production and 3D animation. The certificate will arm students with a foundation in the essential design skills and integral technical prowess needed for creating engaging forms of expressive communication necessary to insure an advantage in today’s highly competitive job market. This certificate is guided by the conviction that today’s most powerful and dynamic tools belong in the hands of CUA’s students, helping them to become more powerful and dynamic members of the new economy. The certificate requires a total of six courses: Art 231 Intro to Digital Design, 1 Core Course, 4 Certificate Electives from an approved list of digital production-based courses.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Art

ART

101 Fundamentals of Design I
Introductory studio art course; primary goal is the development of an awareness and appreciation of the visual experience and of the limitless possibilities for making things of beauty and delight. Learning based largely on a conscious amassing of visual experiences and the development of seeing, upon which, eventually, to realize one’s own visual language and visual value judgments. Studio exercises and lectures consider two-dimensional work and color. Studio, six hours per week. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

102 Fundamentals of Design II
Introductory studio art course. Studio projects and lectures include work in two and three dimensions plus problems in color. 101 not prerequisite to 102. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

112 Foundations of Art
Introduces students to the materials, techniques, concepts, and processes essential to understanding the visual
arts and the role of the artist, through a series of projects, readings, class critiques, videos, slide presentations, and various kinds of field trips. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>201</td>
<td>Drawing and Composition I</td>
<td>Exploration of drawing as an art form for the novice or for those with some experience. Emphasis on the development of visual awareness, appreciation, and discrimination. Various media and techniques employed in drawing from life and in varied visual exercises. Studio, six hours per week. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at <a href="http://art.cua.edu/courses/courses.cfm">http://art.cua.edu/courses/courses.cfm</a>.</td>
</tr>
<tr>
<td>202</td>
<td>Drawing and Composition II</td>
<td>Exploration of drawing as an art form for the novice or for those with some experience. Emphasis on the development of visual awareness, appreciation, and discrimination. Various media and techniques employed in drawing from life and in varied visual exercises. Studio, six hours per week. 201 is not prerequisite to 202. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at <a href="http://art.cua.edu/courses/courses.cfm">http://art.cua.edu/courses/courses.cfm</a>.</td>
</tr>
<tr>
<td>203</td>
<td>Drawing Techniques of the Masters</td>
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<tr>
<td>204</td>
<td>Drawing for Beginners: Learning to See</td>
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<tr>
<td>205</td>
<td>Watercolor Painting</td>
<td>Introductory and intermediate problems in painting with transparent watercolor and gouache from still life, landscape, and figurative subjects. Surveys the history of the medium as well as contemporary approaches. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at <a href="http://art.cua.edu/courses/courses.cfm">http://art.cua.edu/courses/courses.cfm</a>.</td>
</tr>
</tbody>
</table>
207 Drawing and Composition for Artists I

Exploration of drawing as an art form for the novice or for those with some experience. Emphasis on the development of visual awareness, appreciation, and discrimination. Various media and techniques employed in drawing from life and in varied visual exercises. Course reserved for Art majors. Studio, six hours per week. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

208 Drawing and Composition for Artists II

Exploration of drawing as an art form for the novice or for those with some experience. Emphasis on the development of visual awareness, appreciation, and discrimination. Various media and techniques employed in drawing from life and in varied visual exercises. Course reserved for art majors. Studio, six hours per week. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

211 History of Art: Prehistory to the Middle Ages

A survey of Western art from prehistory to the Middle Ages. Assists the student in a visual and critical understanding of the art of the past. The Western tradition investigated, with emphasis on such art forms as sculpture, painting, and architecture. Formerly 301.

212 History of Art: From the Renaissance to the Modern Age

A survey of Western art from the fifteenth century to the present. Investigates Renaissance, Baroque, Neoclassical, Romantic, Realist, Impressionist, and Modern masterworks in terms of their formal development and cultural context through readings, lectures, class discussions, and field trips. Special emphasis on developing skills of visual literacy and critical thinking. Formerly 302.

214 Architecture of Ancient Rome

A survey of Roman architecture from its origins in Greek and Etruscan design through the Republican and Imperial Periods culminating in the early Christian age. This course will introduce the great buildings, engineering innovations,
remarkable urban development of Rome and its empire. It will include a focused study of individual monuments and great cities. Students will virtually tour some of Rome’s most famous icons, including the Roman and Imperial Forums, the Palatine Hill, the Coliseum, the Pantheon, Caracalla’s Bath, and Hadrian’s villa. Focusing on the Empire’s public buildings (including markets, temples, basilicas, amphitheatres, circuses and aqueducts), students will study the pivotal role played by the Romans’ revolutionary invention of concrete and their most advanced architecture developments with the arch, vault, and dome. The course will conclude with the rise of a new order in the Middle Ages, a time when Christians drew upon the legacy of Ancient Rome in building beautiful churches to posterity; and a survey of the ways in which Roman innovations in design and technology have continued to assert influence into the modern age.

Architecture of Renaissance Venice (1500-1600)

At the dawn of the 16th Century, Venice was at the height of its wealth and power as the strategic and political center of northern Italy, the leading port to Europe, and a gateway to the Levant. During the High Renaissance, Venice and Veneto (its surrounding region) were home to remarkable cultural and architectural innovations. Arguably the most important architect of this brilliant age was Andrea Palladio (1508-1580). His design projects, inspired by the ancient Romans, were all constructed in the Venetian Republic; but his legacy can be seen throughout the world. Among the greatest examples of Palladian architecture may be counted Wren’s St. Paul’s Cathedral (London), Jefferson’s Monticello (Charlottesville), and even the US Capitol. This seminar will focus on the development of Palladio’s style in his churches, palaces and especially villas, and the enduring legacy of both his influential writings and his timelessly elegant design. It will draw upon the superb collection of works from the Italian Renaissance at the National Gallery of Art.

The Enlightenment

An illustrated interdisciplinary
and the Modern World

An introduction to art, history, and culture from the age of Enlightenment to the modern world. Emphasis on the varying conceptions of the individual, society, nature, and the divine as seen through the masterpieces of art and literature, as well as contemporary politics, and reigning philosophic and scientific theories.

229 Cell Phone Photography

With the ever-present cell phone comes the practiced use of the built-in camera feature. ART 229, Cell Phone Photography, explores the possibilities of the phone as a modern-day camera. Having the camera present at all times allows for the documentation of everyday life and the idea that art and imagery are all around you. This course will heighten students' sensory skills, leading to better images and opening up a new form of photography. With the cell phone and the use of the computer, students will create new art forms based upon assignments given to them specifically to be photographed in day-to-day situations. Students will acquire photographic skills in composition, computer rendering techniques in such programs as Photoshop and will create imagery suitable for internet and gallery display. No prerequisites are necessary. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

231 Introduction to Digital Design: Motion Graphics & Graphic Design

This course is designed to provide a survey of the role of the computer in contemporary art and design. Students will receive basic training on the primary types of software and peripherals with which digital artists and designers must be familiar. This includes photo manipulation and compositing with Photoshop, text and vector illustration with Illustrator, publication layout design with InDesign, and motion graphics and animation with After Effects. Students will be encouraged to develop creative approaches to projects coupled with increased technical proficiency. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.
232 Introduction to Digital Art: Photo-Manipulation and Digital Painting

This course concentrates on drafting, painting, masking and compositing features and capabilities using Adobe Photoshop, Adobe Illustrator, and Corel Painter. This course serves as a detailed introduction to the unparalleled possibilities for creating and manipulating images in digital formats. Students will learn and master the use of basic tools, multiple-step techniques, digital asset and workflow management along with an overall review of fundamental concepts of visual art and design. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

234 Sculpting Saints, Angels and Demons: Studio Figurative Sculpture in Clay

Tired of pushing a pencil? Try this soup-to-nuts introduction to modeling the figure in clay. Begin by mastering plasticine techniques while sculpting a gargoyle. Then, using the life model as a guide, explore the expressiveness of the human body with a series of clay figure studies, based on various saints. Then create a 25¿ completed figure-sculpture as a final project. Students will become acquainted with historical approaches to sculpting and religious sculpture, and discover their inner Michaelangelos. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

235 Introduction to 3-D Sculpting

Learn how to go from digital to tangible and back again! In this course we will design 3-D sculptures on the computer, build them in real life, and recreate existing 3-D spaces in a digital world. We will also be designing sculptures to be printed via a 3-D digital printer. This course requires no previous computer experience, and will take place in both the computer lab and sculpture studio.

236 Time Based Media

This course will expose students to a broad range of both commercial and artistic works: from conventional film and video, to video installation, performance documentation, generative and interactive works. Students will get
hands-on experience with a variety of commercial software packages, such as Adobe Premiere for video editing and Adobe After Effects for motion graphics and animation, in addition to various open-source tools. Projects directly engage contemporary forms of media such as Hollywood, television and YouTube, allowing students to think critically and creatively about these mediums.

251 CUA @ the National Gallery of Art

Study firsthand the paintings, sculptures, prints, and drawings at the National Gallery of Art. Gain a deeper understanding of such masterpieces as Leonardo da Vinci’s Ginevra de’ Benci and Edgar Degas’ Little Dancer. Your journey to class four stops away on the Red Line is a ticket to exploring great works of European and American art from the Middle Ages to the present guided by Gallery scholars and educators. Class meetings take place in the NGA galleries and research facilities.

252 CUA@NGA: In Depth Modern Art from Edouard Manet to Salvador Dali

Study firsthand the paintings, sculptures, prints, and drawings at the National Gallery of Art. Class meetings take place in the NGA galleries and research facilities.

253 Art of Mary at the National Gallery

Mary, the mother of Jesus, is perhaps the most painted woman in history. Her image is the inspiration behind much of western spirituality and devotion. This course will explore the rich and complex nature of Marian art and iconography through an in-depth analysis of works from the Gallery’s permanent collection. Objects to be discussed include major works of Byzantine and medieval art as well as masterpieces by Giotto, Duccio, Botticelli, Raphael, Van Eyck, Durer, Rembrandt and Tiepolo. Class meetings take place in the museum’s galleries and research facilities.

271 Introduction to Ceramic Art

272 Survey of American Art, 1600-1913

This course surveys American art and culture from early colonial encounters with Native Americans to the introduction of vanguard modernism at the Armory Show in 1913. Our approach will be to employ primary
source material and historic interpretations to situate the visual practices and artistic styles of these periods within their social and cultural contexts. Among the topics we will consider are portraiture and the self, picturing war and national identity, race and representation, and European influences on American art. Particular attention will be paid to the role that artistic production and consumption played in constructing social identity and culture from the 18th century across the long nineteenth century.

301  Splendors of Byzantium: Art and Culture of the Empire, 330-1453

This course will explore the visual culture of Byzantine Empire from the founding of Constantinople in A.D. 330 to the 15th century. The class will use the resources of Dumbarton Oaks Museum, which holds one of the most important collections of Early Christian and Byzantine art in North America. We will experience first hand the objects in the collection, including mosaics, metalwork, ivories, textiles, icon paintings, and illuminated manuscripts from a variety of contexts, secular and ecclesiastical, private and public. Through a number of case studies we will think and talk about forms of visual expression in Byzantium and their use in the shaping and reproduction of main cultural and social structures.

302  Death, Art & the Afterlife

303  Painting I

Elemental problems of painting on a two-dimensional surface; structure and composition, color, flat pattern, modeling and light, paint handling, and texture. Students work from varied life sources and imagination in oil. Studio, six hours per week. Open to concentrators and nonconcentrators; 303 is not a prerequisite for 304. Departmental approval required. Prerequisite 201, 202, 381 Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

304  Painting II

Elemental problems of painting on a two-dimensional surface; structure and composition, color, flat pattern,
modeling and light, paint handling, and texture. Students work from varied life sources and imagination in oil. Studio, six hours per week. Open to concentrators and nonconcentrators; 303 is not a prerequisite for 304. Departmental approval required. Prerequisite 201, 202, 381 Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

305  Sculpture I

An introduction to various kinds of three-dimensional forms, an exploration of sculptural tools, materials, and techniques including carving, casting, and constructing, as well as a consideration of sculpture, sculptors and their history. 305 is not a prerequisite for 306. Studio, six hours per week. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

306  Sculpture II

An introduction to various kinds of three-dimensional forms, an exploration of sculptural tools, materials, and techniques including stone and wood carving, welded steel, and other media, as well as a consideration of sculpture, sculptors and their history. 305 is not a prerequisite for 306. Studio, six hours per week. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

307  Sculpture in Digital Space

Fuses sculptural media computer graphics to explore the "placement of sculpture" and "sculpture as place." While primarily a lab-based course, discussion includes consideration of environmental sculpture as well as the role of the artist in the creation of meaningfully designed public spaces. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

308  Metal Sculpture

The creation of welded steel and cast metal sculpture is the focus of this course. A study of the methods of
construction and fabrication of metal sculpture as well as a survey of historical methods of making metal sculpture will be presented. This course may be repeated for credit. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

309 Introduction to Photography

Through lecture, lab, and independent projects, students are introduced to basic 35mm black-and-white photography techniques, darkroom developing and printing, the use of natural and artificial lighting, the history of photography, and contemporary theories and styles. A 35mm. SLR camera is required. No prerequisites. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

310 Introduction to Early Christian Art and Archaeology

An exploration of art, architecture, and material culture from the mid-3rd century through the 8th century AD, a time when the Christian faith grew from one of many practiced throughout the Roman world to an empire-wide state religion. This course will investigate Christian iconography's origins in the pagan and Jewish art of late antiquity, and the innovative visual forms that arose to express Christianity's new spiritual concepts. The dynamic effects of competing "heresies," iconoclasm, and the increasingly defined doctrines, rituals, and structures of the Church will be examined in relation to the visual arts, within the context of the political fracturing of the Roman Empire, the persistence of Greco-Roman cultural heritage, and the rise of Islam in the 7th century. Examples drawn from western Europe and the eastern Mediterranean region will include church architecture, wall paintings, mosaics, icons, sculptures, manuscripts, and objects in ivory, ceramic, and glass. Visits to Dumbarton Oaks in Washington, D.C. and the Walters Art Museum in Baltimore may be arranged.

311 Byzantium & the West: Cultural and
Artistic Exchange in Medieval Europe, c. 1000-1300

314 Art Concepts and Studio Skills
This course is required of Studio Art majors but is open to electors with no pre-requisite. Art History majors may take the course to satisfy an art elective. This is a studio/lecture class investigating concepts in contemporary art and basic practical studio skills. Current trends in contemporary art making will be investigated. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

315 Web Design and Development
Designed to give you real-world skills, this course focuses on communicating in the modern web-based economy. Using industry-standard best practices, we will work hands-on in groups and one-on-one to learn the ins and outs of successful web design. We will use HTML5, CSS3, JavaScript, open source software and the Adobe Creative Suite to explore the information hierarchy; build responsive layouts for tablets and mobile; experiment with web typography, and deliver images for the web. This course assumes no prior design or software experience. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

317 Greek Art and Architecture
Surveys the art, architecture, and archeology of Greece from its Minoan and Mycenaean antecedents through the late Hellenistic era, with emphasis on the Classical period. Readings and slide lectures/discussions emphasize the relationship of the arts to their broader cultural context and introduce a variety of art-historical methods.

318 Roman Art and Architecture
Surveys the art of the Roman Empire from its Etruscan origins (eighth century B.C.) until the age of Constantine (early fourth century A.D.). Examines city planning, architecture, sculpture, painting, and the decorative arts in Rome and its provinces in the context of political developments.
Special emphasis on public and private patronage of funerary, religious, and commemorative (propagandistic) arts.

318R Roman Art and Architecture

Surveys the art of the Roman Empire from its Etruscan origins (eighth century B.C.) until the age of Constantine (early fourth century A.D.). Examines city planning, architecture, sculpture, painting, and the decorative arts in Rome and its provinces in the context of political developments. Special emphasis on public and private patronage of funerary, religious, and commemorative (propagandistic) arts.

319 Renaissance Art

A survey of key monuments, artists, patrons, and subjects of art from about 1300 to 1575 in Italy, with an emphasis on the fifteenth and sixteenth centuries and Tuscany, Rome, and Venice. Works will be discussed in relation to the cultural, political, social, and/or technical circumstances in which they were made. Artists studied will include Giotto, Donatello, Botticelli, Mantegna, Leonardo, Michelangelo, Raphael, and Titian.

320 Baroque Art

Features the painting and sculpture of such seventeenth century masters as Caravaggio, Rubens, Velasquez, Bernini, and Poussin. Replaces 553.

321 Venetian Art

This course surveys visual arts and architecture emerging in the late fourteenth century to the late sixteenth century. It will explore the history of art not only in Venice, but also the Venetian Republic’s other possessions: the domini di Terraferma, such as Padua, and its Stato da Mar, such as Crete. Rather than presuming a "Venetian" style defined in contrast to other centers of the Italian Renaissance, we will aim to understand regional and individual tendencies on their own terms. The course will present the canonical works of Venetian Renaissance painting, sculpture, and architecture, but it also aims to expand the scope of relevant items for art historical inquiry, covering material culture, manuscripts, and early printed books. The works themselves within a historic context will be the focus, including their means of production, the places for which these images were intended, the concerns of patrons and
art collectors, and the expectations and responses of the works¿ first viewers.

322 The Visual Culture of Renaissance Rome

A study of the art and culture of one of the most magnificent and powerful cities in history. Considers Rome in the 15th and 16th centuries as both a religious and political center, across a broad spectrum of life from the papacy to the local population. Addresses the impact of ancient Rome on the Renaissance, and how Rome shaped itself as a modern city. Examines the art and architecture of churches, palaces, and villas - including the treasures of St. Peter's and the Sistine Chapel -- in all aspects of artistic production, from paintings, frescoes, fountains, and sculptures, to urban planning and public festivals.

323 Nineteenth Century Art: Neoclassicism, Romanticism, Realism, and Impressionism

An illustrated survey of the art of the Nineteenth Century, one of the most dynamic periods in the development of Western culture. Considers some of the sweeping transformations that took place in art and society during the century and traces the rise of modern art in the painting, sculpture, and design of this vital turbulent age. Artists discussed include David, Ingres, Gericault, Delacroix, Friedrich, Goya, Courbet, Manet, Degas, Cassatt, Monet, and Renoir. Replaces 563; see also 331, which partially replaces 563 and 462.

324 Realism, Impressionism, and the Birth of Modernism

A focused, illustrated study of two brilliant movements in modern art history through the work of some of the greatest artists of the mid-to-late nineteenth century, including Millet, Courbet, Manet, Monet, Degas, Cassatt, Renoir, and Rodin. Addresses the innovative production of these artists in relation to the tumultuous cultural and political circumstances of the late 1800s. Explores the pivotal influence of Realism and Impressionism upon the development of Vanguard Modernism. Students are encouraged to utilize the outstanding resources of local art collections. Readings, illustrated lectures, class discussions, and field trips to local collections.
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<tr>
<td>325</td>
<td>Neoclassicism and Romanticism</td>
<td>Examines the Neoclassical and Romantic movements in Western art and culture from 1750 to 1850. Charts the impact of the Academie, the role of classical art and its early tradition, and the rise of the avant garde. Artists to be studied include David, Goya, Gericault, Delacroix, Constable, Turner and Friedrich.</td>
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<tr>
<td>326</td>
<td>American Art and Culture: From the Colonial Period to the Civil War</td>
<td>Surveys American artistic and cultural expression from the Colonial Period to the end of the Civil War. Introduces American painting, sculpture, architecture, decorative arts, photography, and graphic work in a broad social and historical context, including the work of Copley, Cole, Bierstadt, Brady, Greenough, Jefferson, and the Peale Family.</td>
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<tr>
<td>327</td>
<td>Rome, the Eternal City</td>
<td>No city in the world has an urban fabric so rich in historical layers and dense in historic monuments as Rome. As the heart of the ancient Roman empire, a major Christian pilgrimage destination, the seat of the papacy, and the capital of the modern nation of Italy, Rome has been the site of extraordinary urban development and artistic patronage for more than two millennia. This course surveys the topography and urbanism of Rome from its ancient origins to the present. We will examine the built environment in the largest sense of the term: architecture and urban planning in particular, but also other art forms that played a role in the defining the geography of the city, including sculpture, painting, and mosaic. The objective is to understand not only the formal qualities of Rome’s great monuments, but also how they functioned, both individually and collectively, in relation to the changing social and cultural conditions of the city. In tracing this history, we will utilize literary descriptions and maps, prints, and drawings depicting Rome in the past in concert with imagery of the city as it appears today.</td>
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<tr>
<td>328</td>
<td>The Art and Literature of Paris</td>
<td>This course offers an introduction to the art, literature, history, and culture of the City of Lights. Through field trips, assigned readings, class discussions, and on-site visits to a selection of the city's many splendid sacred sites,</td>
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magnificent museums, and historic monuments, students will encounter the history and culture of one of the world's most venerable and beautiful capitals. Particular attention will be paid to art works and texts that have helped to define French culture and style throughout the ages.

329 Introduction Digital Photography and Photoshop
Introduces the basics of photography as well as an introduction to, Adobe Photoshop. Students will utilize and apply basic methods of image capture, rendering techniques, and manipulation of images to produce a body of work to be presented as a portfolio at the end of the semester. A digital SLR is required. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

330 Rembrandt Van Rijn: His Paintings and Graphic works
Enlightened entrepreneur, bankrupted spendthrift, brilliant teacher, grumpy curmudgeon, loving husband and father, and artistic genius -- Rembrandt's life reveals a man whose character was as complex and dramatic as his massive oeuvre. This course will explore the life and work of the most celebrated artist of the Dutch Golden Age. In-depth analyses of paintings, engravings, etchings, and drawings will be supplemented by close readings of art historical scholarship with an emphasis on the methods used to understand contemporaneous Dutch art. The exemplary collection of Rembrandt's work in the National Gallery of Art will serve as a vital resource.

331 Modern Art: From Post-Impressionism to Modernism (1880s-1945)
Surveys European and American art and art theory from the last Impressionist exhibitions through the rise of Fauvism, Expressionism, Dadaism, and Cubism. Examines the pioneering production of early Modernist artists such as Cézanne, Van Gogh, Matisse, Picasso, Kandinsky, Mondrian, and Duchamp, whose innovative work addressed the problems of the modern condition and transformed the very boundaries of artistic expression. Replaces in part both 563 and 462.
Contemporary Art (1945-Present)
A study of European and American art and art theory from 1945 to the present. Examines the major movements of High Modernism and Post-Modernism (including Surrealism, Abstract Expressionism, Pop Art, Performance Art, Minimalism, and Appropriation) in relation to biographical and formal concerns, contemporary social and political conditions, and current art history debates. Replaces in part 462; see also 331.

Digital Applications for Fine Arts
This new course is designed to enhance the fine arts studio experience by introducing progressive digital drawing and painting tools, and lifelike natural digital media and materials in a studio format. Students will create a portfolio of digital images from models, found objects, and their own imagination as they explore the amazing virtual tools and materials that state-of-the-art digital media has to offer. For the contemporary fine artist, these cutting-edge programs (including Corel Painter, Adobe Illustrator, and Adobe Photoshop) provide an amazing array of flexible and expressive possibilities, including virtual dry media mark makers: pens, pencils, charcoal and pastels; digital wet media: oils, watercolors and inks; virtual surfaces and substrates; and dynamic light control. This digital studio course is designed to complement the hands-on studio experience, opening new dynamic, creative directions for the student, facilitating the integration of dynamically evolving new media platforms and artistic self-expression. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

History of Photography
This course traces the history of photography from its invention in 1839 to the present. Students will learn the technical aspects of photography, including the various types of photographs produced. Students will also learn about the different types of photographic practices, from portraiture to documentation and will see the most important works of the major photographic artists from the 19th and
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<tr>
<td>335</td>
<td>Western Medieval Art and Architecture</td>
<td>Surveys the art and architecture of the Middle Ages in Western Europe, from the age of Charlemagne through the Ottonian, Romanesque, and Gothic periods, and from England to the borders of the Byzantine and Islamic worlds. Slide lectures, readings, and discussions consider secular and vernacular art forms in addition to art created for the use and glory of the Christian church.</td>
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<tr>
<td>336</td>
<td>Seventeenth Century Dutch Painting</td>
<td>This course will explore Dutch art and culture in its Golden Age. The innovations of Rembrandt, Jan Steen, Pieter Saenredam, and Jan Vermeer among other remarkable artists. They will be investigated in relation to the disappearance of traditional patronage systems, the rise of a new middle class, and the impact of ongoing religious turmoil. Course will touch upon the exemplary Dutch collections in the National Gallery of Art.</td>
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<tr>
<td>337</td>
<td>Method and Materials in Painting</td>
<td>An introduction to various kinds of paintings materials, and techniques with an emphasis on acrylics. Assignments will be from varied life sources and the imagination. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at <a href="http://art.cua.edu/courses/courses.cfm">http://art.cua.edu/courses/courses.cfm</a>.</td>
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<tr>
<td>338</td>
<td>Love and Ecstasy in Renaissance Art</td>
<td>Love, lust, and desire spiritual, secular, and physical were among the dominant themes in Renaissance art and literature. In this course, we will examine the ways in which artists, poets, theologians, and philosophers struggled to define, and to represent, the complexities of love in all its facets. We will analyze the thematics of desire in male and female portraiture and mythological paintings, the erotics of mysticism in altarpieces, the role of love and friendship in Neoplatonic philosophy, and the taboos of sex in early modern printmaking. Artists to be studied include: Leonardo da Vinci, Fra Bartolommeo, Bronzino, Michelangelo, Titian, Correggio, and Lorenzo Lotto.</td>
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<tr>
<td>339</td>
<td>Intermediate Photography</td>
<td>This course will build on knowledge of basic black and white photography skills while expanding creativity and technique. A 35mm SLR camera is required. Prerequisites: Art 309 or Approval from Professor. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at <a href="http://art.cua.edu/courses/courses.cfm">http://art.cua.edu/courses/courses.cfm</a>.</td>
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<tr>
<td>340</td>
<td>Heroic &amp; Holy: Powerful Women in Art</td>
<td>This course is a study of the development of the cult and iconography of the Virgin Mary from early Christianity to the beginning of the Renaissance with an emphasis on Byzantine art. It examines the religious, political, and social forces that made the Virgin Mary a potent intercessor and a widely represented subject in Christian art. Through the lens of Marian art, the course focuses on a number of topics and issues that are at the heart of art history, such as the question of image and icon, originals and copies, assimilation and influence, materiality, and iconography among others. Field trips to local museums will include the National Museum of Women in the Arts and the National Gallery of Art. Replaces 520.</td>
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<tr>
<td>341</td>
<td>Islamic Art and Architecture</td>
<td>This course examines Islamic art and architecture of the Mediterranean during the period between the rise of Islam and the expansion of the Ottoman Empire (7th-16th c.). It focuses mainly on the patronage of a succession of dynasties in major urban centers, on regions circling the Mediterranean, from the Iberian Peninsula to Syria. Slide lectures, readings, and discussions consider religious, secular and vernacular art forms. By examining the cultural, religious, political, and socio-economic contexts within which Islamic art and architecture developed, the course will provide an understanding of its major themes and regional variations.</td>
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<tr>
<td>342</td>
<td>Introduction to Web Design</td>
<td>This course introduces students to the art of creating well designed websites. Students will learn skills, tools and techniques needed for real-world website design and by course's end will have an understanding of HTML and...</td>
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### 343 Introduction to Sound Production and Design

Cross-listed with Media Studies. This course introduces students to creative audio recording, mixing and mastering skills, as well as professional-grade applications of the techniques on campus, in the workplace, and at home. Focused on teaching audio recording fundamentals such as proper microphone selection, placement and usage; creative application of audio effects in postproduction; painting a picture with audio, and creating storyboards, this course will also concentrate on the history of recording & recording technologies; recording personnel & duties; legal aspects of sound production, and the role of the creative process in the world of constantly emerging technologies. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at [http://art.cua.edu/courses/courses.cfm](http://art.cua.edu/courses/courses.cfm).

### 344 Multimedia Art Using Final Cut Pro

Introduces students to the basics of digital multimedia, video editing, storyboarding, and much more. Using powerful Mac G5 computers and industry standard Final Cut Pro software, students will learn how to find and use inspiration from almost any source. Students will create audio and video collages; create titles in Photoshop, and engage in creative exercises using Found Art, digital images and photos, as well as public domain audio and video from the 1930s through the 1960s. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at [http://art.cua.edu/courses/courses.cfm](http://art.cua.edu/courses/courses.cfm).

### 345 Art and Power

Examines the relationship between art and power. Power may be in the hands of individuals, cities, specific social groups or classes, or religious institutions; these frequently create, consolidate, and expand their hold on...
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<th>Course Code</th>
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<tr>
<td>346</td>
<td>Art, Religion and Magic in Renaissance and Baroque Italy</td>
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<td>This course explores Renaissance and Baroque beliefs in the power of images to transform their beholders. The idea that images might produce profound mental and physical changes in viewers was widely articulated in the period 1450 to 1650. They might soothe a troubled soul, create healthy and beautiful bodies, and mitigate physical suffering. This course will consider varied types of images, including miraculous images, and magical images, their functions and their efficacy. How did images heal the sick, cheer distressed or melancholic beholders, or transform the physical appearance of their beholders? To what extent did the expectations of efficacy attaching to paintings differ from other forms of talismanic images? Among the questions this course will consider: how did artists approach the creation of images with such expectations in mind? And knowing that their paintings were supposed to transform, how did they address specific audiences (male vs. female, for example)?</td>
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<td>347</td>
<td>Northern Renaissance Art: From Van Eyck to Bruegel</td>
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<td>The fifteenth and sixteenth centuries were a period of intense artistic innovation not only in Italy, but also North of the Alps. This course explores the distinct visual culture of the Low Countries (modern Belgium and the Netherlands) and Germany from the time of Jan Eyck, whose stunning depiction of mundane beauty aimed to uncover the world’s divine order, to that of Pieter Bruegel the Elder, whose painting of reveling peasants and of the unusual topic broke with established conventions. Another focus will be the emergence of the medium of print, particularly the extraordinary works of Albrecht Durer, and its central role for artistic exchange in the period.</td>
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<td>348</td>
<td>European Art Between the World</td>
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<td>349</td>
<td>Art and Archaeology of Bronze Age Greece</td>
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<td>350</td>
<td>Symbolic Sites: Monuments, Memorials, and Memories</td>
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<td>351</td>
<td>Museum Studies</td>
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<td>351A</td>
<td>Gallery Practices: Curating, Installing, Interpreting and Publicizing Exhibitions</td>
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<td>352</td>
<td>Arts &amp; Culture Reporting</td>
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Junior Studio Art Seminar introduces studio art majors to advanced independent work. This seminar will include field trips, readings and discussions of contemporary art, art criticism, and the role of historical events and cultural values in the production and reception of art. Each student will produce an independently conceived project in preparation for the Junior Exhibition.

When Pop Art burst onto the American art scene in the early 1960's, it constituted a profound challenge to prevailing definitions of high culture through its introduction of the imagery and style of mass culture-pin-ups, comic books, advertisements, etc.-into the realm of fine art. In this course we will examine the initial controversy provoked by the movement through an exploration of the work of artists such as Andy Warhol, Roy Lichtenstein, and James Rosenquist, as well as the writings of early critics who attacked-or defended-their work. In order to understand the controversy provoked by the movement, we will also look closely at its historical context. The post-World War II socio-economic boom led to heated debates about the interrelationship of class, taste, and culture; these debates were exacerbated by the emergence of Camp and a youth-oriented mass culture by the mid-1960s. In conclusion we will examine the legacy of Pop: its pioneering of post-modemist themes and artistic practices, as well as its impact on subsequent artistic theory. The class will be taught in a mixed lecture/seminar format: brief lectures will introduce each topic, followed by in-depth discussion of critical readings and works of art.

The fifteenth century saw the rise of a mystic piety, which focused on direct personal engagement with holy figures and the recreation of the sights and sensations of biblical events in one's own mind. The increasing fascination with spiritual vision on the one hand, and a rising interest in the close observation of the natural world on the other led to an art that celebrated
physical vision and material beauty as manifestations of the divine. This course explores the role of art in both public liturgy and private devotional practice, focusing on the work of Netherlandish artists such as Jan van Eyck, Rogier van der Weyden, and Hieronymus Bosch. After the Protestant Reformation, the traditional liturgical and devotional functions of religious art were called into question. Artists like Albrecht Dürer, Joachim Patinir, and Pieter Bruegel the Elder, creating images for both Catholic and Protestant patrons, had to navigate a more diverse confessional culture, and religious images began to serve as exempla and focal points for moral reflection in an increasingly complex world.

356  Topics in 17th Century Art: Artemisia Gentileschi & Caravaggio
This course examines the lives and art of two seventeenth-century Italian painters, whose dramatic biographies have often informed, and sometimes overshadowed, the interpretation of their art. Caravaggio and Artemisia are beloved by scholars and the public alike, and have been the subjects of intense study in recent years. Their careers are exemplary of the many social, economic, cultural and psychological obstacles contemporary artists faced, and of the methods by which they overcame these in the pursuit of artistic achievement, livelihood and fame. The following are among the many questions this course will consider: to what extent did the artist’s personal experience necessarily inform his/her art, and what other historical forces may have conditioned it? How did Artemisia assimilate stylistic innovations first introduced by Caravaggio, and how did she subsequently develop a style of painting that enabled her to compete with male painters? Why have these two artists come to dominate the study of Italian Baroque art and what can they tell us about the nature of artistic culture in this period?

357  DaDa & Surrealism
A focused study of two prominent movements in early twentieth-century Western art. Examines the innovative production of visual and literary artists in all media, including painting,
sculpture, film, photography, objects, publications, poems, and novels. Featured artists include: Marcel Duchamp, Salvador Dali, Max Ernst, Man Ray, Joan Miro, Hannah Hoch, Kurt Schwitters, Picasso, Picabia, Rene Magritte, Alberto Giacometti, Dorothea Tanning, Kay Sage, and Yves Tanguy. Through readings, slide lectures, class discussion, and field trips to local museums, students will investigate the remarkable variety of creative responses to a turbulent and fascinating era in European history.

358  The Cult of Saints in Medieval Europe

From the earliest days of Christianity, certain holy men and women were dubbed saints and their bones, the places where they died, and the stories of their lives were given special status and became the focus of artistic activity. This course will focus on the art and architecture produced in the service of the cult the saints, and will cover not only major architectural monuments and richly decorated reliquaries and manuscripts, but also the smaller, more humble keepsakes made for the pilgrims who visited the shrines. The monuments discussed will be primarily western European, but non-Western saints and pilgrimage activities, particularly Byzantine and Islamic, will receive some attention. In addition to art-historical literature, students will read some medieval texts including saints¿ Lives and first-hand accounts of pilgrimage. No previous coursework in art history is required, but some familiarity with medieval studies will be helpful.

359  Painting: Symbolism and Metaphor

In this class we will examine and explore not only the history of symbolism and metaphor in art from the past but also what can be interpreted as modern symbolism. As the class progresses students will begin to establish their own symbolic iconography. The ultimate goal is that by establishing a ¿language¿ the individual can express his or her own personal visual narrative with unique individuality. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.
360  Sculptural Self Portraits
In this class you will create literal and figurative self portraits using plaster, cast bronze, and mixed media. We will study how different cultures have used the self-portrait and how different artist over time have represented themselves. No prerequisites. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

361  Junior Art History Seminar

362  Making Your Mark: Experimental Drawing
Explore all the possibilities of making marks in an experimental drawing course that will explode all notions of what a drawing can be. Designed for beginning through advanced students, this studio class will push the limits of expressive form through a series of demonstrations, lectures, assignments, and the maintenance of experimental sketchbooks. Emphasis will be placed on finding a personal voice, and exploring the relationship between subject matter and chosen media. Students will be taught traditional drawing techniques and media, but will also be encouraged to experiment with unconventional methods such as embroidery, scratching, burning, and the use of materials such as glitter, beauty products, insect prints, and stains from everyday liquids. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

363  Liturgical Sculpture: A Studio Exploration of the Sacred and Profane
Open to beginning and advanced students. Working from the imagination and life models, students will explore figurative sculpture from gargoyles to saints in this studio sculpture class. Brief lectures will illustrate and analyze approaches to liturgical sculpture through history. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

364  Advanced Multimedia Art
Continuing on ART 344, students will apply their new skills to incorporate
Using Final Cut Pro: advanced multimedia compositing techniques; color correction; nesting, rendering and delivery for the Internet, as well as creating portfolio-friendly segments such as "man in the street" interviews, multimedia journals and community-based CUA projects. Prerequisite: ART 344 or Departmental Permission. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

365 Selected Topics in Eighteenth-, Nineteenth-, and Twentieth-Century Art: An illustrated study of art history and criticism through a focused consideration of selected artists, art movements, periods, and issues from the eighteenth, nineteenth, and twentieth centuries. Subject for each term will be announced in advance. (Course may be repeated with varied content and instructor's permission.) Selected topics include Manet and Modern Paris; Women in Impressionism; The Landscape Tradition.

366 The Legacy of Lincoln: American Art and Culture from 1809 to 1930: An in-depth exploration of American art and culture during and after the Age of Lincoln, beginning in 1809, the year of Lincoln's birth, and culminating with the Harlem Renaissance in the 1920s. The focus of the course will be the visual arts, painting, sculpture, and photography, but we will also read important literary works and learn how original forms of American music and art developed during and after the Civil War in response to Lincoln's vision of human liberty and the reconstruction of a democratic and united states of America. Topics include: the work of artists whose careers and artistic production were affected by the Civil War and Reconstruction; the invention of photography and its use during the Civil War; the conquest and settlement of the west and its effect on landscape painting and the formation of a national identity; and the Harlem Renaissance, an artistic and literary movement based in New York, whose creative and intellectual production was a response to the continued exclusion of African American artists from mainstream cultural, economic, and political institutions that had marked the 19th century.
century and continued in the 20th century. Visits to Washington art museums and monuments are an integral part of the course.

367 Van Gogh and His Circle

An illustrated study of the art, life, and legacy of Vincent van Gogh, the nineteenth century Dutch painter whose tragic life story and brilliant artistic production have assumed almost mythic proportions in modern Western culture. Considers the relationship of van Gogh's work to that of his contemporaries in Europe, as well as the unique contribution that his painting has made to the development of vanguard Modernism. Also investigates the relationship between biography and historiography in the formulation of van Gogh's popular image as a tormented visionary genius whose evocative and poignant painting was marked (if not also motivated) by suffering and despair.

368 Michelangelo, Leonardo and Raphael

This seminar will examine the historic life and remarkable work of Leonardo da Vinci, Michelangelo Buonarroti, and Raphael Santi, arguably the three most consequential figures in Western Art. We will focus on the significant relationship, and sometime rivalry, between these figures. We will also evaluate the dynamic theoretical, theological, philosophical, political, and economic contexts from which masterworks like the Last Supper, Sistine Ceiling, and Vatican Stanze emerged. Furthermore, we will examine these artists' seminal roles in shaping many of the notions we associate with the modern artist, including concepts such as artistic genius and subjectivity. Throughout the seminar, students will approach the material critically coming to terms with issues of historical interpretation itself.

369 The Problem of the "Modern Manner": Italian Art from Bellini to Raphael

This course will examine works produced by Leonardo and his followers in the cities of Milan, Venice, Parma, Florence and Rome from circa 1480 to 1530. Works of art will be discussed in relationship to the historical, political, social and cultural contexts in which they were created. Particular focus will be given to issues of patronage,
Selected Problems in Chinese and Japanese Art

370

Special topics in painting, ceramics, sculpture, and graphics of selected periods of Chinese and Japanese art history. Formerly 582.

Modern Manner: Italian Art from Bellini to Raphael

371

This course will examine works produced by such Italian artists as Leonardo, Giorgione, Bellini, Titian, Correggio, Raphael and Michelangelo in the cities of Milan, Venice, Parma, Florence and Rome from circa 1480 to 1530. The course will trace the formation of the modern manner (maniera moderna) or the High Renaissance style, assessing the role that these artists played in the creation of this new artistic sensibility. It will also discuss how each of these artists developed an individual style. Works of art will be discussed in relationship to the historical, political, social and cultural contexts in which they were created. Particular focus will be given to issues of patronage, reception and historiography.

American Art and Culture: From the Age of Discovery to the Age of Lincoln

372

Surveys American artistic and cultural expression from the colonial period to the end of the Civil War. Introduces American painting, sculpture, architecture, decorative arts, photography, and graphic work in a broad social and historical context. Includes the work of Copley, the Peale family, Jefferson, Cole, Durand, Bierstadt, Caitlin, Leutze, Greenough, Powers, Brady and Gardner.

Art and Spirituality: Making and Meaning in Medieval Italy 1100 - 1400

373

This course focuses on the creation and meaning of medieval Italian art, paying particular attention to technique and display. We will examine a wide range of visual material in a variety of media such as sculpted portals, tombs and pulpits, illuminated manuscripts, painted panels, frescoed chapels and enameled reliquaries. This will include consideration of settings and space; the decisions made by both artists and patrons; and audiences. Consideration will be given also to the development of new types of images in relation to the cult of the saints and the rise of new religious orders, particularly the Franciscans and the Dominicans. Making use of works in local art
collections, special attention will be devoted to panel painting and the various functions panels served within the medieval church as well as issues related to their display within the modern museum. The course includes visits to the National Gallery of Art and the Walters Art Museum.

374 How to Survive the Bomb: Art, Music, and Literature in the 1950s

By 1950, the Cold War was in full swing and fear of nuclear annihilation was increasingly palpable. This course will examine how artists explicitly and implicitly addressed the political, cultural, and ethical implications of this situation. Beginning with the abstract art of the Abstract Expressionists, and working our way through the Beat poets, the musical compositions of John Cage and Morton Feldman, and jazz, the cryptic, collage-like works of Robert Rauschenberg and Jasper Johns, the figuration of Larry Rivers, the performance-based Happenings of Allan Kaprow, as well as photography and film, we will consider the variety of ways that artists responded to the fear and repression of the Cold War. We will read a variety of texts ranging from artists’ writings, literature, contemporary criticism, and scholarly accounts to gain a better understanding of the artistic diversity of the 1950s.

375 Artistic Exchange between the Netherlands and Italy

This course will investigate the nature of artistic exchange that occurred between the Netherlands and Italy during the early modern period. We will examine the artistic, intellectual, religious and social contexts that first motivated Northern artists to travel south in the fifteenth century and how that journey became a standard part of an artist's education two centuries later. To this end, we will explore the artistic environments and traditions that Netherlandish artists encountered once they arrived in Italy and the kinds of relationships that developed between them and Italian artists and patrons. We will also look at the reception of Netherlandish painting in Italy as well as the impact of Italian art on those Northern artists who never traveled south. By considering important cities of cross-cultural contact, such as Antwerp and Utrecht, Rome and Florence, and the role of this exchange
in different media, including painting, sculpture and tapestry, this course aims to provide a deeper understanding of the rich and complex artistic dialogue that emerged between the North and South.

381  Figure Drawing  
This course is an introduction to creating drawings based on observing a range of artist's models. The focus of the class is to develop a sensitivity to the structure, anatomy and expressive qualities of the human form in a variety of ways. Through concentrated in-class life studies, creative, personalized projects, and class critiques, students will discover new ways to render the human figure with confidence. Historic and contemporary references will broaden the students' understanding of the figure as an exciting part of visual language. Prerequisite: Beginning Drawing, or permission of the instructor. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

382  Figure Painting  
This course is designed to build upon students' abilities to render the human form and to hone their visual problem solving skills. The focus of the class is to increase technical abilities of the students so that they may more confidently express themselves in a two dimensional form with both drawing and painting media. Through concentrated in-class life studies, projects, and class critiques, students will foster new ways to render the human figure with confidence. The course approaches the techniques in a cumulative manner. It begins with simple line studies and ends with the glazing techniques used by the Old Masters. The course is open to beginning through intermediate drawing and painting students. Students should have taken one of the following prerequisites: 201 or 202 or 381, or may enroll in the course with the Instructor's permission. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.
383 Video Production

This course offers a practical introduction to the creative and technical skills needed for producing videos, a basic survival skill for the internet age. It will feature dynamic field production and post-production exercises, culminating in the realization of a short video. Students will learn the basics of all crafts required in video production from inception and development of an idea to writing a proposal, storyboarding, planning and executing a shoot, recording audio, use of music, and editing your work into a short piece for upload on Vimeo or YouTube. Students will become familiar with the professional language of film practices, as well as how to critique works of video. Course will be offered in the Art Department’s advanced Apple lab, employing Go-Pro and Canon video cameras, featuring the latest editing hardware and software, including Apple Final Cut Pro X and Adobe Premiere.

384 Digital Photography and Dynamic Narrative

This course will explore the process of documentary and fictional storytelling through visual, audio, and time-based elements. Students will learn the visual narrative process, as well as audio recording and editing techniques that enhance the visual narrative. Final projects will include the presentation of a completed photo story with a coordinated audio component. Students will use Adobe Photoshop, Audacity and Soundslides. 35mm camera required. Previous photography experience is preferred but not required. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

385 Screen Printing

This cross-platform course that combines traditional printmaking process and new media techniques, is designed to explore dynamic and adaptable screen-printing methods, materials and techniques to transform digitally generated imaging into original hand printed art work. The course will introduce and review software applications and digital tools currently available, for the purpose of generating high quality photo-stencils that can translate effectively visual information.
through screens into a variety of materials. This course is also an opportunity for the fine art student to explore the possibilities and potential of integrating screen-printed imagery, textures, and ideas into painting as unique works or as serial projects.

386 Introduction to 3D Modeling and Animation
This course introduces students to basic concepts when working with motion graphics and 3D space and its various industry applications. Adobe After Effects and the open source software package Blender will be used to create 3-D still renderings and short animated sequences. Students' focus is on three-dimensional modeling and basic animation techniques, with an emphasis on creativity, originality and experimentation.

390 A World Filled with Gods: Pagan, Jewish, Christian and Muslim Art in Late Antiquity
Between the first and the eighth centuries, two new religions, Christianity and Islam, joined the Jewish and Greco-Roman religions. In this course, we will investigate the war of images during this critical period of intercultural transformation and change in the Mediterranean world. We will examine how old and new religions both competed and communicated via art and architecture. Through a number of case studies, we will investigate forms of visual expression in late antiquity; and we will consider how images of the divine functioned to shape and reinforce cultural and social structures.

395 Intermediate to Advanced Screen Printing

401 Advanced Painting
Emphasis on development of individual style-form concepts. Materials and techniques of painting in oils, acrylics. Studio, six hours per week. Departmental approval required. Prerequisites: 303, 304. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

406 Advanced Sculpture
Further exploration of sculptural media with an emphasis on the development of personal style. Material and techniques include a broader variety of
media (metal, stone, wood, ceramics, and mixed media). Studio, six hours per week. Departmental approval required. Prerequisites: 305, 306. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

408  Advanced Metal Sculpture
Continued work in welded steel and cast metal sculpture. Instructor approval required or Prerequisite: 308 Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

410  Introduction to Digital Photography
Explores the basics of using the computer as a photographic tool. The importation of conventional 35mm film into Adobe Photoshop will be the primary focus. Must have prior experience in basic photography, i.e. working knowledge of photography and darkroom. A 35mm SLR camera is required. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

411  Advance Digital Photography
Advanced digital photography explores the aesthetics of photography in a digital medium. Expand upon the fundamentals of photography applied in a digital medium, including photo-stitching, filters, and multiple implementation of images into singular pallets, using studio, action and photojournalistic techniques, students will apply knowledge of camera physics, composition and aesthetic values to images. Culmination of course will be final presentation of advanced project in finished book format Digital SLR is required. Perquisite: 232; 329. Admission may also be granted upon evidence of prior photography and Photoshop experience please see departmental for this approval. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.
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<td>420</td>
<td>Art and Critical Theory</td>
<td>An in-depth introduction to twentieth century theory as applied to the visual arts. Examines some of the most interesting and controversial modern theoretical paradigms, including Structuralism and Post-Structuralism; Modernism and Post-Modernism; Feminism; Materialist and Marxist art history; Psychoanalysis; and Deconstruction. Prerequisites: 332, or departmental approval required.</td>
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<td>422</td>
<td>Body and/as Image: Expression, Identity, and Subjectivity</td>
<td>An intensive discourse has emerged around the concept of the body in the humanities during the past couple of decades. In this class we will explore the human body as a medium of expression, identity formation, and subjectivity in the twentieth century. Representations of the body in painting, photography, sculpture, and video will be analyzed and discussed in relation to artist statements, art historical interpretations, and critical, theoretical writings from the early avant-garde (Cubism, Futurism, Dada, and Surrealism) through contemporary art practices &amp; theory (Body Art, Performance, Feminism, Postmodernism). Some of the artists whose work we will examine are: Marcel Duchamp, Alfred Stieglitz, André Kertész, Claude Cahun, Salvador Dali, Frida Kahlo, Willem de Kooning, Matthew Barney, Vito Acconci, Joseph Beuys, Philip Pearlstein, Yves Klein, Ana Mendieta, Janine Antoni, Joseph Beuys, Robert Mapplethorpe, Mona Hatoum, Orlan, Kiki Smith, Shirin Neshat, Cindy Sherman, Bill Viola, Carolee Schneemann, Chris Burden, Yasumasa Morimura, and Lynn Hershman.</td>
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<td>Advance Photography</td>
<td>This course will provide students with an opportunity to explore advanced black and white photography techniques as well as expand on personal style. A 35mm SLR camera is required. Prerequisites: Art 309, Art 339 or Approval from Professor. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at <a href="http://art.cua.edu/courses/courses.cfm">http://art.cua.edu/courses/courses.cfm</a>.</td>
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<tr>
<td>442</td>
<td>Advance Web</td>
<td>Continuing on ART 342, this course</td>
</tr>
</tbody>
</table>
Design Using CSS introduces students to advanced web design techniques using Cascading Style Sheets, or CSS. Students will learn standards-compliant formatting; color and typography; table-free design; cross-platform and cross-browser techniques, and creating multi-column layouts, as well as discuss where CSS is likely to take the Internet. Prerequisite ART 342 Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

446 Painting Open to beginning and advanced students and qualified high school students. An exploration of traditional and contemporary approaches to media, picture plane, and subject matter. Summer Sessions only. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

451 Senior Studio Art Coordinating Seminar For qualified students, Departmental Approval Required.

451A Senior Art History Coordinating Seminar For qualified students, Departmental Approval Required.

452 CUA@NGA: Advanced Modern Art from Edouard Manet to Salvador Dali

456 Advanced Studio Problems For qualified students, Departmental Approval Required. Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

471 Ceramic Art Open to concentrators and nonconcentrators who wish to acquire a direct perception of aesthetic values inherent in ceramic art and are interested in acquiring a knowledge of special aspects of ceramic art, such as ceramic sculpture, Raku, slip, underglaze and majolica decorative qualities, Egyptian paste, and terra sigillata. Studio, six hours per week. Students enrolled in this course will
have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

473  Studio Concepts: Virtues and Vices
Students will investigate the traditional symbolism of virtue and vice, in the context of contemporary experience. The two central themes of this upper level studio seminar will be the Four Cardinal Virtues and the Seven Deadly Sins. Students will create two and three dimensional projects that reflect upon these endurably evocative religious themes. The class will culminate in a collaborative project depicting the Temptation of St. Anthony, whose passionate piety has inspired devotional art for almost two millennia. This final project will conclude with a public exhibition of selected works produced in the course, which will be held in conjunction with a public lecture (given by the instructor) on the treatment of Virtue and Vice in contemporary art. Prerequisites: ART 101, ART 102 and ART 201 or Permission of Instructor

Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

474  Seeing is Believing
The poet Samuel Taylor Coleridge wrote that looking at art demands the willing suspension of disbelief. This course links the very human act of looking to the transcendent in art and life. Through lectures, discussions, life model studies, and individual projects, students will examine the question of seeing and will apply it to their own creative work in the studio. Instructor approval required. Prerequisites: Art Major

Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

475  Intermediate Ceramic Art
Students enrolled in this course will have a course fee assessed to their student account. Additional information can be found at http://art.cua.edu/courses/courses.cfm.

481  Senior Honors
Guides Art History majors in
Tutorial researching and writing the Senior Thesis. Departmental approval required.

494H Independent Study Art History
For qualified students, Departmental Approval Required.

494S Independent Study Studio Art
For qualified students, Departmental Approval Required.

495H Internship - Art History
For qualified students, Departmental Approval Required.

495S Internship - Studio Art
For qualified students, Departmental Approval Required.

498H Undergraduate Comprehensive Examination: Art History

498S Undergraduate Comprehensive Examination: Studio Art

Program in Biochemistry

Program Committee John Golin, Biology; Gregory Miller, Chemistry

An interdepartmental committee (biology and chemistry) administers the major program in biochemistry. Students following this program will fulfill the course requirements for entrance to graduate programs and the science course requirements for medical schools. Undergraduate research is encouraged. Further information can be obtained from the chemistry/biochemistry adviser.

Prerequisites. BIOL 105, 106; CHEM 103, 113, 104, 114, 203, 213, 204, 214; PHYS 215 (or 205), 216 (or 206), 225, 226; MATH 111 (or 121), 112 (or 122).

Required for the B.S. CHEM 351, 353, 401, 405, 408, 418, 471, 472, 496; two of the following: BIOL 207, 217, 518, 549, 538, 586, or another advanced course with the approval of the biochemistry committee.

Required for B.A. CHEM 351, 353, 405, 408, 471, 472, 496; two of the following: BIOL 207, 217, 418, 449, 538, 586, or another advanced course with the approval of the biochemistry committee.

Department of Biology

Professors John E. Golin, James J. Greene; Venigalla B. Rao, Chair; Pamela L. Tuma

Professor Emeritus Roland M. Nardone
The Department of Biology offers programs leading to the degrees Bachelor of Arts, Bachelor of Science, and Bachelor of Science. Students may choose to pursue the honors track in biology by selecting the prescribed research courses and advanced electives. As part of the new program in Biotechnology, qualified students may pursue a five-year combined Bachelor of Science in Biology/Master of Science in Biotechnology. A five-year course combined Bachelor of Science/ Master of Science is also available to qualified students.

Undergraduate course offerings in the Department of Biology are intended to provide both majors and minors with current information necessary for the understanding of life processes and their bearing on contemporary problems and objectives. A major in biology automatically fulfills requirements for most schools offering postgraduate studies in medicine, dentistry, or veterinary medicine, as well as for graduate studies in various disciplines within biology and related fields. Preparation for postgraduate employment in biological and biomedical research is available through selected offerings. The program in Biotechnology is intended to provide students with a solid technical foundation in the biological sciences together with an understanding of how to conduct the business of biotechnology.

The distribution requirements in natural science may be fulfilled in part by BIOL 103 and 104. Certain other biology courses may be taken by a limited number of non-majors, with the permission of the instructor, to complete the requirement or for a minor in biology.

Prerequisites for a major in biology. BIOL 105, 106, 207, 217, 317; CHEM 103, 113, 104, 114, 203, 213, 204, 214; MATH 111, 112 or 121, 122. Required. BIOL 452, 449, 454, two other biology courses; PHYS 205, 206, 225, 226. Students electing the B.S. will select additional biology courses.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Biology

BIOL
101  A Literary Approach to Biology

102  Teaching Science at the Elementary Level

103  General Biology I
An examination of the human body in health and disease. After examining the normal physiology of the body, the processes and symptoms of a variety of diseases will be discussed. Emphasis will be placed on the factors responsible for these diseases and their prevention. For non-concentrators only. Note: Biology 103 and 104 may be taken in any order.

104  General Biology II
An introduction to environmental science and ecology with emphasis on the interrelationships of living and nonliving things in ecosystems and how disruptions of these relationships result in environmental problems. A portion of the course will be held outdoors. For non-concentrators only. Note: Biol 103 and 104 may be taken in any order.

105  Mechanisms of Life I
Lecture and laboratory course addressed to general principles in modern biology. Emphasizes molecular and cell biology, evolution, and basic biological and chemical principles. Three hours of lecture and three hours of laboratory per week. For concentrators and premedical students only.

106  Mechanisms of Life II
Lecture and laboratory course addressed to general principles and an introduction to animal and plant biology. 106 emphasizes cancer biology, biotechnology, cell signaling, immunology, and molecular genetics. Three hours of lecture and three hours of laboratory per week. For concentrators and premedical students only. Prerequisites is BIOL 105.

114  Field Biology for Non-Science Majors
A hands-on course in field biology for non-science majors. Students will learn basic concepts about ecology and environmental science through outdoor activities and exploration of a variety of ecosystems. Field trips will be taken to local national parks, rivers, and the Chesapeake Bay to study forest ecology, stream ecology, and the interrelationships of all the living and nonliving components of these
ecosystems. The large majority of the course will be spent outside on field trips.

207 Genetics Structure, function, and changes in hereditary material; transmission genetics. Some discussion of recombinant DNA technology and its applications to human welfare. Three hours of lecture and four hours of laboratory per week.

217 Molecular Genetics & Protein Engineering This laboratory course takes the students through a connected series of modern and advanced molecular biology concepts such as sequence and structural analysis of a model gene, introduction of a specific mutation in a key functional motif, and biochemical assays to determine how the mutation affects biological function. The drug resistance ABC transporter gene, pdr5, from Saccharomyces cerevisiae, a gene that has significant biomedical importance, will be used as the model gene. The course builds on concepts learned in Biol. 106 laboratory by incorporating several new approaches such as computational analysis, protein engineering, site-directed mutagenesis, and enzyme biochemistry. A major goal of this course is to provide the students with skills that are inherent in professional success, which include analytical skills, quantitative and statistical analyses, written and oral communication of basic concepts. FOR BIOLOGY and MED TECH MAJORS ONLY.

218 Molecular Cell Biology Lab This laboratory course reinforces concepts introduced in BIOL 210. Tools and techniques of cell biology will be used to study mitochondria, the cytoskeleton, intracellular transport, and cell division. Emphasis will be placed on improving scientific writing skills. Three hours of laboratory per week. Prerequisites: BIOL 105 and BIOL 106.

223 Microbiology An introduction to the study of microorganisms with emphasis on disease-causing bacteria. Topics include the nature of microorganisms, their relationships with humans, infectious diseases, and immunity.

232 Human Anatomy & BIOL-232 is the first semester of a two-
Physiology I  
A semester course in Human Anatomy and Physiology. Homeostasis, the chemical foundations of life, anatomy and physiology of the cell, and the integumentary, skeletal, muscular and nervous systems are covered. Clinical applications are presented, which have particular relevance to students preparing for the health care professions. There will be 35 hours of lecture and 35 hours of lab covered during the term of the semester. For the six week summer term, all instruction (both lecture and lab) takes place online.

Human Anatomy & Physiology II  
BIOL-233 is the second semester of a two-semester course in Human Anatomy and Physiology. A systemic approach to this subject continues with focus on the endocrine, lymphatic, cardiovascular, respiratory, digestive, urinary and reproductive systems. Clinical applications are presented, which have particular relevance to students preparing for the health care professions. There will be 35 hours of lecture and 35 hours of lab covered during the term of the semester. For the six week summer term, all instruction (both lecture and lab) takes place online.

Investigations in Molecular Cell Biology  
Biol 317: Investigations in Molecular Cell Biology  
Course description  
This laboratory course is designed to teach students to become independent scientists. The material and skills build upon the content of Biol 105, 106, and 217 laboratories. The course will be an active learning environment that will include a mixture of lecture material, group work, problem-solving sessions, laboratory exercises, and individual team-based original laboratory projects that focus on molecular and cell biology. Emphasis will be placed on developing scientific writing and oral communication skills. In addition, students will begin learning how to read and interpret scholarly journal articles.

Ecology  
A study of the abiotic and biotic factors in ecosystems and how they interact. Field trips will examine the unique factors pertinent to specific ecosystems.

The Development and Application of Modern Genetics
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>418</td>
<td>Physiology</td>
<td>Vertebrate/human function with emphasis on the cardiovascular system, and on the cellular functions involved with muscle contraction, nerve impulse propagation, renal function, respiration and digestion. Three hours of lecture and three hours of laboratory each week.</td>
</tr>
<tr>
<td>449</td>
<td>General Microbiology</td>
<td>Introduction to microorganisms and their importance to humanity, with special emphasis on bacteria and viruses. Prerequisite: 207.</td>
</tr>
<tr>
<td>452</td>
<td>Coordinating Seminar</td>
<td>Selected topics of current biological interest. Required of seniors concentrating in biology.</td>
</tr>
<tr>
<td>454</td>
<td>Biological Chemistry</td>
<td>An introduction to biomolecules and their interactions. Topics include the structure and function of amino acids, proteins, carbohydrates, nucleotides, lipids, membranes. Energetics and aspects of human metabolism will be discussed. Prerequisites: CHEM 203, 204.</td>
</tr>
<tr>
<td>473</td>
<td>Clinical Chemistry I</td>
<td>Basic clinical laboratory procedures and theory relating to carbohydrate and protein metabolism, enzyme and isoenzyme function and analysis; nonprotein nitrogen compounds, body water, and electrolytes; acid-base balance and blood gases. Lecture and laboratory.</td>
</tr>
<tr>
<td>474</td>
<td>Clinical Chemistry II</td>
<td>Advanced clinical procedures and theory, including lipid metabolism, liver function, endocrinology, therapeutic drug monitoring, and special procedures; in-depth study of metabolic disorders and problem solving in clinical. Lecture only.</td>
</tr>
<tr>
<td>475</td>
<td>Hematology I</td>
<td>Basic clinical laboratory procedures and theory, including cell maturation; hemoglobin metabolism; methods including hemoglobins, hematocrits, sedimentation rates, cell counting, and prothrombin times. Lecture and laboratory.</td>
</tr>
<tr>
<td>476</td>
<td>Hematology II</td>
<td>Advanced hemotologic procedures and theory, including in-depth study of anemia, leukemia, hemoglobinopathies, coagulation disorders, quality control systems, and problem solving in hematology. Lecture only.</td>
</tr>
</tbody>
</table>
| 477 | Immunohematology I                  | Basic clinical laboratory procedures and theory, including the ABO, Rh and other
blood group systems, compatibility testing, donor screening, and preparation and storage of components. Lecture and laboratory.

478 Immunohematology II

Advanced blood banking theory and procedure, including antibody problems, clinical use of components, blood needs in emergency situations, post-transfusion problems, histocompatibility and quality control systems, problem solving in blood bank. Also includes principles of immunology and immunoserology with emphasis on the immune response, and immunoserologic techniques. Lecture and laboratory.

479 Clinical Microbiology I

Basic clinical laboratory procedures and theory, including quality control, specimen collection and processing, normal and abnormal flora, and identification and clinical significance of common bacterial pathogens in the clinical microbiology laboratory. Lecture and laboratory.

480 Clinical Microbiology II

Examination of the identification and clinical significance of less common bacterial pathogens and introduction to antimicrobial susceptibility testing. Also includes mycology, parasitology and virology. Lecture and laboratory.

484 Lab Management & Education

Principles of supervision and clinical laboratory management, including planning, organizing, directing, coordinating, and controlling. Introduction to learning system design and effective teaching techniques.

485 Clinical Chemistry Practicum

Practical experience during a rotation in the clinical laboratory, including routine and special laboratory testing to help the student develop speed, accuracy, self-confidence, and an awareness of the environment and responsibilities in an active clinical laboratory.

487 Hematology Practicum

Practical experience during a rotation in the clinical laboratory, including routine and special laboratory testing to help the student develop speed, accuracy, self-confidence, and an awareness of the environment and responsibilities in an active clinical laboratory.

488 Immunohematology Practicum

Practical experience during a rotation in the clinical laboratory, including routine and special laboratory testing to help the
student develop speed, accuracy, self-confidence, and an awareness of the environment and responsibilities in an active clinical laboratory.

489 Clinical Microbiology Practicum

Practical experience during a rotation in the clinical laboratory, including routine and special laboratory testing to help the student develop speed, accuracy, self-confidence, and an awareness of the environment and responsibilities in an active clinical laboratory.

491 Clinical Lab Instrumentation

Basic principles of electronics and instrumentation, including spectrophotometry, emission flame photometry, atomic absorption spectrophotometry, potentiometric techniques, osmometry, fluorometry, electrophoresis and chromatography. Lecture and laboratory.

493 Research Problems in Biology

Basic research in a field of interest under faculty direction. Open to undergraduates only.

497 Urinalysis & Body Fluids

Basic clinical laboratory procedures and theory including physical, chemical, and microscopic analysis of urine and other body fluids, renal physiology, and renal disease.

498 Undergraduate Comprehensive Examination

499 Biology Education

Program in Chemical Physics

An undergraduate major designed to meet the increasing need for scientists with strong backgrounds in both chemistry and physics, the chemical physics program is administered by an interdepartmental committee (chemistry and physics). Further information can be obtained from the chair of the Department of Chemistry or the Department of Physics.

Prerequisites. CHEM 103, 113, 104, 114, 203, 213; PHYS 215, 216, 225, 226, 506; MATH 121, 122, 221, 222.

Required. CHEM 351, 352, 401; PHYS 535, 536; CHEM 535, 536, or PHYS 531, 532, PHYS 511 or MATH 511, PHYS 512 or MATH 512; two physics seminars - PHYS 451 and 452; four additional courses in science or mathematics that must be approved by the advisor.
Majors are encouraged to participate in the ongoing chemical physics research at the university.

**Department of Chemistry**

**Professors**
- Aaron Barkatt; Greg Brewer, Chair;
- Diane Bunce; Vadim Knyazev

**Professor Emeritus**
- Ildiko Kovach

**Assistant Professor**
- Gregory Miller; Katherine Havanki (Clinical Assistant Professor)

**Adjunct Associate Professor**
- Cynthia Brewer

**Research Assistant Professor**
- Mohammad Adel-Hadadi

**Research Associate Professor**
- William Li

**Research Professor**
- Lawrence Cook

The Department of Chemistry offers several programs that lead to the B.A. or B.S. degree. The curricula are designed to prepare the student for a career in industry, for admission to a graduate program in chemistry or biochemistry, or for admission to medical school.

**Prerequisites.** CHEM 103, 113, 104, 114, 203, 213, 204, 214; PHYS 205 or 215, 225, 206 or 216, 226; MATH 111 or 121, 112 or 122. Minimum grade requirements for acceptance as a major are a C- average in each chemistry course, a C- average in each physics course, and a C- average in each mathematics course.

**B.S. in Chemistry**

This option, certified by the American Chemical Society, is designed to prepare students for graduate study or for employment as practicing chemists.

**Required.** CHEM 311, 351, 352, 353, 401, 405, 408, 418, 471, an approved CHEM laboratory elective; MATH 114 or a MATH above the 100 level; four additional courses that must be approved by the advisor. The minimum grade requirement for these courses is a C-.

**B.A., B.S. in Biochemistry (see Biochemistry)**

The B.A. and B.S. programs are administered by an interdisciplinary committee made up of professors from the departments of biology and chemistry.

**B.S. in Chemical Physics (see Chemical Physics)**

This interdisciplinary major is administered jointly by the departments of chemistry and physics.

**B.S. in Environmental Chemistry**

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
For students interested in environmental issues, this option emphasizes environmental chemistry and related topics.

*Required.* CHEM 311, 317, 318, 351, 353, 405, 408, 418, 471; MATH 114; BIOL 105, 106, 549; CE 102; an environmental policy course; ENGR 538. The minimum grade requirement for these courses is a C-.

**Courses Offered**

A full listing of undergraduate courses offered by the department is found below. Consult *Cardinal Station* for additional information about courses and to determine course offerings by semester.

**Course Catalog for Chemistry**

**CHEM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Chemistry for the Health Sciences I</td>
<td>A two-semester course designed primarily for students in the School of Nursing. The first semester covers inorganic chemistry; the second semester combines organic and biochemistry. Corequisite: 111.</td>
</tr>
<tr>
<td>103</td>
<td>General Chemistry I</td>
<td>The first half of a two-semester modern introductory chemistry course designed to fulfill the chemistry requirements for science students and to lay the foundation for further course work in chemistry. Topics include atomic theory, periodic properties, stoichiometry, nomenclature, bonding, physical properties of states of matter, solutions, kinetics, equilibrium, acid-base reactions, metathesis reactions, redox reactions, thermodynamics, electrochemistry, and chemical properties of selected classes of compounds. Corequisite: 113.</td>
</tr>
<tr>
<td>103O</td>
<td>General Chemistry I</td>
<td>This online summer course is the first half of a two-semester modern introductory chemistry course designed to fulfill the chemistry requirements for science students and to lay the foundation for further course work in chemistry. Topics include atomic theory, periodic properties, stoichiometry, nomenclature, bonding, physical properties of states of matter, solutions, kinetics, equilibrium, acid-base reactions, metathesis reactions, redox reactions, thermodynamics, electrochemistry, and chemical properties of selected classes of compounds. Chem 103O does not fulfill the lab requirement for students needing a lab. The lab which is partnered with this course, Chem 113, must be taken during the regular academic term.</td>
</tr>
</tbody>
</table>
104 General Chemistry II
The continuation of 103. Prerequisite: 103 or 107, 113. Corequisite: 114.

107 General Chemistry I for Engineers
A modern introductory chemistry course designed to fulfill the chemistry requirements for engineering students and to lay the foundation for further course work in chemistry. Topics include atomic theory, periodic properties, stoichiometry, nomenclature, bonding, physical properties of states of matter, solutions, kinetics, equilibrium, acid-base reactions, metathesis reactions, redox reactions, thermodynamics, electrochemistry, and chemical properties of selected classes of compounds. Corequisite: Chem 117 or Chem 113.

108 General Chemistry II
The second semester of general chemistry, designed for students in the School of Engineering. Open to engineering students or others by permission of instructor. Prerequisites: 103 or 107, 113.

109 General, Organic, and Biochemistry for the Health Sciences
3 credits A one semester course primarily for nursing students which covers the basics of general, organic and biochemistry. The topics include balancing equations, acid-base, pH, structure and nomenclature of organic compounds including hydrocarbons and compounds containing functional groups, the relationship of the structure of these compounds to the reactions they undergo, carbohydrates, fats, proteins, metabolism and energy.

109O General, Organic, and Biochemistry for the Health Sciences
An online summer course primarily for nursing students which covers the basics of general, organic and biochemistry. The topics include balancing equations, acid-base, pH, structure and nomenclature of organic compounds including hydrocarbons and compounds containing functional groups, the relationship of the structure of these compounds to the reactions they undergo, carbohydrates, fats, proteins, metabolism and energy. Chem 109O does not fulfill the lab requirement for students needing a lab. The lab which is partnered with this course, Chem 119, must be taken during the regular academic year.

110 Introduction to Earth Science
This course is intended to give a general overview of earth science for students of all schools at all stages of their education.
There are no pre-requisites. Topics include minerals and rocks, the roles of water, wind and ice in shaping landscapes, forces inside the Earth and their manifestation in the motion of continents, mountain building, earthquakes and volcanoes, the concept of geologic time and Earth's history, the global ocean, the atmosphere, and global climate change.

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<thead>
<tr>
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<tbody>
<tr>
<td>111</td>
<td>Chemistry for the Health Sciences Laboratory</td>
<td>Laboratory to accompany 101. Lab fee $35. Corequisite: 101.</td>
</tr>
<tr>
<td>112</td>
<td>Chemistry-Health Science Laboratory</td>
<td>Laboratory to accompany 102. Lab fee $35. Corequisite: 102.</td>
</tr>
<tr>
<td>113</td>
<td>General Chemistry Laboratory I</td>
<td>A laboratory course designed to accompany 103. Experiments give the student exposure to basic laboratory techniques and illustrate the principles of chemistry from experimental data. Lab fee $35. Corequisite: 103.</td>
</tr>
<tr>
<td>114</td>
<td>General Chemistry Laboratory II</td>
<td>A laboratory course designed to accompany 104. Experiments give the student exposure to basic laboratory techniques and illustrate the principles of chemistry from experimental data. Lab fee $35. Corequisite: 104.</td>
</tr>
<tr>
<td>117</td>
<td>General Chemistry Laboratory for Engineering Students</td>
<td>A laboratory course designed to accompany Chem 107. Experiments give the student exposure to basic laboratory techniques and illustrate the principles of chemistry from experimental data. Corequisite: Chem 107.</td>
</tr>
<tr>
<td>119</td>
<td>General, Organic and Biochemistry for Health Sciences Laboratory</td>
<td>1 credit A laboratory course to accompany Chem 109. Experiments will provide students with experience in basic laboratory techniques for acid-base, pH, organic modeling and reactions and biochemistry techniques. Lab Fee $35</td>
</tr>
<tr>
<td>125</td>
<td>Chemistry in Our Lives</td>
<td>This course is designed for nonscience majors who are interested in understanding the underlying chemistry of real world problems. Chem 125 concentrates on environmental issues which affect us globally including the quality of the air we breathe and the water we drink, global warming, the ozone hole and issues related to energy. The chemistry concepts involved include the atomic/molecular interactions of chemicals, the formation and dissolution of chemical bonds, the effect of molecular geometry on chemical</td>
</tr>
</tbody>
</table>
Chemistry in Modern Times

This course is designed for non-science majors who are interested in understanding the chemistry behind personal products and problems in the real world. Chem 126 includes topics which affect us personally including the chemistry of polymers including plastics, over the counter and prescription drugs, food and food additives and genetic engineering and forensics. The chemistry concepts involved include organic chemical structures and functional groups, balancing equations, the relationship between molecular structure and function, carbohydrates, fats and proteins, genetic structure and recombinant DNA. Lab fee $10.

Biochemistry in Science Fiction

Science fiction movies and literature present alternate worlds where elements of our scientific reality play key roles. The real science that inspires science fiction may be well established or in its infancy, and its stage of development often reflects the accuracy of its presentation. In Biochemistry of Science Fiction, we will use these alternate worlds to explore what chemistry teaches us about possible forms of alien life, the use of modern drug development to combat a zombie apocalypse, the challenges of cloning dinosaurs, and the evolution of humanity. This online course is intended for non-science majors interested in understanding the real science in sci-fi movies and novels.

Science Under Oath

For nonconcentrators. A survey of some of the scientific methods used in modern criminal investigations with emphasis on the scientific bases of the techniques. Organized as a casebook study of the application of the scientific method to the detection of crime. Topics include use of fingerprints, ballistics, tool marks, inorganic and organic analyses, DNA “fingerprinting.”

Organic Chemistry I

The first part of a two-semester course designed to introduce science majors to the study of organic compounds, their structure, bonding, stereochemistry, and reactivity with emphasis on reaction mechanisms. The first semester covers the study of alkanes and cycloalkanes, alkenes, alkynes, alkyl halides, and...

204 Organic Chemistry II
The continuation of 203, extending the functional classes studied to aromatics, ethers, epoxides, alcohols, carbonyl compounds and amines. Prerequisite: 203. Corequisite: 214.

213 Organic Chemistry I Lab
Laboratory to accompany 203. Lab fee $35. Corequisite: 203. Prerequisite: C- or better in Chem 104 or departmental consent.

214 Organic Chemistry Laboratory II
Laboratory to accompany 204. Lab fee $35. Corequisite: 204.

308 Batteries, Fuel Cells, and Energy Storage
A lecture course covering the basic theory and methods of energy storage, with emphasis on electrochemical storage technology. Topics include electrochemistry, chemical principles of operation and design of batteries and fuel cells, individual battery types (lead-acid, nickel-cadmium, nickel-metal hydride, lithium ion), hydrogen and non-hydrogen fuel cells, operational issues of batteries and fuel cells, and selected non-chemical methods of energy storage.

311 Analytical Chemistry
A lecture and laboratory course applying the principles of chemical equilibrium to quantitative analysis, with emphasis on environmental chemistry. Prequisites: 104, 114

317 Principles of Environmental Science
Introduces fundamental concepts needed to understand the biological and chemical impact of humankind on earth: how ecosystems work and adapt to change; sustainability; population growth; water, air, and soil pollution; water, nutrient, and waste management; resource depletion; energy issues and the future of solar and other renewable energy sources. Objectives link scientific principles to current efforts to address the environmental crisis.

318 Seminar in Environmental Science
Selected topics of current environmental interest. Examines the conflicting views on population growth, water pollution, air pollution, chemical pesticides, ozone depletion, and global warming in the light of currently available information.

351 Physical
The first half of a two semester sequence
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Chemistry I</td>
<td>designed to introduce students to the theoretical principles of chemistry. Prerequisites: 104, 114; PHYS 215, 216, or equivalent; MATH 112 or equivalent.</td>
<td></td>
</tr>
<tr>
<td>352</td>
<td>Physical Chemistry II</td>
<td>A continuation of 351. Prerequisite: 351.</td>
</tr>
<tr>
<td>353</td>
<td>Physical Chemistry I Lab</td>
<td>Laboratory course; to be taken concurrently with 351. Lab fee $35. Corequisite: 351.</td>
</tr>
<tr>
<td>354</td>
<td>Physical Chemistry II Lab</td>
<td>Laboratory course to be taken concurrently with 352. Lab fee $35. Corequisite: 352.</td>
</tr>
<tr>
<td>395</td>
<td>Materials Science &amp; Engineering</td>
<td>Characteristics of metals, ceramics, plastics, and composites; atomic and crystalline structures of materials; material defects; phase equilibria; diffusion; microstructures; mechanical properties of materials; processing-property relationships for steel; environmental effects on materials. Prerequisites: Chem 103 or Chem 107 and Chem 113.</td>
</tr>
<tr>
<td>400</td>
<td>Technical Writing and Information Retrieval</td>
<td>Writing a well-organized and clear report or scientific paper, including effective use of the scientific literature using on-line databases, proper structuring of reports, clear writing style, data processing, and logically defensible conclusions.</td>
</tr>
<tr>
<td>401</td>
<td>Advanced Inorganic Chemistry</td>
<td>A discussion of topics in the field of inorganic chemistry, selected from the general areas of transition metal, main group and organometallic chemistry, and theories of structure and bonding. Prerequisite: 204, 351, 352, or permission of instructor.</td>
</tr>
<tr>
<td>402</td>
<td>Bioinorganic Chemistry</td>
<td>A one-semester lecture course with primary focus on the role that transition metals play in biological processes. Discussion of structures of active sites of metalloenzymes and the mechanisms of the reactions they promote, in terms of existing experimental data on the native systems and model compounds. Systems included are oxygen binding and transport, heme and non-heme electron transfer, copper blue proteins, nitrogen fixation, and inorganic pharmaceuticals. Prerequisites: 501 or 571 or permission of instructor.</td>
</tr>
<tr>
<td>405</td>
<td>Science Communication</td>
<td>We will explore forms of science communication for expert and non-scientist audiences. We will discuss and practice writing technical papers and compare these to popular science articles. We will</td>
</tr>
</tbody>
</table>
discuss the process of writing and publishing, including plagiarism, the ethics of scientific communication, and peer review. The course will include practical exercises for written and oral communications. Students will build skills for reading and extracting information from scientific papers, writing and editing for both expert and general audiences, preparation of CVs appropriate for job hunters in scientific industries, and oral communications for formal and informal settings. We will use examples from the primary scientific literature, reviews for general science audiences, popular science writing for non-scientists, and material written by students.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>408</td>
<td>Instrumental Analysis &amp; Chemical Spectroscopy</td>
<td>A lecture course in the use of instruments for chemical analysis, including spectrophotometry, chromatography, and electrochemical methods, and a comprehensive overview of spectroscopy and its analytical applications. Prerequisites: 204, 214, 311.</td>
<td></td>
</tr>
<tr>
<td>418</td>
<td>Chemical Instrumentation Lab</td>
<td>A laboratory course to accompany 508. Lab fee $35. Prerequisite: 311; corequisite: 508.</td>
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<tr>
<td>442</td>
<td>Environmental Chemistry Laboratory</td>
<td>Experience with common methods of environmental testing. Includes test of pH, alkalinity, hardness, dissolved oxygen, oxygen demand, etc. Prerequisite: general chemistry-Chem103/113 &amp; Chem 104/114 or Chem 107/113</td>
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</tr>
<tr>
<td>471</td>
<td>Biochemistry I</td>
<td>Lectures on the chemistry of biological systems, including discussion of important metabolic pathways. Prerequisites: 204, 214.</td>
<td></td>
</tr>
<tr>
<td>472</td>
<td>Biochemistry II</td>
<td>A continuation of 571. Prerequisite: 571.</td>
<td></td>
</tr>
<tr>
<td>493</td>
<td>Undergraduate Research</td>
<td>Guided participation in the research project of a consenting faculty member chosen by the student. Prerequisite: Permission of department chair.</td>
<td></td>
</tr>
<tr>
<td>495</td>
<td>Internship in the Environment or Sustainability</td>
<td>For-credit internship open to majors and minors in Departments connected to environment or sustainability. The course is designed to allow students to apply their multi-disciplinary knowledge in biology, chemistry, ecology, economics, technology, policy, market analysis, etc. in order to develop information and recommendations for setting environmental criteria for products or services. 140 -150 hours in the internship is required, plus</td>
<td></td>
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</table>

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
additional meetings with the internship coordinator. Topics suggested by interns are encouraged, but must fit in with the current needs and interest at Green Seal. The scope and depth of the project are most suited for a senior course, but can be adapted for any level of expertise.

### Department of Drama

**Professor**  
Thomas F. Donahue; Gary K. Sloan

**Professor Emeritus**  
Gary J. Williams

**Associate Professors**  
Gail Beach, Assoc. Chair; Marietta Hedges; K. Jon Klein; Patrick Tuite, Chair

**Assistant Professors**  
Eleanor Holdridge, Producer; Rosalind M. Flynn

**Lecturers**  
Dodi DiSanto; Melissa Flaim; Christopher Griffin; Casey Kaleba; Brandon McCoy; Thomas Morra; Mary Naden; Brent Stansall

**Web address**  
http://drama.cua.edu

The goal of the Department of Drama is to offer opportunities for intellectual growth and cultural enrichment and for the development of imaginative, disciplined expression in the theater. It seeks to provide undergraduates with practical skills in their respective fields and a sound knowledge of the history and literature of the theater. The faculty is committed to providing both productions and academic programs of high quality, believing that each enriches the other.

The undergraduate program leads to a Bachelor of Arts degree, the goal of the Department of Drama being to offer the study of and training in the theater within the full curriculum of a liberal arts education. This program differs from conservatory type training.

The Bachelor of Arts program in drama consists of 10 required courses (101,
104, 201, 202, 206, 207, 305, 306, 312, 451) and four electives, chosen from
the other courses listed below. Students declaring an interest in majoring in
drama are required to take two courses in history and a course in
Shakespeare among their distribution courses.

Students majoring in drama are required to earn crew credits. They accrue
one crew credit by working satisfactorily for a minimum of 60 clock hours on
one or more approved department productions. The work may include set
construction, costume construction, light, sound, property, running or house
crews. Students must earn one crew credit for every year they are in the
department. This amounts to 240 hours of work over four years. Transfer
students must earn one crew credit for each year that they spend in the
Department of Drama. Complete regulations are available in the student
handbook which is available in online and in the Main Office.

A student must repeat any major course in which the grade awarded is
below C-.

In sum, to graduate with a major in drama, the student must have completed
14 drama courses (10 required courses plus four drama electives) and have
fulfilled his or her crew credits. To be admitted to the comprehensive
examinations, students must have completed or be in the process of
completing all required drama courses and crew credits. Comprehensives
are normally taken in the second semester of the senior year.

Students majoring in Drama who maintain a GPA of 3.5 are qualified to
complete an accelerated B.A./M.A. in Theater Education. Students may
earn the B.A./M.A. and a minor in English in 5 years.

The Department of Drama offers courses that are included in the following
minors and certificate programs: minor in Asian Studies, Minor in Performing
Arts Management, Certificate in Digital Art and Design, and Certificate in
Irish Studies.

The department also offers a minor to students in other departments. The
drama minor requires six courses: 101, 104, 206; two courses from 201,
202, or 305; one course from 207, 312, or 565.

Courses Offered

A full listing of undergraduate courses offered by the department is found
below. Consult Cardinal Station for additional information about courses
and to determine course offerings by semester.

Course Catalog for Drama

DR

101  Theatre I  An introduction to the nature of theatre as a
performing art. Students study selected
plays from the perspectives of actors and
directors, and the strategies of playwrights
to develop the ability to imagine the play in
performance and to appreciate the range of
theatre's possibilities. Required of
concentrators and sub-concentrators.

102  Introduction to
the Alexander
Technique  This class is an introduction to the
principles of the Alexander Technique. The
course is designed for performers and
anyone else who want to free their bodies for maximum efficiency for self-expression. It will enable the student to identify harmful habits that interfere with their freedom of movement and balance. Students will learn to release bodily tension and move with more ease and poise thus becoming more conscious and accountable for the way they use their bodies. Classwork includes understanding Alexander's principles, simple anatomy, developmental movement, breathing, relaxation techniques, and class presentations. Course book required first day of class.

104  Theatre II  An introduction to the technical elements of theatrical production (e.g., sets, lights, costumes, and sound) and their relation to each other. Involves hands-on, practical work. Students also consider the major types of theatrical organizations. Required of concentrators.

110  Theatre World  Designed as a humanities elective for students in fields other than drama. Introduces students to a broad spectrum of theatrical experiences and plays, preparing students for an informed and lively engagement with the art in the contemporary world. Involves attendance of selected University and professional productions. Some fees are necessary to cover ticket costs.

201  Theatre Topics  Study of drama, theatre, criticism, and culture through focus on selected problems, issues, or periods. Topics and faculty for each term announced in advance. Recent topics have included theatre architecture; critical approaches to drama from Freud to feminism; plays of political, social, and personal expression; the role of the director in pre-modern, modern, and post-modern eras; and plays since World War II. Open as humanities electives. Drama concentrators must take a total of three theatre topics courses, one of which must be 305 (see below). Courses may involve costs of attending professional theatre productions.

202  Theatre Topics  Study of drama, theatre, criticism, and culture through focus on selected problems, issues, or periods. Topics and faculty for each term announced in advance. Recent topics have included theatre architecture; critical approaches to drama from Freud to feminism; plays of political, social, and personal expression;
the role of the director in pre-modern, modern, and post-modern eras; and plays since World War II. Open as humanities electives. Drama concentrators must take a total of three theatre topics courses, one of which must be 305 (see below). Courses may involve costs of attending professional theatre productions.

205 Introduction to Speech Communications
Theory and exercises in speech communication, emphasizing perception, language (verbal and nonverbal), and interaction. Students apply principles in a variety of transactions.

206 Acting I
Self discovery. Acting I is an introduction to the basic elements of the Stanislavski system. Students train in exercises to develop concentration, imagination and life observation. Improvisations will encourage physical freedom and a sense of truth. This beginning work will teach stage craft, "moment to moment" spontaneity and a specific approach to researching and rehearsing a contemporary scene and monologue.

207 Introduction to Design
An entry-level design course, focusing on the development of a comprehensive production aesthetic for a dramatic production. Scene, costume, light, and sound design are taught in the service of plays and production concepts. Required of concentrators. Prerequisites: 104 or equivalent.

300 Performance 300
The course is an elective. It allows students to engage in intensive training and learn alternative performance styles with professional theatre artists. The course encourages collaboration among the students and the instructor. With the supervision of the instructor, the students will use their training to devise an original work. The students present their work through an informal staging at the end of the semester. Departmental consent required.

305 Theatre Topics III
This course studies filmed adaptations of Shakespeare's plays. The students will examine how contemporary directors and actors have animated the following plays: Romeo & Juliet, Othello, Henry V, A Midsummer Night's Dream, Richard III, and Hamlet. We will view and discuss such diverse interpretations as Leonardo DiCaprio's gun-toting Romeo, Natalie Wood's singing Juliet, and Mel Gibson's
confused and college bound Hamlet. The artists we will study include: Sir Lawrence Olivier, Ian McKellan, Kenneth Branagh, and Orson Welles.

306 Theatre Production
Study of the business of theatre and theatrical organization. Students study the importance of various aspects of a viable theatrical organization including: the mission statement, incorporation and non-profit status, control boards, funding sources, and strategies. As part of the class, students will create a hypothetical theatrical organization, locate and design a venue in the U.S., identify funding sources and develop an inaugural season based on the organization's mission statement.
Required of concentrators. Prerequisites: 104, 201 or 202, and 207.

307 Speech for the Actor
Lecture/Studio A voice and speech course that enables students to learn experientially the basic tools of 'acting through voice' by exploring Relaxation, Alignment, Breathing, Phonation, Resonation, Articulation, Vocal Range, Inflection and Rhythm Skills through the development of a daily vocal workout and warm-up; to develop Articulation, Listening and Hearing Skills for regional dialect correction and dialect acquisition through learning the International Phonetic Alphabet and thereby to acquire the knowledge and use of their own voices and speech as it expresses in multiple ways their senses, emotions, images and intentions with different kinds of text.

312 Directing I
Introduction to stage directing and basic directorial concepts and techniques, applied to scenes and short plays.
Required of Majors. For Drama majors only.
Prerequisites: DR 201, 202 and 206.

320 Improvisation Workshop

341 Costume Construction
Students are trained in the skills required to create costumes from renderings, including skills of basic sewing, patternning, draping, fitting, fabric selection, fabric dyeing and painting, and millinery. Prerequisites: 104 or permission of department.

380 British Drama (London)

403 Public Speaking
An introduction of the rhetorical types and techniques of platform speaking and to the organization of speech materials. Develops
the skills needed for effective communication in public settings. Topics include speech development and structure, audience analysis, presentation techniques, and critical listening. Open to students in all disciplines.

407 Advanced Speech for the Actor

410 Drama in Education 1

415 Acting II Characterization. Acting II is a continuation of self discovery and script analysis using the basic elements of the Stanislavski system, focused more directly toward developing the skills necessary to create characterization in monologues and scenes from contemporary plays. Prerequisite: 206 or permission of instructor.

426 Teaching Theatre

440 Scene Design A study of modern theories of scene design and practice in the research and creation of the stage setting for both period and modern plays in the contemporary theatre. The course includes sections on drafting techniques, rendering styles, and scale model construction. Prerequisites: 104 and 207 or permission of instructor.

441 Scene Painting Practical training in paints, painting tools, and layout and painting techniques for flats, drops, scrims, and three-dimensional surfaces. Coverage includes translucent painting, scrim and large drop layout and painting, and techniques for foliage and architectural painting.

443 Stage Lighting A study of methods and materials for lighting the stage. Courses focus on script analysis, the design process, equipment, and application. The illustration and application of the uses of light, both for illumination and for subtle dramatic purposes. Prerequisites: 104, and 207 or permission of instructor.

449 Costume Design A survey of costume design techniques, including character analysis, research, rendering skills, and fabric choices, each considered within the context of the production. Prerequisites: 104 and 207.

451 Senior Seminar Selected readings and research projects form the basis for discussion and papers
involving a synthesis of previous knowledge acquired in the field of drama and in the liberal arts program. Required of concentrators. Prerequisites: All previous courses on Drama track.

465 Acting III
Advanced Scene work and Shakespeare. Creating characters in monologues and scenes from classical and modern plays, with a concentration on those of Shakespeare. Acting III is also an introduction to the business of acting, developing audition material, practicing cold readings, understanding headshot/resume requirements and how to pursue a career in the theatre. Prerequisites: DR 206 and DR 415.

495 Theatre Internship
Advanced Drama students work with a professional theatre company or distinguished art institution in such capacities as are mutually agreed upon by the student, the company, and the student advisor. Each student is responsible for seeking and winning such an internship position; the availability of internships cannot be guaranteed. The student must develop, in conjunction with the instructor/advisor and responsible members of the professional theatre staff, a detailed proposal that includes a description of the responsibilities of the student, the extent of the commitment in terms of time, and the means by which the student is to be evaluated at the end of the internship. Proposals will be reviewed on a case-by-case basis, considering the impact on the department's productions, the value of the internship for the particular student's development, and the student's overall record. Students working in internships should commit to no other department obligations in that term and should be aware that an internship may lengthen the time needed to complete their degree program.

498 Undergraduate Comprehensive Examination
<table>
<thead>
<tr>
<th>Professors</th>
<th>John J. Convey, St. Elizabeth Ann Seton Chair; Merylann J. Schuttloffel, Department Chair; Shavaun Wall, Euphemia Lofton Haynes Chair</th>
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<tbody>
<tr>
<td>Professors Emeriti</td>
<td>Sarah Pickert</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Agnes Cave; Rona Frederick</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>Kathryn E. Gadacz Bojczyk; Angela McRae</td>
</tr>
<tr>
<td>Research Associate Professor</td>
<td>Carole Williams Brown</td>
</tr>
<tr>
<td>Head of the Educator Preparation Unit</td>
<td>Merylann J. Schuttloffel</td>
</tr>
<tr>
<td>Director of Teacher Education</td>
<td>Agnes Cave</td>
</tr>
<tr>
<td>Director of Field Experiences</td>
<td>Elsie Neely</td>
</tr>
</tbody>
</table>

The Department of Education, a scholarly community of faculty and students, shares in the general mission of The Catholic University of America. Through instruction, research and service, the department aims to contribute to knowledge and practice in education and to articulate the educational mission of the Catholic Church. To this end, the department aims to develop scholarship, leadership, research capacities and practical skills that contribute to the growth and development of the field of education. By providing quality programs with common historical, philosophical, psychological, sociological and research foundations, the department prepares graduates to contribute to the academic, personal and social development of students. Graduates are expected to be competent scholars and researchers who are able to provide leadership in practical settings. Graduates of degree programs are expected to be skilled practitioners who are knowledgeable about the research and current developments in their area of specialization.

The department supports research on issues critical to the field of education, particularly those involving knowledge of the learner, the teaching-learning process, and instructional settings and the role of cultural and religious diversity within the educational enterprise. The department attempts to maintain a balance between basic and applied research, using both quantitative and qualitative methods, and strives to strengthen its research capacities among both faculty and students.

The department provides a variety of services to local, national, and Church organizations. In response to its surroundings, the department has a special goal of offering services to the urban public and Catholic schools in the surrounding community. Faculties serve as a professional resource to these
organizations.

CUA’s CAEP accredited Educator Preparation Provider (EPP) is comprised of the Department of Education (within the School of Arts and Sciences), the school library media program at the Department of Library and Information Science (LIS), as well as the vocal, instrumental, and vocal instrumental music teacher education programs housed in the Benjamin T. Rome School of Music. The EPP offers programs leading to initial and advanced certification/licensure for professional educators. The Department of Education serves a supervisory role within the EPP for all programs that prepare teachers and other professional school personnel and provides the leadership and has the authority to make decisions for the EPP. The Chairperson of the Department of Education is the EPP head, and the Director of Teacher Education is the CAEP coordinator and certification officer for all State approved programs.

As part of a Catholic institution of higher learning, the department aims to provide national leadership in the areas of Catholic schooling and research. The department does this by educating those who will serve as Catholic educators; by offering in-service and pre-service development for teachers, administrators, counselors and others who work in Catholic schools or diocesan central offices; by providing a comprehensive model program for improving education; and by promoting research that focuses on schools. The governing objectives of all teacher education programs are:

1. knowledge of educational goals and values and their social/historical roots;
2. competence in the content areas of specialization and in the other fields of knowledge pertinent to each individual program;
3. understanding of the social, emotional, intellectual, and physical needs of children;
4. skill in selecting and using appropriate teaching methods and instructional materials;
5. development of effective strategies for evaluating student learning and growth;
6. development of a reflective capacity for continual reappraisal of one’s teaching philosophy, objectives, methods, and materials.

Teacher education candidates are expected to have a thorough understanding of students, school context, and subject matter, and the ability to make informed decisions about teaching issues. See the Teacher Education Handbook for further information.

**Teacher Education Program**
The overall purpose of teacher education at The Catholic University of America is to help candidates acquire the knowledge, skills, dispositions, and reflective qualities essential for the professional practice of teaching. By developing a reflective, problem-solving orientation toward teaching, graduates of this program are empowered to examine critically their own actions and the context of these actions for the purpose of a more deliberative mode of professional activity. The outcome should be self-directed teachers who use professional knowledge to actively, persistently, and carefully to improve their practice.

A program of studies in education includes the basic general education and professional courses required by the certifying authorities of most states. It is designed to provide candidates with opportunities for study in the liberal arts and sciences, educational foundations, learning theories, and teaching methods with internship experiences across a four-year sequence. Attention is also given to curricular and instructional strategies for exceptional students and students in varied cultural settings, as well as to an increased demand for technology integration.
The early childhood, elementary, and secondary education programs offer candidates the opportunity to acquire essential knowledge, skills, and dispositions for beginning teachers. Candidates who plan to teach children in preschool, kindergarten, or grades one through three should major in early childhood education. Candidates who plan to teach grades one through six should major in elementary education. Early childhood and elementary education majors may choose to minor in a subject area; e.g., history, math, or science. Candidates who plan to teach grades seven through twelve should major in secondary education. Joint programs in secondary education are offered in English, mathematics, and social studies. Consult the Department of Education and the department in which you wish to specialize for information about specific programs. Students from other majors may also minor in early childhood, elementary and secondary education.

The B.A. programs in early childhood, elementary, and secondary education provide coursework leading to state teaching licenses. Completing a teacher preparation program does not automatically certify a teacher. A formal application to each state in which a candidate wants to be licensed has to be made and testing, such as the Praxis, may be required.

Candidates may minor in secondary education with an option to complete a one-year M.A. program in teacher education. Candidates may also pursue teaching certification in music education. (Contact the Benjamin T. Rome School of Music for further information.)

CUA’s Educator Preparation Provider has been accredited by the Council for the accreditation of Educator Preparation (CAEP, formerly known as NCATE) since 1975. The following programs are state approved and have received national recognition by the specialized professional associations: early childhood education, elementary education, and secondary education programs.

**Early Childhood and Elementary Education**

General education requirements (philosophy, theology and religious studies, humanities, language/literature, behavioral/social sciences, math/natural sciences).

A sequence of education courses: in the first year, EDUC 101; in the second year, EDUC 251, 261, 271; in the third year, EDUC 341 or 342 (Early Childhood only); EDUC 381, 311, 312, 313, 320, 321, 323, 324, and two one-credit practicum courses (EDUC 301 and 3012); and in the senior year, a full-time, 14-week student teaching assignment (for early childhood: 400, 401-403; for elementary: 400, 411-413), and EDUC 341 or 342 (Early Childhood only).

Application to the Director of Teacher Education must be made in the second week of the semester prior to student teaching. Candidates may not take more than one other course while student teaching. Candidates must also sign up for their undergraduate comprehensive exam (EDUC 498).

**Secondary Education**

General education requirements (philosophy, theology and religious studies, humanities, language/literature, behavioral/social sciences, math/natural sciences).

An approved 10-course sequence (minimum) in a content area. See respective departments.

A minimum of four education courses is required in an approved sequence: 251, 271, 386, and content methods. EDUC 382 Reading in the Content Areas is required for English and social studies majors and...
encouraged for all other candidates. Practicum experience is required with methods courses.
A full-time, 14-week student teaching assignment (EDUC 461, 462, 463) occurs during the senior year. Application to the Director of Teacher Education must be made in the second week of the semester prior to student teaching. Candidates may not take more than one other course while student teaching.

Initial Acceptance to the Teacher Education Program
Completion of the teacher education application and submission of essay by April 1 of the sophomore year.
A 3.00 cumulative grade point average.
A 3.00 GPA in the major. For secondary education candidates, the GPA is based on major requirements and any additional courses required for licensure.
A 3.00 GPA in education courses for early childhood and elementary education candidates.
Letters of recommendation. (All II sophomore level education faculty submit recommendations automatically in LiveText.) For secondary education candidates, one of the letters of recommendation must be written by a faculty member at the major department.
A passing score on each part of the CORE/CASE tests in reading (156), writing (162), mathematics (150).
Successful completion of specified requirements, such as key assessments and various assignments during field experiences (e.g., tutoring journals and observation papers).
If almost all the admission requirements are met, the Teacher Education Committee may allow the candidate to enter the program on a provisional status for one semester. If the candidate does not meet all the requirements by the end of the provisional semester, the candidate will be denied admission.

Continuance and Application for Student Teaching
A 3.00 cumulative grade point average and a 3.00 in the major in every semester. If the candidate’s GPA drops below the established minimum of 3.00 cumulative and 3.00 in the major after admission to Teacher Education, the candidate will be placed on probation for one semester during which time the candidate must attain the required GPA.
Candidates cannot student teach without attaining the required GPA. Also, approval to student teach is not automatically granted upon completion of academic requirements. If weaknesses or deficiencies are noted in subject matter knowledge, pedagogy, communications, interpersonal skills or dispositions, the Director of Teacher Education may put the candidate on probation and require the candidate to take additional coursework, do an additional practicum or obtain personal counseling. Each candidate is allowed to have only one provisional and one probationary semester.
Early Childhood, elementary and secondary education candidates must take the appropriate PRAXIS II content test before student teaching. Successful completion of specified requirements, such as key assessments and various assignments during field experiences (lesson plans, thematic units, and satisfactory grades in methods courses). A C-minimum is required for all education courses as well as general education/distribution requirements to be eligible for a license.

Graduation
A grade of at least C- in each course required for licensure. Successful completion of the teacher education program (i.e., education courses, courses in the major, courses related to the major).
Successful completion of field experiences and specified requirements, such as key assessments and various assignments during field experiences (e.g., Action Research Project, student teaching evaluations).

License
Completion and submission of the District of Columbia Application for Licensure form, criminal background check and DC application fee. Passing scores on both content and pedagogy PRAXIS II tests (see www.ets.org).

See more details in the Teacher Education Assessment Handbook.

Transportation Responsibility
Transportation to and from agencies or schools used for practicum, student teaching, and any other field experiences is the personal responsibility of the candidate.

Education Studies Program
The Education Studies Program informs majors who want to work with or for children in non-school settings. It prepares majors to understand the ways schools function and to gain firsthand knowledge of how outside agencies may enhance or impede the work of schools. Candidates majoring in education studies gain knowledge enabling them to be informed citizens and parents who understand how to interact constructively with schools. Through its several foci, this program may also teach majors how to enter, manage, or begin businesses related to education; how to design educational products; or how to obtain employment in educationally related mass media, including public relations, advertising, or print journalism. Education Studies majors can also focus on education issues relevant to the workplace or the United States justice system or those of concern to special populations.

Each major’s program must be approved by the coordinator of Education Studies; every program will contain at least one special focus. Advising about focus and course selection will take into consideration the candidate’s personal needs and career goals. Usually, candidates enroll in one or more semesters of practicum or internship that serves to draw together their coursework in a culminating experience that serves to acquaint candidates with the real world of work. Candidates must also sign up for their undergraduate comprehensive exam (EDUC 498). In order to be accepted as an Education Studies major, candidates must have at least a 2.3 cumulative average and must apply to and be accepted by the School of Arts and Sciences with the approval of the Department of Education. Application forms for admission to this program are obtained from the department. Candidates whose grade point average falls below 2.3 may be dropped from this major.

Requirements for Education Studies
- General education requirements (philosophy, theology and religious studies, humanities, language/literature, behavioral/social sciences, math/natural sciences).
- EDUC 251, 261, 271 or 361, 420, 307, SOC 202 or PSY 350
- One of the following: EDUC 422, 522, SOC 323, 351
- One of the following: EDUC 503, 536, PSY 226
- Four education electives, one each at the 200-, 300-, 400-, and 500-levels
- One semester internship

Internship
As part of the Education Studies program students will do a one semester field experience in which the student spends 150 clock hours observing and working on-site in a non-school setting that has educational implications. Students are under the direction of on-site personnel. Assignments include journal keeping and a site-based research paper.

PREREQUISITES: EDUC 251, 261, 271, and a research methods course.

ELIGIBILITY: Education Studies concentrators.

Application Process
Each Student confers with the education Studies coordinator and registers for EDUC 441 no later than the pre-registration period of the previous semester. Because of the time it takes to locate and confirm a placement site, students may not register for this course at the beginning of the semester in which they expect to take it. Many practicum sites require the student to apply months in advance in order to obtain a field placement.

Each student must discuss possible placements with the Program's site placement coordinator at the beginning of the semester prior to the semester that the student hopes to take EDUC 441. It is the student's responsibility to find a placement.

NOTE: There must be mutual agreement among the agency's contact person, the student and the program's site placement coordinator about the appropriateness of the placement before the placement is made.

After placement is negotiated, the student must assume responsibility and fulfill requirements for clearances specified by the agency (health, transportation, etc.). The student assumes the financial costs involved in fulfilling these requirements, including providing one's own transportation and obtaining liability insurance through Catholic University.

NOTE: Failure on the part of the student to complete all aspects of this process by the beginning of the semester will result in the student being required to drop this course.

Clock hours on site
A total of 150 clock hours are required. This amounts to more than 10 hours a week for one semester. This scheduling of the hours on-site will be at the discretion of the student and the on-site supervisor. Students are expected to be punctual, log in and report to the on-site supervisor each assigned day, and to sign out at the end of each day. The time spent on site is to be looked upon with the same seriousness as one would look upon a paying job.

On-campus obligation
Students will be in contact with the program's site coordinator on a regular basis through individual and group, formal and informal conferences. The specific arrangements and times will be made at the beginning of the practicum experience each semester.

Assignments
Students are required to keep a weekly journal which will be submitted bi-weekly throughout the semester to the program's site coordinator. Students will also develop a site-based research paper of at least 25 pages dealing with some problem or aspect of the practicum experience. Students are expected to be reflective about their practice. At the end of the semester the student will prepare an oral presentation of the research paper and present it to all Education Studies' majors in a culminating general session. The paper itself should be submitted to the program's site coordinator, typed, double-spaced, following a recognized format, and containing both
references and an appropriate bibliography (a minimum of 25 citations of bibliographic references is required), two weeks before the end of the semester in which the student is enrolled for EDUC 441.

**Final grade**

This will be based on the evaluations of the on-site supervisor and the program's site coordinator; the quality of the student's work; and the quality of the participation in the individual and group, formal and informal conferences. The program's site coordinator will keep in contact with the on-site supervisor and oversee, with the on-site supervisor, and evaluation of the student at the mid-term and at the end of the semester.

**Courses Offered**

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

**Course Catalog for Education**

**EDUC**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>101</td>
<td>Introduction to Teaching</td>
<td>A one-credit course for any student interested in becoming an early childhood, elementary, or secondary school teacher, or interested in exploring courses available through the Education Studies program. Introduces students to the Catholic University Teacher Education Program's philosophy and requirements. Course content designed to help students clarify whether they have the disposition to be good teachers and want to consider teaching as a career goal.</td>
</tr>
<tr>
<td>251</td>
<td>Foundations of Education</td>
<td>Introduces candidates to CUA's Conceptual Framework as well as to the aims, goals, and functions of schooling within the context of the philosophical, historical, and sociological bases of American education. Develops a relationship between theory and practice through interaction with the professional community and observation experiences in diverse local schools. Candidates become familiar with the multiple community agencies that impact PreK-12 student learning. Designed for Education majors: departmental consent required.</td>
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<tr>
<td>261</td>
<td>Human Growth and Development</td>
<td>Introduces candidates to major concepts, principles, theories, and research related to the development of a person from the prenatal period through adulthood. Experiences with observation and other formal and informal assessment methods to learn about children's</td>
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</table>
characteristics and needs, and the multiple influences on development and learning. Encourages dispositions characteristic of professional educators including attention to ethical standards. Designed for Education majors: departmental consent required.

271 Psychology of Education

Introduces principles of educational psychology. Compares application of knowledge of methods based on research in cognitive science with those based on principles of behaviorism. Topics include creating positive learning environments and supportive relationships for learning, increasing motivation, problem solving, assessment of student performance, and planning instruction to meet the needs of diverse learners. Candidates participate in a tutoring experience in a school as part of course requirements and use CUA’s Conceptual Framework to reflect on their P-12 students’ performance. Designed for Education majors: departmental consent required.

301 Practicum Early Childhood/Elementary Education

Taken concurrently with courses in classroom management, curriculum and instruction, and children's literature. Candidates try out their knowledge, skills, and dispositions for teaching under the guidance of an experienced teacher. They observe and work with diverse PreK-6th grade students while collaborating with their cooperating teacher and other teacher education candidates. To provide a diversity of experiences, candidates are placed in a variety of grade levels in urban or suburban public, private, Catholic or charter schools. Using CUA’s Conceptual Framework, candidates analyze the school ethos, the curriculum, instruction, and organizational procedures. Concurrent: 313, 312, 311.

302 Practicum in Early Childhood/Elementary Education

Taken concurrently with methods courses in social studies, mathematics, science, health, and physical education. Candidates observe, tutor, and teach lessons including planning, implementing, and evaluating an interdisciplinary, thematic unit and collaborate with their cooperating teacher and their peers. Using CUA’s Conceptual

303 Practicum in Early Childhood / Elementary Education
Gives candidates additional guided experience observing and working with diverse PreK-6th grade students and their classroom teacher. Candidates create meaningful learning experiences for children. Could be required as a precondition for student teaching. Prerequisite: Permission of instructor.

311 Children’s Literature in Curriculum
Introduces students to the field of children’s literature. Students read and become familiar with major works in each of the genres, learn the characteristics that distinguish quality children’s literature, and become familiar with reference materials that are useful for selecting literature for specific purposes. Helps students understand the way literature and children's librarians can support the school curriculum. Prerequisites: 251, 261, 271 or permission of instructor.

312 Curriculum and Instruction in Early Childhood and Elementary School
Explores orientations to curriculum in the elementary school and examines theoretical and practical bases of approaches to instruction. Three domains of knowledge basic to the course are: organizational, executive, and interactive functions of teaching and schools. Candidates present and continuously reexamine their beliefs about teaching while they plan and implement instruction to meet their diverse PreK-6th grade students’ needs. As part of the teaching-learning process, candidates use assessment and reflect upon how they impact their PreK-6th grade students’ learning. Prerequisite: 251, 261, 361. Acceptance into the Teacher Education Program. Concurrent: 301.

313 Classroom Management for Regular and Special Needs Children
Candidates use understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Course emphasizes five principles: understanding students’ psychological and learning needs; establishing positive interpersonal
relations among the teacher, students, and parents; using organizational procedures which maximize on-task behavior; using instructional methods which encourage optimal learning; and using counseling and behavioral methods to examine and change behavior. Principles of formal and informal assessment are discussed. Prerequisite: 251, 261, 271. Acceptance into the Teacher Education Program. Concurrent: 301. An elective for the graduate Special Education Program.

320 Teaching Early Childhood & Elementary Social Studies (PreK-6th grade)

321 Teaching Early Childhood and Elementary Science, Health and Physical Education (PreK-6th Grade)

Acquaints candidates with the theory and practice of teaching social studies to diverse PreK-6th grade students. Opportunities to develop a framework for integrated planning, implementing, and evaluating social studies with other subject matter areas, e.g. reading. Explores concept development, content background knowledge, pedagogical content knowledge, and democratic classrooms. Introduces the appropriate national and state standards for social studies education and gives candidates an opportunity to plan educational experiences for school settings that reflect knowledge of these standards. Emphasizes use of community resources and technology. Prerequisite: 251, 261, 271, 312 or permission of instructor. Concurrent: 302. Acceptance into the Teacher Education Program.

Introduces candidates to the theory and practice of teaching science, PE, and health in PreK-6th grade classrooms. Focuses on developing a framework for integrated planning, implementing, and evaluating science, PE, and health thematic units. Explores concept development, subject background knowledge, and teaching strategies. Introduces the appropriate national and state standards for science, health, and physical education and gives candidates an opportunity to develop educational experiences for school settings that reflect knowledge of these standards. Promotes learning activities and curricular sequences to develop positive attitudes towards science, health behaviors, safety practices,
Introduces candidates to the theory and practice of teaching mathematics to diverse PreK-6th grade students. Promotes content proficiency, concept development, pedagogy based on cognitive and developmental theories, and wise use of modern mathematics curriculum materials and manipulatives. Introduces the appropriate national and state standards for mathematics education and gives candidates an opportunity to plan educational experiences for school settings that reflect knowledge of these standards. For junior teacher education candidates only. Prerequisite: 251, 261, 271, 312 or permission of instructor. Concurrent: 302. Acceptance into the Teacher Education Program.

Introduces candidates to the theory and practice of teaching reading and language skills necessary in the early and elementary school years. Stresses the interrelationship between oral and written language skills and the role of literature in developing these skills. Promotes concept and skill development, pedagogy based on cognitive and developmental theories. Gives candidates an opportunity to plan educational experiences for diverse early childhood and elementary students. For junior teacher education candidates only. Prerequisite: 251, 261, 271, 513, 312 or permission of instructor. Concurrent: 302. Acceptance into the Teacher Education Program.

Candidates learn about content areas and instructional strategies in early childhood education including language arts, science, mathematics, community studies, art, and music. Candidates use this knowledge to design and evaluate an integrated curriculum unit that promotes positive development as well as respectful relationships with families. Candidates develop a child portfolio to practice documenting and
assessing behavior and using available resources to promote supportive interactions with children and their families. Attention is given to learning a continuum of teaching strategies for developmentally effective approaches and to identifying oneself as an early childhood professional. Field-based placement required in conjunction with this course or permission of instructor. Prerequisites for undergraduates: 251, 261, 271, or equivalent.

342 Models in Early Childhood Education

Candidates learn about the history of and current issues in early childhood education with emphasis on understanding young children’s characteristics and needs as well as multiple interacting influences on development and learning. Candidates visit several different program models like Reggio Emilia, Head Start, Montessori, and use the CUA Conceptual Framework to reflect on and critically evaluate different curriculum options. Candidates learn about the goals and uses of assessment in each model and the role that parents and communities play in each approach. As part of an emphasis on becoming an early childhood professional, candidates develop and defend their own philosophy of teaching. Field-based placement required in conjunction with this course or permission of instructor. Prerequisites for undergraduates: 251, 261, 271, or equivalent.

372 Understanding Learning Disabilities

Introduction to understanding of the concept of learning disabilities from legal, historical, and cognitive-psychological perspectives. Emphasizes an understanding of cognitive, academic, and social-emotional characteristics within the context of a teaching-learning process appropriate for all children. Implications for educational planning, full inclusion, professional consultation, and parent collaboration.

381 Educating Diverse Learners

This interactive course provides an overview of the origins of special education, the laws governing special education, and current best practices in the education of diverse learners. Diverse learners include
students with disabilities, gifted and talented as well as at-risk students, and students from diverse ethnic, linguistic, and racial backgrounds. Candidates learn state-of-the-art instructional practices grounded in research enabling them to include and successfully educate all students.

382 Reading in the Content Areas: Learning to Learn from Text

Focuses on theory and research related to reader-text interactions and strategies for enhancing text comprehension. Candidates consider multiple literacies and processes of reading and writing that enable learners to construct meaning from print and non-print texts. Candidates develop a unit of instruction that is responsive to learner needs in a case study approach. Field experience (20 hours) is an integral part of this course.

386 Curriculum and Methods in Adolescent Education

Explores the nature of teaching and learning in secondary school settings. By focusing on the decisions and dilemmas teachers face concerning curriculum, students, and their institutional context, helps prospective teachers become competent and reflective in their professional roles. Emphasizes planning and classroom management for diverse populations. Field experience (20 hours) and microteaching are integral parts of this course. Prerequisites: 251, 271.

387 Adolescent Education: Practicum

400 Reflective Teaching Tutorial

A two-credit, pass/fail course for early childhood and elementary education majors to be taken in conjunction with student teaching. Credit for this course involves successful completion of an electronic portfolio and an action research project linked to student teaching. This capstone project is designed to help candidates address most of the standards of the NAEYC and ACEI specialized professional associations as they design, implement and evaluate their efforts to positively impact the learning of children in grades PreK through 6th grade.

401 Supervised Internship & Seminar: Early Childhood

EDUC 401, 402 and 403, taken concurrently, involve student teaching, conducting action research
in the classroom, and completing an electronic portfolio. The student teaching experience (401 and 402) consists of a full-day, fourteen-week semester spent in an early childhood setting in an elementary school through which the candidate gains teaching knowledge and experience. For 401, candidates observe and assume limited teaching responsibility for ten weeks. For 402, candidates assume full responsibility for a minimum of four weeks of the semester. Student teaching seminar (403) involves attending a weekly seminar, completing an action research project as well as an electronic portfolio designed to meet professional and departmental standards. Only one other course may be taken with the student teaching experience. Prerequisites: Successful completion of program requirements; permission of Director of Teacher Education; senior or graduate status.

402 Supervised Internship & Seminar: Early Childhood

EDUC 401, 402 and 403, taken concurrently, involve student teaching, conducting action research in the classroom, and completing an electronic portfolio. The student teaching experience (401 and 402) consists of a full-day, fourteen-week semester spent in an early childhood setting in an elementary school through which the candidate gains teaching knowledge and experience. For 401, candidates observe and assume limited teaching responsibility for ten weeks. For 402, candidates assume full responsibility for a minimum of four weeks of the semester. Student teaching seminar (403) involves attending a weekly seminar, completing an action research project as well as an electronic portfolio designed to meet professional and departmental standards. Only one other course may be taken with the student teaching experience. Prerequisites: Successful completion of program requirements; permission of Director of Teacher Education; senior or graduate status.

403 Supervised Internship & Seminar: Early Childhood

EDUC 401, 402 and 403, taken concurrently, involve student teaching, conducting action research in the classroom, and completing an electronic portfolio. The student
teaching experience (401 and 402) consists of a full-day, fourteen-week semester spent in an early childhood setting in an elementary school through which the candidate gains teaching knowledge and experience. For 401, candidates observe and assume limited teaching responsibility for ten weeks. For 402, candidates assume full responsibility for a minimum of four weeks of the semester. Student teaching seminar (403) involves attending a weekly seminar, completing an action research project as well as an electronic portfolio designed to meet professional and departmental standards. Only one other course may be taken with the student teaching experience. Prerequisites: Successful completion of program requirements; permission of Director of Teacher Education; senior or graduate status.

411 Student Teaching and Seminar: Elementary
EDUC 411, 412, and 413, taken concurrently, involve student teaching, conducting action research in the classroom, and completing an electronic portfolio. The student teaching experience (411 and 412) consists of a full-day, fourteen-week semester spent in an elementary school through which the candidate gains teaching knowledge and experience. For 411, candidates observe and assume limited teaching responsibility for 10 weeks. For 412, candidates assume full responsibility for a minimum of four weeks of the semester. Student teaching seminar (413) involves attending a weekly seminar and completing an action research project as well as an electronic portfolio designed to meet professional and departmental standards. Only one other course may be taken with the student teaching experience. Prerequisites: Successful completion of program requirements; permission of Director of Teacher Education; senior or graduate status.

412 Student Teaching and Seminar: Elementary
EDUC 411, 412, and 413, taken concurrently, involve student teaching, conducting action research in the classroom, and completing an electronic portfolio. The student teaching experience (411 and 412)
consists of a full-day, fourteen-week semester spent in an elementary school through which the candidate gains teaching knowledge and experience. For 411, candidates observe and assume limited teaching responsibility for 10 weeks. For 412, candidates assume full responsibility for a minimum of four weeks of the semester. Student teaching seminar (413) involves attending a weekly seminar and completing an action research project as well as an electronic portfolio designed to meet professional and departmental standards. Only one other course may be taken with the student teaching experience. Prerequisites: Successful completion of program requirements; permission of Director of Teacher Education; senior or graduate status.

413   Student Teaching and Seminar: Elementary

EDUC 411, 412, and 413, taken concurrently, involve student teaching, conducting action research in the classroom, and completing an electronic portfolio. The student teaching experience (411 and 412) consists of a full-day, fourteen-week semester spent in an elementary school through which the candidate gains teaching knowledge and experience. For 411, candidates observe and assume limited teaching responsibility for 10 weeks. For 412, candidates assume full responsibility for a minimum of four weeks of the semester. Student teaching seminar (413) involves attending a weekly seminar and completing an action research project as well as an electronic portfolio designed to meet professional and departmental standards. Only one other course may be taken with the student teaching experience. Prerequisites: Successful completion of program requirements; permission of Director of Teacher Education; senior or graduate status.

420   Transformational Leadership and Reflective Thinking for Educational Professionals

Transformational Leadership and Reflective Thinking for Educational Professionals is a study of the current research in leadership theory and its application to non-school educational settings. Developments in communication, decision-making,
conflict resolution, delegation, goal setting are included. This course will familiarize students with how reflection by a leader assists the change process and keeps an organization vital. Particular emphasis will be given to the contemplative principle as a reflective model of leadership practice unique to Catholic institutional contexts.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>421</td>
<td>Interpersonal Communication, Consultation &amp; the Process of Change</td>
<td>A course covering intrapersonal and interpersonal issues in communication, the basics of group processes, the elements of change processes and consultation and collaboration in inclusive settings. Emphasizes the communication strategies employed by education, human resource, and therapeutic personnel. Structured experiences give candidates practice in responding in a manner that communicates respect and effects change.</td>
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<tr>
<td>422</td>
<td>Race, Class, Gender and Disability in Education</td>
<td>Do schools create or perpetuate race, gender, and social class inequalities? Or do they accomplish their mandate to provide equal education for all? What is the role of schooling in relation to problems of racism, sexism, classism, and disability? Includes study of various theoretical perspectives, research, and everyday practice, with primary focus on contemporary American society. Examines methods for eliminating inequalities in schools and classrooms. Open to all upper-division undergraduates and graduate students interested in examining these issues.</td>
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<tr>
<td>425</td>
<td>Psychology of Learning for Diverse Populations</td>
<td>This course focuses on behavioral and cognitive science theories of learning and how these theories apply to diverse populations. Once students have been introduced to the theories, they spend considerable time applying the theoretical constructs to problems of curriculum and instruction in school settings. These applications occur through the use of case studies of real school-age children representative of diverse populations, and students with special needs.</td>
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<td>440</td>
<td>Parenting in Diverse</td>
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### Environments

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>441</td>
<td>Practicum in Nonschool Educational Settings</td>
<td>Candidates spend a minimum of 150 hours per semester in a nonschool placement observing and working under the direction of the on-site supervisor to gain practical work experience and insight into the educational implications of the setting. In consultation with the program director, candidates must secure a placement site before the semester begins. Permission of the Coordinator of Education Studies required.</td>
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<tr>
<td>443</td>
<td>Parenting in Diverse Contexts</td>
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<tr>
<td>445</td>
<td>Contemporary Issues in American Education</td>
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</tr>
<tr>
<td>461</td>
<td>Student Teaching and Seminar: Secondary Education</td>
<td>EDUC 461, 462 and 463, taken concurrently, involve student teaching, conducting action research in the classroom, and completing an electronic portfolio. The student teaching experience (461 and 462) consists of a full-day, fourteen-week semester spent in a secondary school through which the candidate gains teaching knowledge and experience. For 461, candidates observe and assume limited teaching responsibility for ten weeks. For 462, candidates assume full responsibility for a minimum of four weeks of the semester. Student teaching seminar (463) involves attending a weekly seminar, completing an action research project as well as an electronic portfolio designed to meet professional and departmental standards. Only one other course may be taken with the student teaching experience.</td>
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<tr>
<td>462</td>
<td>Student Teaching and Seminar: Secondary Education</td>
<td>EDUC 461, 462 and 463, taken concurrently, involve student teaching, conducting action research in the classroom, and completing an electronic portfolio. The student teaching experience (461 and 462) consists of a full-day, fourteen-week semester spent in a secondary school through which the candidate gains teaching knowledge and experience. For 461, candidates observe and assume limited teaching responsibility for ten weeks. For 462, candidates assume...</td>
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full responsibility for a minimum of four weeks of the semester. Student teaching seminar (463) involves attending a weekly seminar, completing an action research project as well as an electronic portfolio designed to meet professional and departmental standards. Only one other course may be taken with the student teaching experience. Prerequisites: Successful completion of program requirements; permission of Director of Teacher Education; senior status.

463 Student Teaching and Seminar: Secondary Education

EDUC 461, 462 and 463, taken concurrently, involve student teaching, conducting action research in the classroom, and completing an electronic portfolio. The student teaching experience (461 and 462) consists of a full-day, fourteen-week semester spent in a secondary school through which the candidate gains teaching knowledge and experience. For 461, candidates observe and assume limited teaching responsibility for ten weeks. For 462, candidates assume full responsibility for a minimum of four weeks of the semester. Student teaching seminar (463) involves attending a weekly seminar, completing an action research project as well as an electronic portfolio designed to meet professional and departmental standards. Only one other course may be taken with the student teaching experience.

479 Teaching Mathematics in Middle Schools and High Schools

Theory and practice of teaching mathematics to diverse middle school and high school students. Students develop skill in pedagogical approaches to teaching mathematics based on cognitive and developmental theories, as well as familiarity with modern curricular materials and aids. Introduces students to national and state standards for mathematics education and provides opportunities to develop lesson plans that reflect these standards. Field-based practicum (30 hrs) and micro- teaching required. Prerequisites:
251, 271 and 386.

480 Teaching English in Secondary Schools  Acquaints students with issues and research in the curriculum and methods of English education. Focuses on development of strategies for guiding diverse learners in the writing process and in response to a variety of literary texts. Students develop personal philosophies of language arts instruction and link content and pedagogical knowledge in planning and implementation of lessons and in assessments of learning. Field-based practicum (30 hrs.) required. Prerequisites: 251, 271, and 386.

485 Teaching Social Studies in Secondary Schools  Acquaints candidates with various approaches to social studies education and the major controversies in the field. Candidates develop a philosophy of social studies education, plan instruction, and critique curriculum materials. Field-based practicum (30 hrs.) required.

493 Research Apprenticeship for UG

494A Independent Study  Candidates pursue independent study project in their field of study or interest, with approval of adviser and instructor.

494B Independent Study  Candidates pursue an independent study project in their field of study or interest, with approval of adviser and instructor.

494C Undergraduate Independent Study for Methods Course  Permission required.

495 Internship in Non-School Setting II  This course is designed for candidates wishing an additional semester in a non-school educational setting. A minimum of 150 hours is required per semester. Candidates observe and work under the direction of the on-site supervisor to gain insight into the education implications of the work experience. Candidates must consult with the program director before the semester begins. Permission of the Coordinator for Education Studies required.

498 Undergraduate Comprehensive Examination
The major in the Department of English centers on the study of literature as the focal point of a liberal education. To encounter some of the best writing in English is to engage some of the most significant operations of the language itself, as well as to trace the development of traditions in thought and expression that link us to the past and guide us into the future. Core courses for the major provide extensive reading in the history of English and American literature, at least two literary genres (in the junior reading courses), Chaucer, Shakespeare, and the work of at least one more major author (in the senior seminar). The departmental faculty seeks to develop in the student a progressively more differentiated sense of literary history, a more discriminating sense of literary value, and a more sophisticated understanding of the cultural and social roles of literature. At the same time they strive to make students aware that literature, while a strenuous test for the intellect, is also a deeply satisfying, lasting source of enjoyment.

Increased sensitivity to literature is inevitably accompanied by increased sensitivity to language. To bring students maximum benefit from this reciprocal growth, the department systematically cultivates their powers of written expression. Writing and learning, language and thought, are linked not only in courses explicitly devoted to composition and rhetoric but also in the core literature courses required of all English majors, where the essay becomes a principal means for exploring and developing ideas.

Besides a mind well nurtured and well informed, the English major can expect to leave college with distinct advantages in approaching a career. Those most directly related to the undergraduate study of English include teaching at the secondary level or (after graduate study) the college and university levels and work in fields such as editing, publishing or writing. But because a broad cultural background and a command of clearly
conceptualized, well-written prose are increasingly valued as preparation for advanced professional studies—as, for example, those in law or business—and indeed for the professions themselves, the study of English is a promising point of entry to a variety of careers.

**Required.** 231 and 232; two courses from the group 331, 332, and 333; 351 or 352; 431 and 432; 461 or 462; and four other upper-division courses in English or American language and literature. Besides courses in English and American language and literature numbered 300 and above, two of the following courses carrying lower numbers may be used to fulfill part of the requirement for "four upper-division courses": ENG 235 and 236 (American Literature) and HSHU 102, 203, and 204 (University Honors). One upper-division course in writing (e.g., ENG 301, 302, 326, 327) may be included among the courses for the major. ENG 331, 332, 333, 431, and 432 are open only to English majors.

For acceptance as an English major by the junior year, a minimum average of 2.5 is required in 231 and 232. Majors who have received a grade of C or lower in a 100-level writing course (101, 103, 105) are required to include among their upper-division English offerings a course in expository or argumentative writing (326 or 327).

English majors are required to pass a comprehensive examination during the Fall semester of senior year. Details are available from the undergraduate advisor.

Six courses are required for a MINOR in English: 231, 232, and four other courses at the level of 300 or above, no more than one of which may be in writing; 235 and 236 may be counted among the four other courses.

An interdisciplinary minor in rhetoric and writing is offered for students whose major is outside the Department of English. For details see Dr. Stephen McKenna, Department of Media Studies.

In collaboration with the Department of Education, English majors may follow a joint program in secondary education as preparation for certification to teach English at the high school level. English majors who wish to avail themselves of this choice should consult the undergraduate advisers for both departments as soon as possible in their undergraduate careers, so as to ensure that they leave room in their schedules for all the required courses in both fields. Special attention should be paid to the regulations of the two departments where courses in writing are concerned. See also the Department of Education section of these **Announcements**.

The H. Edward Cain Prize (which includes an award of $100) is awarded each year to the graduating English Major judged by the English faculty to have achieved exemplary scholarly excellence in the study of literature. The recipient of this award is recognized at Honors Convocation.

The Thomas O'Hagan Prize of $100 is offered for the best poem written by an undergraduate in a competition held during the Spring semester of each academic year. Details on this prize are available from the Department of English.

**Courses Offered**

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.
# Course Catalog for English

## ENG

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>101</td>
<td>Writing: Logic and Rhetoric</td>
<td>Through intensive writing practice, students in English 101 inductively explore the Western traditions of logic and rhetoric, developing their facility and effectiveness as writers and deepening their awareness of the rhetorical aspects of human communication. The course teaches students to write well-organized, logically sound, rhetorically effective, and grammatically correct expository and argumentative prose. Because this is a course in the skills and processes of writing, students will be writing constantly—numerous essays, in-class drafts and other assignments—in addition to being quizzed regularly on grammar and mechanics. The course also introduces students to the library, to tools for finding information, and to research techniques, including the conventions and principles of documentation and the art of analysis and synthesis of sources.</td>
</tr>
<tr>
<td>101H</td>
<td>Writing: Logic and Rhetoric</td>
<td>An intensive composition course (workshop and discussion) treating rhetorical and literary concepts for improving reading of literature and writing. Students who wish to use computers in this course should register for one of the sections so indicated in the class schedule.</td>
</tr>
<tr>
<td>102</td>
<td>Composition and Literature</td>
<td>A course (workshop and discussion) in argumentative and expository writing designed to meet the needs of students for whom English is a second language and open to them only. Placement required for enrollment in this course. Fulfills university writing requirement for appropriate students.</td>
</tr>
<tr>
<td>103</td>
<td>English Composition for International Students</td>
<td>The equivalent of 102 for students whose native language is not English.</td>
</tr>
<tr>
<td>104</td>
<td>Literature and Composition for International Students</td>
<td>A course (workshop and discussion) for freshmen whose proficiency in composition enables them to profit by an advanced course in exposition and argumentation. Students who wish to use computers in this course should register</td>
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</tbody>
</table>
for one of the sections so indicated in the class schedule. Placement required for enrollment in this course. Fulfills university writing requirement.

120 Exploring Dublin

124 Classics in the Christian Tradition
An interdisciplinary humanities course that introduces students to cultural masterpieces, great works of literature, art, architecture, and music, that have profoundly shaped the ways people see the world and understand the place of Christianity within it.

201 Form and Value in Poetry
An introduction to the serious study of poetry that considers the distinctive ways in which poets use language, the major types of poetry, and representative works from the history of poetry in English as well as from our own time.

202 Elements of Drama
A study of the structural elements of plot, character, thought, and verbal style in selected plays from the classical periods to the present, with emphasis on British and American works. Various movements (Realism, Symbolism, Expressionism, etc.) and genres (tragedy, comedy, melodrama).

203 Varieties of the Modern Novel
A study of several novels, emphasizing the distinctive way in which each writer uses style, structure, and technical experiment to express a view of the world. The novels examined change from semester to semester.

204 Children's Literature
A study of works composed for younger readers, the course will examine thematic and narrative aspects of such literature; the relevant rhetorical constructs of author, audience, and purpose; and some of the effects of social and cultural expectations on children and the literary works written for them. A variety of genres, including fairy tales, fantasy, animal tales, historical fiction, and drama, will be explored.

205 The Literature of Fantasy
A survey of fantasy literature from its beginning in myth and fairy tales and a consideration of themes and motifs from early development to contemporary fantasy.

206 Grimms' Fairy Tales in their European
This course engages with fairy tales in the Western intellectual tradition by analyzing literary fairy tales from
Context

continental Europe written between 1600 and 1900. Although the focus is on literary tales, the course is interdisciplinary and also looks at modern literary and film adaptations of the Grimms' tales. Students will explore fairy tales as a genre and its links to socioeconomic class, family conflicts, gender, politics, economics, society, and cultural life in early modern and Enlightenment Europe. The Grimms' tales will be read using literary theory as well as cultural and media studies. This course prepares students to write an academic, analytical essay and to become familiar with academic discourse and library resources.

207 Wilderness in American Literature

A study of literary encounters with the American landscape from the myths of the American Indians through contemporary nature writing, with thematic emphasis on the relationship between man and nature.

208 Highlights of Irish Literature

209 Studies in Short Fiction

A close study of the shorter work of several major writers of British and American fiction.

210 Intro to Modern & Postmodern Literature

A focused survey for non-majors of selected movements and developments in Anglophone literatures of the twentieth century, with particular attention to close reading of works within their literary-historical and aesthetic contexts.

215 Satire in Modern Literature and Film

This course for non-majors examines the ethical, cultural, and aesthetic dimensions of modern satire. The primary emphasis is on twentieth-century poetry and prose, with some attention to film, television, music, and emerging new media genres. Authors considered may include Eliot, Pound, Ellison, Woolf, Pynchon, and Dr. Seuss, among others. Fulfills literature requirement.

231 The History of English Literature I

A general survey and analysis of selected works from the beginnings of English literature to the present, delineating general historical patterns that provide a foundation for subsequent study. 231 starts with the Middle Ages and goes through the eighteenth century; 232 begins with the Romantic movement and closes with the moderns. Covers a
broad range of materials, also pauses at regular intervals to consider individual works in depth.

232 The History of English Literature II

See description of ENG 231.

235 American Literature I

Reading in works by major authors from the colonial period to the present. Emphasis in 235 is chiefly on nineteenth-century writers; 236 deals with literature of the late nineteenth and twentieth centuries. May be used by English concentrators to fulfill upper-division course requirements.

236 American Literature II

See description of ENG 235.

245 Detective Fiction

250 Medieval Pathways

This interdisciplinary course explores the complexity of the medieval world (ca. 300-1500) as a way of introducing students to Medieval Studies. The course introduces multiple different modes of inquiry, or pathways, to the Middle Ages. Team-taught by several instructors, the course focuses on a different unifying theme each year. Students examine both material and written sources, and participate in multiple field trips to receive a hands-on introduction to Medieval Studies and to the many resources on campus and in Washington, D.C. The longer class session is used for occasional off-campus visits. Otherwise, the class will meet twice a week for 75 minutes each. The course serves as a gateway to the Medieval & Byzantine Studies major and minor (as MDST) and may fulfill the Arts & Sciences humanities requirement (as HIST or MDST) or literature requirement (as ENG).

285 American Literature & Politics

It is widely understood that ideologies and theoretical ideas influence the ways in which people think about politics. But to a much greater extent than is generally recognized, the imagination plays a distinct role in the development of political thought. This course provides an understanding of the imagination and its contributions to political thinking by examining literary works from American authors.

290 Contemporary

A survey for non-majors of contemporary
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>115/335</td>
<td>Literature and War</td>
<td>literary responses to 20th and 21st century war. The primary focus of the course is on novels, though texts may also include poetry, short stories, memoir, and film. The course will examine questions of how artists have represented and memorialized the First and Second World Wars, the Vietnam War, and the War on Terror.</td>
</tr>
<tr>
<td>301</td>
<td>Creative Writing: Fiction</td>
<td>A workshop for students with adequate writing skills, a chance to write fiction under critical supervision. Emphasis is on literary elements and craft.</td>
</tr>
<tr>
<td>302</td>
<td>Creative Writing: Poetry</td>
<td>A workshop for students with adequate writing skills, a chance to write poetry under critical supervision. Emphasis is on formal elements and craft.</td>
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<tr>
<td>305</td>
<td>From Shakespeare to Sheridan, the Irish in the Theatre: 1600-1775</td>
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<tr>
<td>306</td>
<td>Dublin &amp; the Invention of Ireland</td>
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<tr>
<td>311</td>
<td>Greek and Roman Mythology</td>
<td>The myths of the Greeks and Romans convey ideas about the divine and the human and the interaction of the two. Investigates creation myths, the divinities and heroes, and such major myth cycles as the Trojan War within their historical and ritual contexts and in terms of their literary and artistic formulations and expressions.</td>
</tr>
<tr>
<td>312</td>
<td>Norse Mythology</td>
<td>A survey of the myths and religious practices of Scandinavia in the pre-Viking and Viking periods based on textual sources (eddic and skaldic poetry, sagas) and material evidence (art and archeology). Topics include the creation myth, the structure of the world, eschatology, stories of the main gods and heroes, cults and rituals, and the influence of Christianity</td>
</tr>
<tr>
<td>313</td>
<td>Roman Roots of European Literature (Rome)</td>
<td>This course explores the ways in which the familiar genres of European literature (epic, lyric, romance, drama, satire, mythology, history, biography) are rooted in Latin Antiquity. All readings are in English translations. No prerequisite.</td>
</tr>
<tr>
<td>314</td>
<td>Rome in English</td>
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<td>Course</td>
<td>Title</td>
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<tr>
<td>324</td>
<td>Introduction to Linguistics</td>
<td>An introductory study of linguistics, with concepts and applications from the traditional areas of analysis (phonology, morphology, syntax, semantics) as well as from first- and second-language acquisition and development.</td>
</tr>
<tr>
<td>325</td>
<td>Contemporary English Grammar</td>
<td>An overview of English morphology, sentence syntax, and text grammar. Special attention to the needs of writers and English education majors.</td>
</tr>
<tr>
<td>326</td>
<td>Workshop: Writing Improvement</td>
<td>A workshop for students who wish to improve their writing, provides practice in and study of invention, organization, and style. Limited enrollment insures individual attention and response by the instructor to the special concerns of both upper- and lower-division students.</td>
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<tr>
<td>327</td>
<td>Argumentative Writing</td>
<td>A workshop of techniques for writing convincing, logical arguments. Of special interest to economics, business, politics, education, and pre-law students.</td>
</tr>
<tr>
<td>328</td>
<td>Writing Center Theory &amp; Practice</td>
<td>A seminar and practicum for students accepted into the Writing Center Undergraduate Tutor Program. Readings, writing assignments, and discussion will focus on writing center scholarship and pedagogy: literacy theory, composition theory, history of individualized writing instruction, development of reflective tutoring practices. Special emphasis will be placed on grammar instruction and the development of primary research projects.</td>
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<tr>
<td>331</td>
<td>Intensive Readings: Lyric</td>
<td>Two courses from the Intensive Readings group (ENG 331, 332, 333) are required of English concentrators and are normally to be taken by them, one per semester in the junior year. Each involves concentrated readings in the genre at issue—e.g., ballad, sonnet, ode, elegy, dramatic monologue, villanelle, sestina—chosen to highlight major points in its development through British and American literary history. Regular essays on the readings. Open to English concentrators only. Prerequisites: 231, 232.</td>
</tr>
<tr>
<td>332</td>
<td>Intensive Readings: Drama</td>
<td>See description for ENG 331. Prerequisites: 231, 232.</td>
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<tr>
<td>333</td>
<td>Intensive</td>
<td>See description for ENG 331.</td>
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<td>Course</td>
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<td>337</td>
<td>World Fictions</td>
<td>The novel and short story as these have evolved in multiple national literatures during the 19th and especially the 20th Century, exploring in particular the fictional perspectives of writers during the age of empire and their post-colonial successors. Readings will be drawn from such authors as Forster, Bronte, Conrad, Rhys, Narayan, Naipaul, Achebe, Cortazar, and others.</td>
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<tr>
<td>339</td>
<td>American and British Novels in Counterpoint</td>
<td>Reading and analysis of selected pairs of British and American novels in terms of form, theme, and place within the literary and cultural histories of their nations. An example would be the pairing of Faulkner's Absalom, Absalom with Joyce's Portrait of the Artist as a Young Man, two novels both written during the first third of the 20th C.-a period of modernist experimentation with novelistic form-and exploring issues of identity formation within cultural settings heavily burdened by the past. Particular novels may vary by semester.</td>
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<tr>
<td>340</td>
<td>Old English Literature</td>
<td>A survey of the language and literature of the Anglo-Saxons (c. 600-1200), based mainly on texts in translation, with a glance at the neighboring and related literatures of Ireland and Scandinavia.</td>
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<tr>
<td>341</td>
<td>Beowulf and Friends</td>
<td>An interdisciplinary introduction (through texts and images) to early medieval England from the 5th century to Norman Conquest, with a brief survey of Anglo-Saxon history, Old English language and literature, insular art, archeology, religion, and manuscript studies.</td>
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<tr>
<td>342</td>
<td>History of the English Language</td>
<td>A linguistic and cultural survey of the development of the English language from its Indo-European origins to the 21st century, exploring the language (and reconstructed pronunciation) of the Anglo-Saxons, Chaucer, and Shakespeare, and discussing, among others, the origin and development of different writing systems, the reasons for the discrepancy of spelling and pronunciation in Modern English, differences between British and American English, and the historical origin of American dialects.</td>
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<tr>
<td>345</td>
<td>Epic Tradition</td>
<td>After examining the roots of the epic in</td>
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from Homer to Walcott

Homer's Iliad and Odyssey, and Virgil's response to them in his Aeneid, the course traces the continuation of this epic tradition through Dante's Divine Comedy, Milton's Paradise Lost, and Walcott's Omeros.

347 Christian Literary Traditions

This course will follow a few major threads of Christian literature from the first century A.D. up to the present day, with special attention to the interplay of cultural forms and literary form, the relationship between hermeneutics and literary criticism, and the fruitful tensions and intersections between theology and literature. Texts to be studied may include foundational texts from Greece and Rome, Jewish and Christian Scripture, St. Augustine, Other early Patristic writings, Hagiography, Medieval English Religious drama and poetry, Arthurian Legends, Dante, Petrarch, Sidney, Spenser, Shakespeare, de Vega, Milton, Metaphysical Poets, Bunyan, Swift, Hopkins, Chesterton, Lewis, Eliot, Joyce, Claudel, O'Connor, Faulkner, Waugh, Greene, Hurston, Levertov, Endo, Milosz, Heaney, Berry, Walcott, etc.

350 American Cinema, American Culture

Examines the theory and practice of American cinema in the larger social and political context of American culture. Gives students a critical vocabulary for analyzing films and introduces the classical Hollywood style, the star system, and film genres including the western, the screwball comedy, film noir, the combat film, and the musical. Same as MDIA 350.

351 Chaucer and His Age I

First semester: a study of the major genres of medieval literature based on selections from the Canterbury Tales and other works; second semester, the major forms and tradition of Middle English literature, with special attention to Chaucer's minor poems, the Troilus, and/or selected religious plays and popular lyrics. Either course may be used by undergraduate English concentrators to fulfill their requirement for a semester of Chaucer.

352 Chaucer and His Age II

See ENG 351 for description.

353 Chaucer and the Italians (Rome)

This course examines how the great writers of fourteenth-century Italy (Dante,
Boccaccio, Petrarch) inspired the poetic imagination of one of the greatest of English storytellers, Geoffrey Chaucer. Italian texts are read in English translations. No prerequisite

356 Arthurian Literature
Traces the development of tales of King Arthur and his knights, from their origins in Celtic myth and legend, to the medieval romances of England and France, to modern novels and films.

360 Modern Irish Literature, 1798-1998
This class provides a survey of Irish novels, drama, poetry and political tracts composed over the last two centuries, the time during which both the Republic of Ireland and the power-sharing government of the North emerged. Students examine the connection between nationhood, linguistic identity and style in modern Irish literature, beginning with the Rebellion of 1798 and ending with the Good Friday Agreement of 1998. Authors may include but are not limited to Maria Edgeworth, Wolfe Tone, James Clarence Mangan, W. B. Yeats, J. M. Synge, James Joyce, Flann O'Brien, Samuel Beckett and Paul Muldoon.

363 American Drama Before O'Neill
A study of Milton's poetry, with emphasis on Paradise Lost, Paradise Regained, and Samson Agonistes.

364 Milton's English Poetry
Contemporary American Poetry. A study of important trends and authors in American poetry since 1960, including representative poets from these movements: "Confessional" Poetry, New Formalism, Language Poetry, Black Arts Movement, Beat Poetry, Deep Imagists, and Neo-Romantics.

365 American Humor
Interdisciplinary study of American humor through history, in various media. Diverse examples are analyzed with attention to literary models, rhetorical and aesthetic techniques, regional and ethnic traditions, and humor as a reflection of culture. Same as MDIA 366.

368 Seamus Heaney & His Contexts
This course offers a critical examination of the poetry, prose and historical place of Seamus Heaney (1939-2013), a writer once boldly described as the "most important Irish poet since Yeats."
### Renaissance Poetry

Students study Heaney's emergence in the so-called 'Belfast Group' of the 1960s and explore his nascent critical legacy, the broad impact his life and work has exerted on the contemporary reception of Irish poetry across the Anglophone world.

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<th>Course</th>
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<tr>
<td>369</td>
<td>Renaissance Poetry</td>
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</tbody>
</table>

A study of sixteenth and seventeenth-century English poetry, including selections from Wyatt, Gascoigne, Sidney, Spenser, Marlowe, Raleigh, Greville, Shakespeare, Jonson, Donne, Herbert, Lovelace, and Marvell.

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<th>Course</th>
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<tr>
<td>370</td>
<td>18th Century English Novel</td>
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<th>Course</th>
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<tbody>
<tr>
<td>371</td>
<td>Readings in Eighteenth-Century English Literature</td>
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</table>

Treats works by Dryden, Defoe, Swift, Pope, Johnson, Collins, Gray and Goldsmith, studied with a literary and political overview of the history of the period 1700-1800.

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>372</td>
<td>Restoration &amp; 18th Century Drama</td>
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</table>

A study of 120 years of theatrical innovation, including heroic drama, "affective," bourgeois, and French-influenced tragedy, comedy of wit, late eighteenth century comedy of "good nature," parodies, and burlesques.

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<th>Course</th>
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<tbody>
<tr>
<td>373</td>
<td>Nineteenth Century British Literature</td>
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</tbody>
</table>

Exploration of artistic and cultural developments of the 19th Century in England, including Romantic poetry, the realist novel, pre-Raphaelite art and late-century drama. Writers considered may include Wordsworth, Coleridge, George Eliot, Dickens, Browning, Carroll, Wilde, Hopkins.

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<th>Course</th>
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<tbody>
<tr>
<td>374</td>
<td>20th Century British Literature</td>
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</table>

Examines the historical and cultural contexts of 20th century British literature through an investigation of how British writers have sought to understand and represent the violence of the modern period. Writers considered will include: Eliot, Woolf, Joyce, Auden, Rushdie.

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<th>Course</th>
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<tbody>
<tr>
<td>375</td>
<td>On the Road: A Journey into the Literature and Music of the American South</td>
</tr>
</tbody>
</table>

After one week of intensive study, the class travels by van for approximately two weeks, visiting writers, musicians, and sites central to the development of the South's contemporary cultural landscape. Students visit offices of high quality literary publications, tour various recording studios, and speak to musicians and producers. After the trip, class meets for two more weeks, focusing on developing essays from journals of the trip. Enrollment limited, subject to instructors' approval; in
addition to regular tuition, a fee of approximately $500 covers travel and lodging. Students are responsible for all other personal expenses. Summer Sessions only.

<p>| 376 | Theatre Topics | This class provides an overview of western drama, looking at plays which are both brand-new as well as plays which are thousands of years old. Dramatic texts are paired - one &quot;classical&quot; with one &quot;modern&quot; - and the history of drama is considered as the classical plays are treated in chronological order. |
| 377 | Film and Fiction | Considers adaptation of 19th century literature into film. Offers introduction to literary and filmic techniques. Possible course content: Dracula's cinematic afterlives, Dickens and silent film, Wilde and screwball comedy, unconventional pairing of 19th century literature with films like Crouching Tiger, Hidden Dragon and Black Narcissus. |
| 378 | Italy in American and British Literature (Rome) |
| 379 | Jane Austen |
| 381 | Poetry and Rock in the Age of Dickey and Dylan | An examination of the development of contemporary American poetry and its influence on rock music after Dylan went electric in the mid-60s. Movements and concepts considered include Beat, Confessional, Deep Image, Southern Narrative, L=A=N=G=U=A=G=E, the Rock Opera, the San Francisco Renaissance, Southern Rock, Heavy Metal, and Punk. |
| 382 | Literature of Travel and Exploration | An examination of non-fiction travel literature from the Bible and classical antiquity to the present day, including Viking sagas, Marco Polo, Ibn Battuta, slave narratives, pioneer journals, Mark Twain, Jack Kerouac, William Least Heat-Moon, Roland Barthes, Jean Baudrillard, and others. |
| 383 | Children's Literature | An examination of major literary works composed for younger readers, including narratives by the Brothers Grimm, Robert Louis Stevenson, Mark Twain, Lewis Carroll, A.A. Milne, C.S. Lewis, J.R.R. Tolkien, H.A. Rey, Jean de Brunhoff, Maurice Sendak, Dr. Seuss, and others. |</p>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>384</td>
<td>Short Fiction by Women</td>
<td>Intensive reading of major authors in English, e.g., Willa Cather, Virginia Woolf, Zora Neale Hurston, Flannery O'Connor, Jean Rhys, Mary Lavin.</td>
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<tr>
<td>385</td>
<td>Literature of the Family</td>
<td>A study of literature on the family in the twentieth century, focusing on contemporary works.</td>
</tr>
<tr>
<td>387</td>
<td>American Women Novelists</td>
<td>A study of major women authors from North America, e.g., Louisa May Alcott, Edith Wharton, Willa Cather, Toni Morrison, Margaret Atwood, Amy Tan, Julia Alvarez, Louise Erdrich.</td>
</tr>
<tr>
<td>388</td>
<td>American Women Writers</td>
<td>A study of writing in several genres by American women, focusing on the twentieth century but including some writers from previous eras.</td>
</tr>
<tr>
<td>389</td>
<td>American Literature and Culture Since 1945</td>
<td>Explores how American literature has charted and shaped American cultural change from the end of World War II to the present. Readings focus on the culture of the 1950s, the Vietnam era, and/or the &quot;postmodern&quot; period. Special attention is given to the role of media technologies (television, film, recorded sound, and digital media) in the transformation of American society.</td>
</tr>
<tr>
<td>390</td>
<td>Literature of the American South</td>
<td>Readings in various genres, by Faulkner, O'Connor, Percy, Warren, McCullers, Dickey. Topics include regional identity, sense of place, the interaction of history and myth, and social and racial identities and stereotypes.</td>
</tr>
<tr>
<td>391</td>
<td>Highlights of African-American Literature</td>
<td>A study of the principal contributions to American literature made by black writers.</td>
</tr>
<tr>
<td>395</td>
<td>Lincoln in Literature and Film</td>
<td>Beginning with Walt Whitman's poetry and D. W. Griffith's epics, this course analyzes depictions of Lincoln in literature, film, music, and some visual art. Examples include both fictional and documentary works, seen in aesthetic, cultural, and historical contexts. Same as MDIA 395.</td>
</tr>
<tr>
<td>397</td>
<td>Modern American Poetry</td>
<td>Close reading of works by twentieth-century poets, especially from the period 1910-1945. Emphasizes the historical aspects.</td>
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</table>
development of movements in American poetry and their relation to one another.

398 Contemporary American Novel
A study of novels by Pynchon, Delillo and others.

399 Modern American Drama
A survey of Realist Drama and reactions to it in the twentieth century, including plays by O'Neill, Williams, Wilder, Miller, and others.

402 English Poetry & World War
This class explores the complex relationship between collective memory, literary style, and the conditions of modern warfare endured throughout World War I (1914–1918) and World War II (1939–1945). Readings may include but are not limited to the work of Wilfred Owen, Edward Thomas, David Jones, Isaac Rosenberg, Francis Ledwidge, Ezra Pound, Sidney Keyes, Louis MacNeice and Randall Jarrell.

403 Mark Twain and Henry James

404 Hemingway, Fitzgerald, Stein

405 Yeats, Eliot, Pound

410 African-American Literature

419 Lincoln's Eloquence
Surveys Lincoln’s accomplishment as a writer and public speaker, examining his rhetorical methods and practices from youthful attempts at poetry, to his career as a political lecturer, debater, and letter-writer, to his justly famous Presidential addresses. Students read sources that influenced Lincoln’s style, undertake close readings of his speeches in their historical context, and examine the legacy of Lincoln’s eloquence in American political rhetoric.

430 Art of Rhetoric
Examines classical and modern theories of persuasion, focusing on the writer or speaker, the subject, the audience, and the circumstances. Same as MDIA 303.

431 Coordinating Seminar I
A two-semester sequence devoted to the study of a significant British or American author (authors’ names are announced each year in time for preregistration the preceding spring semester). The first semester focuses on a systematic reading of the author's works. The
second semester explores fundamental questions regarding the nature of literature and its study through application of various critical approaches to the author. Involves writing and discussion in class of several papers by each student during the year. Required of all senior English concentrators, open only to them. Prerequisites: 231, 232, and two intensive reading courses (331, 332, 333).

432 Coordinating Seminar II
See description for ENG 431.

450 Film Narrative: The Coen Brothers
The Coen Brothers' body of film work is known for its quirky, often stylized, sometimes violent depiction of American life. This course explores the development of the Coen Brothers' original filmmaking style and themes. Same as MDIA 450.

451 Film Narrative: Hitchcock
Viewing and discussion of works from the entire range of Alfred Hitchcock's career. Emphasis on narrative forms, themes and motifs, technical devices. Attention to technical film vocabulary, narratology, and critical approaches to film. Same as MDIA 451.

452 Film Narrative: Stanley Kubrick

453 American Film Comedy
This course examines American movie comedies from the silent era to the present, asking questions about genre (what is comedy?) and context (what can comedies tell us about American culture and its history?). Particular emphasis is given to silent film slapstick, the sophisticated "screwball" comedy of the 1930s, the varieties of comedy during the 1950s and 1960s, the anarchic teen comedy of the last 20 years, as well as animated films. Same as MDIA 453.

454 American Film Comedy II
A continuation of ENG 453.

455 The Crime Film and Literature
Crime films are examined from both cinematic and cultural-sociological perspectives. Main emphasis is on the American genre: gangster films of the 1930s, film noir of the 1940s-1950s, and
The Godfather and other organized-crime films of the 1970s and beyond. An international perspective is provided by selections from German, French, Japanese, and British cinema. Readings in film theory and crime fiction supplement film showings. Same as MDIA 455.

456 Science Fiction Media
This course explores science fiction as a genre. Readings and discussions will focus on the characteristics shared by science fiction texts of many kinds, while considering how the specific qualities of different media become engaged with the thematic and narrative structures of different science fictions. Mandatory screenings will be arranged for several evenings during the semester. Same as MDIA 456.

458 Religion and Media
Examines ways in which film has addressed questions of religious practice and belief. Screenings include A Man for All Seasons, Song of Bernadette, Holy Ghost People, Jesus of Montreal, The Last Temptation of Christ, The Apostle. Same as MDIA 458.

460 Film and History
Introduces students to basic concepts in film studies, historiography, and the relationship between these two modes of representation. Considers how filmmakers and historians have grappled with the past in their respective representations of several significant historical episodes, including American slavery, the American Civil War, the sinking of the Titanic, World War II, the Holocaust, the Viet Nam War. Same as MDIA 460.

461 Plays of Shakespeare I
A one- or two-semester introduction to Shakespeare. Each semester examines a different selection of about a dozen works drawn from the various genres and from the different periods in the career of the author.

462 Plays of Shakespeare II
See ENG 461 for description.

463 Shakespeare's Italian Plays

464 Modern Japan
The aim of this course is to examine cultural and social change over the past one and a quarter centuries; to focus primarily upon literature and language.
change, cinema, and education as, simultaneously, important indicators of, and factors effecting and shaping, that change; and to explore the complex interactions between "traditional" and "modern" factors as Japan has evolved.

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<th>Course Code</th>
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<tr>
<td>470</td>
<td>International New Wave Cinema</td>
<td>Examines a form characterized by its exciting formal innovations and emphasis on youth culture. This course will explore films from a variety of New Wave Cinemas, including the U.S., France, Czechoslovakia, Japan, and Brazil. Same as MDIA 470</td>
</tr>
<tr>
<td>483</td>
<td>Literature and Religion in 19th Century England</td>
<td>Consideration of the complex ways religious thought influenced 19-th century literature in a range of genres including poetry, novels, essays, spiritual autobiography, drama, sermons, and music. The course will go beyond binaries like that of faith and doubt to examine the nuanced and changing place of religion in public life. Writers discussed will include Eliot, Newman, Hopkins, and Wilde.</td>
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<tr>
<td>485</td>
<td>20th Century Irish Literature</td>
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<td>489</td>
<td>Hawthorne and Melville</td>
<td>Reading and analysis of selected works by Nathaniel Hawthorne and Herman Melville, in both short and long forms. Attention is given to American cultural contexts, Romantic aesthetics, and narrative traditions.</td>
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</tbody>
</table>

498 Undergraduate Comprehensive Examination

Program in European Studies
Program Director: Dr. Garcia-Donoso (Garciadonoso@cua.edu)

Website: http://euro.cua.edu

The Certificate in European Studies is a multidisciplinary program open to all undergraduate students. The Certificate provides credentials to supplement the student's major field. Unlike a minor, the Certificate requires courses from different disciplines, studying the history, politics, and culture of Europe and the European Union from various perspectives and modes of inquiry. Students become knowledgeable in at least one of the cultures of Europe; they acquire advanced language proficiency in at least one European language other than English; and they immerse themselves in
European culture through either study abroad or an internship.

Requirements:

1. **Advanced language proficiency** in at least one modern European language other than English. This requirement is fulfilled by successful completion of a 204-level course in French, German, Italian, Spanish, or another language spoken in Europe. Test scores, AP exam scores, transfer courses, and language courses taken abroad qualify as well.

2. **Participation in a study abroad program** in a European country. The study-abroad program requires approval by the Certificate adviser. In special circumstances, students may petition to complete this requirement with an internship related to a European country or the European Union, either in the U.S. or abroad. Students who both study abroad and complete an internship may count the internship as an elective course for the Certificate.

3. **Two gateway courses** taken at CUA:
   - EURO 201: European Culture
   - EURO 202: European Politics OR EURO 203, European History

4. **Four elective courses** from at least two different departments. A minimum of two courses must be from a department outside the student's major. Electives can be selected from a list of approved courses; transfer courses and courses taken abroad require the adviser's approval to be applied to the Certificate program.

Department of Greek and Latin

**Professors**  
Frank A.C. Mantello; William E. Klingshirn

**Associate Professors**  
William J. McCarthy; John F. Petruccione; Sarah Brown Ferrario, Chair

**Lecturers**  
Stephanie Layton Kim; Joseph F. O'Connor

**Web site**  
http://greeklatin.cua.edu

The Department of Greek and Latin provides students with opportunities to study the world of antiquity and to acquire a broad understanding of Greece and Rome within the context of Western civilization. It offers courses in Greek and Latin language and literature and in various aspects of classical culture. Students are encouraged to pursue an interdisciplinary approach. In their search for an intimate understanding of the ancient Greeks and Romans and their society, specialists will wish to read and study what they wrote as they wrote it. But students who are interested in Western culture and its foundations in the classical world are encouraged to avail themselves of those departmental courses that do not presuppose or require knowledge of either Greek or Latin. These "non-language" courses, listed below under the rubric "Classics," make use of modern translations of basic writings and documents to permit non-majors to study classical literature, mythology, history, arts, and culture.

A classical education has always been highly esteemed, and is frequently recommended to those who intend to pursue careers in any of the professions such as law or politics or to proceed to graduate school. The department's programs have been designed not only to provide an excellent preparation for a professional career, but also to meet the needs of students.
who wish to work toward graduate degrees in the field of classical studies. They value their practical mastery of one or both of the world's most influential languages and literatures, as well as the habits of firm, critical judgment; precise and articulate expression; and intelligent, responsible reflection that derive from the careful and dedicated study of the sources of our Western literary, philosophical, and artistic civilization.

Major Programs

Classics (Greek and Latin)

This major emphasizes competence in both ancient languages. It consists of six or seven courses in Greek, six or seven in Latin, and four in ancient history and art history, and in the senior year requires a senior project.

Prerequisites. Elementary Greek (GR 101-102) and Latin (LAT 101-102) or the equivalent.

Required. Intermediate Greek (GR 103-104) or two Greek electives beyond 104, Greek 465 (Advanced Greek Seminar), GR 411 (Greek Prose Composition), and two other courses in Greek authors; Intermediate Latin (LAT 103-104) or two Latin electives beyond 104, LAT 465 (Advanced Latin Seminar), LAT 411 (Latin Prose Composition), and two other courses in Latin authors; one Greek or Latin elective; CLAS 205-206 (History of Ancient Greece and of Ancient Rome), CLAS 317-318 (Greek and Roman Art and Architecture), CLAS 425 (Senior Tutorial), and CLAS 426 (Senior Project).

Classical Humanities

This major allows two options: Greek or Latin. The Greek option requires competence in Greek and selected areas of classical civilization. The Latin option requires competence in Latin and selected areas of classical civilization. Both options allow for the possibility of studying the other language through at least the intermediate level and both require a senior project.

Greek option:

Prerequisite. Elementary Greek (GR 101-102).

Required. Intermediate Greek (GR 103-104) or two Greek electives beyond 104, GR 465 (Advanced Greek Seminar), GR 411 (Greek Prose Composition), and two courses in Greek authors; CLAS 205-206 (History of Ancient Greece and of Ancient Rome), CLAS 313 (Roman Literature in Translation), CLAS 317-318 (Greek and Roman Art and Architecture), CLAS 425 (Senior Tutorial), and CLAS 426 (Senior Project); and four additional courses approved by the department's undergraduate adviser, either in the other classical language or in a cognate field.

Latin option:

Prerequisite. Elementary Latin (LAT 101-102).

Required. Intermediate Latin (LAT 103-104) or two Latin electives beyond 104, LAT 465 (Advanced Latin Seminar), LAT 411 (Latin Prose Composition), and two courses in Latin authors; CLAS 205-206 (History of Ancient Greece and of Ancient Rome), CLAS 312 (Greek Literature in Translation), CLAS 317-318 (Greek and Roman Art and Architecture), CLAS 425 (Senior Tutorial), and CLAS 426 (Senior Project); and four additional courses approved by the department's undergraduate adviser, either in the other classical language or in a cognate field.
other classical language or in a cognate field. Students who wish to teach Latin and classical antiquity at the high school level may complete this major and the minor in secondary education offered by CUA's Department of Education.

Classical Civilization

This major makes the systematic study of classical civilization accessible to students who do not wish to major in the Greek and/or Latin languages. It is an interdisciplinary program that focuses on the history, thought, and culture of the ancient Mediterranean world from the Bronze Age to the rise of Islam. The program requires students to examine the ancient Mediterranean from a variety of perspectives: literary, historical, and art-historical. By studying the cultures of Greece and Rome from diverse points of view, students will be able to place these in wider geographical, sociological, and cultural contexts. This major thus offers students the opportunity to examine in their totality civilizations that are not only intrinsically interesting, but have left an indelible imprint on the modern world.

Prerequisites. None. Majors are strongly encouraged to fulfill their language requirement in Greek or Latin and to take Greek or Latin courses beyond the 102 level, but they are not required to do so.

Required. The program begins with seven required core courses in ancient history (CLAS 205, 206), Classical literature in translation (CLAS 312, 313), Greek and Roman art and architecture (CLAS 317, 318), and Classical mythology (CLAS 211), plus CLAS 425-426 (Senior Tutorial and Senior Project). The four remaining courses may be chosen from among the "Classics" offerings of the department and, with the undergraduate adviser's approval, from courses offered by other departments. Up to three of these four courses may be approved Greek and/or Latin courses beyond the 102 level. A senior project is required.

Minor Programs

1. Minor in Greek: GR 103, 104; four other courses in Greek beyond the 104 level.
2. Minor in Latin: LAT 103, 104; four other courses in Latin beyond the 104 level.
3. Minor in Classical Civilization: Any six approved courses chosen from among the "Classics" courses of the department; one or two Greek and/or Latin courses beyond the 102 level may be substituted for one or two of the classics courses.

Foreign Language Requirement

The foreign language requirement for degrees in the School of Arts & Sciences may be fulfilled by satisfactorily completing the intermediate level (103-104, 416-417, 516-517, or 519) in Greek or Latin. Depending on placement, elementary-level language courses may be required to reach the intermediate level. Elementary language courses are numbered 101 and 102 and count as free electives only. GR 409 and LAT 409 are 6-credit accelerated equivalents to 101-102 that can serve as prerequisites to the 103 level in each language; as elementary-level courses, GR 409 and LAT 409 count as free electives and do not fulfill the foreign language requirement. In addition to placement, a prerequisite for advancement to 102, 103, and 104 (or their accelerated equivalents) is a minimum grade of C- in the previous course in the sequence.

Courses Offered

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Courses listed under the rubric "Classics" do not presuppose or require knowledge of either the Greek or Latin language. All may be used to satisfy the humanities requirement for the B.A. degree. CLAS 205, 206, 472, and other courses in ancient history also may be used to satisfy the social science requirement. CLAS 211, 312, 313, and other Greek and Roman literature courses in translation may be used to satisfy either the literature or the humanities requirement. For prerequisites, consult the department chair.

Course Catalog for Greek and Latin

CLAS

125  Archaeology of Daily Life in Ancient Greece and Rome

The course examines aspects of everyday life in the ancient Greek and Roman worlds through the study of relevant artifacts, artwork, architecture, and ancient texts. Topics include the home, the life of women, children, and slaves, education, marriage, professions, health, athletics, theater, entertainment, dress, hygiene, bathing, drinking, dining, death, and burial. Ancient and modern sources and evidence will be evaluated for reliability and relevance. Parallels between Greek and Roman society and between the ancient and modern world will also be evaluated.

190  Archaeology of the Classical World

This course will explore the techniques and methods of archaeology in the Mediterranean through an examination of major monuments, artifacts, and sites from Prehistory to the 4th century AD. Architecture, sculpture, wall painting, vase painting, and other art forms will be considered from Rome, Athens, Egypt, Pompeii, Crete, Mycenae and elsewhere. We will also consider the relationship of archaeology to other disciplines such as history, classical languages, and art history.

205  History of Ancient Greece

A chronological survey of the political and social history of Greece from "Agamemnon to Alexander to Augustus." Covers the period from the late Bronze Age through the Hellenistic era, beginning with the Mycenaean kingdoms and concluding with the conquest of Cleopatra, the last ruler of the Ptolemaic dynasty in Egypt, by the future Roman emperor Augustus (31 BC). Focusing in particular upon the construction of Greek identity as shaped by such factors as geography, warfare, economy, and intercultural contact, the course will employ a textbook, primary
sources read in English, and maps and other images to explore important issues in the evolution of Greek society. Subjects treated will include the rise of the Greek polis (city-state), the Greek colonization of the eastern and western Mediterranean, the development of diverse governmental and constitutional structures ranging from tyranny to democracy to monarchy, the blossoming of Greek artistic and intellectual life during the classical period and the conflicts between Greeks and Persians and between Athens and Sparta, the expedition of Alexander the Great, and the relationships of the Hellenistic kingdoms with Rome.

206 History of Ancient Rome

Surveys the history of Rome and its empire from the foundation of the city in the eighth century BC to its breakup into successor states in the fifth, sixth, and seventh centuries AD. Focuses on economic, social, and political themes, with special attention to geography, archaeology, and cultural exchange. Readings consist of primary and secondary sources, with emphasis on critical interpretation.

206R History of Rome

The basic foundation of this course will be a chronological survey of the political and social history of Rome, beginning with myths and stories that describe the Roman people before the traditional establishment of the Republic in the late sixth century BC and concluding with the reign of the emperor Constantine (d. AD 337). Focusing in particular upon the city of Rome itself, the course will employ a textbook, primary sources read in English, and visits to selected archaeological sites to explore important issues in the evolution of the Roman state and Roman society, including but not limited to the processes and consequences of Roman expansion, the impact of powerful individual leaders upon the political and physical landscape of the capital, the development of civic and provincial administration, and the 'meaning' of the office of the Roman emperor. Course assessments will include reports on individual sites and historical events, as well as short-response assignments, a midterm exam, and a final paper. This course is taught at the Rome Campus.

211 Greek and Roman

The myths of the Greeks and Romans convey ideas about the divine and the
Mythology
human and the interaction of the two.
Investigates creation myths, the divinities
and heroes, and such major myth cycles
as the Trojan War within their historical and
ritual contexts and in terms of their literary
and artistic formulations and expressions.

215 Ancient Heroic Poetry
A comparative and cross-cultural study of
ancient heroic poetry (epic), focusing on
Homer's Iliad (Greece) and Vergil's Aeneid
(Rome), in the light of other heroic
traditions from Africa (Sundiata), northern
Europe (Beowulf), and the Near East
(Gilgamesh). Special emphasis on the
development of the hero-type as normative
for human culture and values. All texts will
be read in English translation; no prior
knowledge of classics required.

224 Etymology
This course will help students appreciate
the immense influence that Greek and
Latin have exerted upon English. Students
will be introduced to print and electronic
tools that will enable them not only to
appreciate the ways in which the English
language has grown and continues to grow,
but also to improve dramatically their
vocabulary and their ability to see the
roots—the hidden metaphors—of ordinary
and obscure words.

225 Ancient Warfare and Martial Arts
This course explores the practical and
social aspects of warfare and martial arts
in the Greco-Roman world. How did
soldiers train and fight? How did generals
learn and employ tactics? How did
engineers build machines and
fortifications? How did women and civilians
suffer under (and sometimes participate in)
armed struggles? These questions will be
answered through ancient sources and
relevant secondary literature and students
will have the chance to see and handle
replicas of common weapons of the time to
gain a fuller sense of warfare in the ancient
world.

251 Ancient World in Cinema
The first -- and sole lengthy -- lecture of
this course seeks to provide students with
a brief but effective summary of the history
of cinema to date in order to prepare them
to appreciate more intelligently the "ancient
world in cinema." The usual considerations
of the evolution of an art form only recently
fully recognized as such treat not only of
key figures such as Edison, Griffith,
Hitchcock, et al. and national movements
such as German Expressionism, Soviet
Socialist Realism, la Nouvelle Vague, etc.
but also of the neglected, more ancient roots of cinema in Greek religious festivals, theater, magic shows, and the tableaux vivants (highly popular in the century or so before the essential technological components of cinema per se had been invented, matured, and brought together). The remainder of the course will focus on the serious, extensive viewing of a variety of films whose engagement with antiquity, preponderantly Western and Christian, may be either explicit and obvious (Alexander [2004], Gladiator [2000], Spartacus [1960], Ben-Hur [1959]) or indirect and subtle (The Adjustment Bureau [2011], Avatar [2009], Vertigo [1958], Orfée [1950]). Examples – both Western classical and Biblical – of the genre of the so-called disaster film will also be compared and contrasted in the closing weeks of the course. Films chosen for viewing and discussion vary somewhat from year to year, and come from a variety of eras, genres, and national backgrounds.

252 Classics in the Digital Age

Classics is the most well-indexed field, and the internet the most powerful tool for the storage and spread of information. This course studies the intersection of the classics and the internet by surveying selected works from classical literature and examining their relevance in the present. By studying the transformations this literature has undergone, we will understand and interpret how others choose to engage with, appropriate and depart from classical culture. Students will read literature from the classical period, examine how others engaged with these works, and re-appropriate the classical tradition for themselves.

300 Greek Tragedy and Opera

A historical survey to explore the integral connection between the two genres. Selected number of tragedies will be studied and compared with the libretti of operas based on them. The course will cover fundamentals of performance practice of both genres, examine similarities and differences, and consider the degree to which opera adapts tragedy to its own needs or adapts itself to tragedy. Weekly listening and reading assignments (both primary and secondary literature). One presentation and one term paper required.

301R Roman History

A team-taught historical survey designed
and Opera
to explore the reception of ancient Roman culture into Western opera. Selected episodes from Roman mythology and history will be studied and compared with operatic libretti based upon them. The course will also cover fundamentals of operatic form and performance practice, and consider the degree to which opera adapts Roman tradition to its own needs and priorities. Weekly listening and reading assignments in both primary and secondary literature, with a significant online resource component. Assessments: listening quizzes, short-response assignments, one major presentation, one term paper, midterm and final exams. This course is taught at the Rome Campus.

302 Greek and Roman Religion
A survey of Greek and Roman religious beliefs, customs, practices, and institutions from the Bronze Age to the conversion of Constantine. Students consider a wide variety of primary sources as well as selected secondary works on the sociology and anthropology of religion. Special attention to the Hellenistic and Roman background of Christianity.

304R Constantine and the Conversion of Empire
The conversion of the Roman Empire to Christianity brought about by Constantine the Great and his fourth-century successors was a revolution whose effects continue to inform the very nature of Western civilization. An extraordinary abundance of contemporary sources, composed both by Constantine himself and by his admirers and partisans, make it possible to reconstruct his reign with a high level of detail, and to discover how the figure of the emperor was continually being depicted in new ways according to the varied goals of the texts that mention him. This seminar will invite students to reconsider what people today think that they know about Constantine in order to appreciate better both the emperor’s conversion to Christianity and the impact that Constantine himself had upon Christian beliefs and forms of worship. Readings from the primary sources will be complemented by site visits around the city of Rome that will help bring Constantine’s world to life.

305 The Roman Family
Examines the history of the family in ancient Rome and the Roman empire. Readings consist of primary and secondary sources, with emphasis on critical
306 Death, Art & the Afterlife
This course will explore Greek and Roman conceptions of death and afterlife, and their expression in funerary art and architecture from the early Archaic period through Late Antiquity. The course will examine rituals such as cremation, inhumation, funerary processions and other mourning and commemorative practices, as well as various types of burial markers and monuments, including stelai, ums, ossuaries, sarcophagi, catacomb paintings, and chamber tombs. Decorative imagery, inscriptions, and tomb structures will be studied from various perspectives as indicators of social status and cultural identity, gender and family structure, and beliefs about the afterlife. The dynamic effects of cross-cultural influence in Hellenistic Asia Minor and Roman Egypt will be investigated, as will the enduring impact of these ancient cosmologies and art forms on later cults and cultures, including Christianity in the later Roman period.

309 Art and Archaeology of Bronze Age Greece
The Greek Bronze Age, from ca. 3000-1000 BC, is dominated by three highly developed cultures: the Cycladic culture on the Cycladic Islands around Delos, the Minoan culture on Crete, and the Mycenaean culture on the Greek mainland. This class explores the history of each culture, its art and architecture, as well as its significance for later periods of Greek history. The course will also highlight their interactions with each other and their relations with other contemporary cultures, such as Egypt.

312 Greek Literature in Translation
Close reading and study of important works of Greek poetry and prose in their historical setting, with an examination of their influence on the Western literary tradition.

313 Roman Literature in Translation
Close reading and study of important works of Roman poetry and prose in their historical setting, with an examination of their influence on the Western literary tradition.

313R Roman Literature and the Western World
This course will follow the ancient Romans as they transformed themselves from a republic to an empire, and developed a distinctly Roman way of viewing their society and their world. Beginning with Rome's debt to ancient Greek literature, the syllabus will use a variety of Roman.
literary genres, including comedy, oratory, love poetry, epic, and history, to examine the evolution of Roman aesthetics, identity, social values, and politics. Reading assignments, in-class essays, short papers, midterm, final. This course is offered on the Rome campus.

314R  Vergil's Aeneid and Its World

Vergil's Aeneid has enjoyed almost continuous high esteem from the time of its composition. It has shaped epic poetry, generated opera, and inspired visual art; it has played a role in nearly every assessment of literary greatness since the Renaissance (and even before); and it has invited generations of readers to rediscover some element of themselves in its vivid depictions of characters and emotions. And yet, how well do we really know the Aeneid of Vergil's own day? While few authors would deny aspiring to the kind of fame that Vergil ultimately achieved in the Western literary tradition, the Aeneid's original project was both much more culturally specific and uniquely ambitious. The epic sought to create a stirring foundation-myth for a society that lacked a strong story about itself; to link that myth to the complicated Roman inheritance of Greek culture; and to use that myth to engage with political life under Augustus, who was rapidly becoming the most powerful leader the Mediterranean world had ever known. This course will employ a close reading of the Aeneid (in English translation), along with selections from other works of both Greek and Roman literature (including Greek epic, lyric, and tragedy, and Latin elegy, lyric, and historiography), to examine the ways in which Vergil pursued these complicated goals by receiving and transforming the literary art generated by both his predecessors and his contemporaries, and by maintaining an acute awareness of Roman political and social identity. Weekly readings, lectures, and discussions; student close-reading presentations, brief objective quizzes, and two-page 'short-response' papers; essay-based final exam.

317  Greek Art & Architecture

Surveys the art, architecture, and archeology of Greece from its Minoan and Mycenaean antecedents through the late Hellenistic era. Readings and slide lectures/discussions emphasize the relationship of the arts to their broader
cultural context and introduce a variety of art-historical methods. Major themes include the political and historical functions of art, self-definition and the Other, and the role of style in the construction of meaning.

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<th>Course Code</th>
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<tr>
<td>318</td>
<td>Roman Art &amp; Architecture</td>
<td>Surveys the art of the Roman Empire from its Etruscan origins until the age of Constantine. Examines city planning, architecture, sculpture, painting, and the decorative arts in Rome and its provinces in the context of political and cultural developments. Special emphasis on Roman identities—individual, gendered, social, civic, and cultural—and their effects on and reflections in art.</td>
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<tr>
<td>318R</td>
<td>Art and Architecture of Ancient Rome</td>
<td>This course surveys the art and archaeology of the Roman Empire with a particular focus on the city of Rome. It examines city planning, architecture, sculpture, wall painting, and the decorative arts in Rome in the context of political and cultural developments. Special emphasis on Roman identities—individual, gendered, social, civic, and cultural—and their effects on and reflections in art. This course is taught at the Rome Campus.</td>
</tr>
<tr>
<td>319</td>
<td>Introduction to Early Christian Art and Archaeology</td>
<td>In this class, students will work on Greek, Roman, Byzantine, and other ancient coins in the University's numismatic collections. On average, about 1 hour per week will be spent in formal instruction and about 2 hours per week in hands-on research. Tasks will include the physical description and measurement of coins, consultation of reference tools, both paper and on-line, entry of data into an electronic database, and research into the historical context of selected coins. Final reports will consist of the full description of a defined group of coins, with accompanying electronic data, and an oral and written summary of the work accomplished. Projects will be assigned on the basis of student knowledge and interest. To obtain departmental consent, students must be taking or have taken one of the following courses: CLAS 205/HIST 305, CLAS 206/HIST 314, LAT 101, GR 101, LAT 509, GR 509, CLAS 318, or the equivalent.</td>
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325 Archeology of Ancient Life
Examines aspects of everyday life in ancient Greece and Rome by combining information from ancient texts in translation, representations, and archeological remains. Considers such topics as dress and personal adornment, the home, women's life, children, education and literacy, slavery, military service, athletics and recreation, medicine, life expectancy, and funerary practices.

326 Greek and Roman Houses
The course examines the nature of domestic space in Greek and Roman contexts, including private homes, villas, and apartments. We will examine residences from ancient Greek and Roman contexts to explore questions about society and culture. Topics of discussion include: slaves, dining, gender, apartment living, rural life, decorative arts, and ancient gardens. Special emphasis is on the sites of Olynthos, Pompeii, and Ostia.

327 The Archaeology of Ancient Performance: images, spaces, practices

350 Ancient Romans on the Good Life
What does it mean to live our lives well? This is a question that Romans of the classical world considered fundamental for everyone, regardless of status or prospects in life. A body of literature - essays, dialogues, letters, comedy of manners and satire - arose to address this issue. Characteristically, Romans focused on human experience as authoritative and taught through examples of both good and bad behavior what attitudes and actions conduce to a successful and satisfying life. This course will read and consider major works by Plautus, Terence, Cicero, Horace and Seneca around the theme of the good life.

390 A World Filled with Gods: Pagan, Jewish, Christian and Muslim Art in Late Antiquity
Between the first and the eighth centuries, two new religions, Christianity and Islam, joined the Jewish and Greco-Roman religions. In this course, we will investigate the war of images during this critical period of intercultural transformation and change in the Mediterranean world. We will examine how old and new religions both competed and communicated via art and architecture. Through a number of case
studies, we will investigate forms of visual expression in late antiquity; and we will consider how images of the divine functioned to shape and reinforce cultural and social structures.

425 Senior Tutorial This one-credit course, taken in the first semester of senior year, will familiarize students with the resources available for research in Classics, Latin, and Classical Civilization. Students will develop the topic and bibliography of the senior research paper required for graduation.

426 Senior Project A two-credit course taken in the second semester of senior year to complete the required research project.

431 The Teaching of the Classics Designed to acquaint prospective teachers with methods of teaching Latin; with materials for the instruction of mythology, Roman culture, and etymology; with textbooks, audiovisual materials, and computer programs. All aspects of teaching are considered, including comprehension of texts, organization of the class period, homework, grading, discipline, motivation, worksheets, quizzes, examinations and standardized tests, projects, field trips, contests, national trends, scholarship opportunities for teachers and students, and participation in humanities programs at the secondary level.

446 Augustan Rome Investigates the city of Rome and the beginnings of the Roman empire as constituted by Augustus in the late first century B.C. to early first century A.D. Works produced by the circle of intellectuals and practitioners around Augustus (Virgil, Horace, Vitruvius, and others) provided models for later Western literature and art. Uses primary sources—archeological, artistic, and literary—to investigate the political, social, and moral climate and the appearance of Augustan Rome.

472 Mediterranean World of Late Antiquity Surveys the process by which the ancient world was transformed into the medieval world; covers roughly the period between the third and eighth centuries A.D. During this critical period, Christianity was successfully established throughout the Mediterranean world, Germanic invaders overthrew the Roman empire in the West, and Islam came to dominate North Africa and the Middle East. Particular attention to
various issues of continuity and
discontinuity in religion, politics, and
culture. Readings include both primary and
secondary sources.

492 Directed
Reading -
Undergraduate

493 Directed
Research

493A Directed
Research

493B Directed
Research

495 Internship

498 Undergraduate
Comprehensive
Examination

GR

101 Elementary
Greek I
First course in a two-semester sequence
giving intensive grounding in the forms,
vocabulary, and syntax of Attic Greek;
frequent exercises in reading and writing
Greek.

102 Elementary
Greek II
Second course in a two-semester
sequence giving intensive grounding in the
forms, vocabulary, and syntax of Attic
Greek; frequent exercises in reading and
writing Greek.

103 Intermediate
Greek I
Careful readings of Attic or Atticizing prose
to build on the basics of syntax and
grammar acquired in 101, 102. In
conjunction with the goal of increasing
mechanical competency (recognition of
forms, etc.), some attention to the ways in
which prose persuades, informs, educates,
and entertains through the careful choice
and arrangement of words and thoughts.

104 Intermediate
Greek II
Careful readings of Homeric poetry to build
on the basics of syntax and grammar
acquired in 101, 102. In conjunction with
the goal of increasing mechanical
competency (recognition of forms, etc.),
some attention to the ways in which poetry
persuades, informs, educates, and
entertains through the careful choice and
arrangement of words and thoughts.

120 Introduction to
Modern Greek
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<tbody>
<tr>
<td>201</td>
<td>Readings in New Testament Greek</td>
<td>Intermediate-level readings in the Greek New Testament and other koine texts with an emphasis upon the mastery of grammar and syntax. Careful attention to the differences between Attic and koine Greek, and to the unique linguistic and cultural contexts that gave rise to the koine. Prerequisite: One year of college-level Greek (either Attic or Biblical/koine) or the equivalent. May be taken concurrently with GR 103, GR 104, or other classical Greek course at the intermediate level.</td>
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<tr>
<td>335</td>
<td>Socrates</td>
<td>Considers, in the original and in translation, the major sources for our knowledge of the character, beliefs, and career of this important figure. An attempt to understand both the impressions he made on his contemporaries and his significance in the Greek philosophical tradition. Primary texts include Aristophanes' Clouds, Plato's Apology, and Xenophon's Memorabilia.</td>
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<td>340</td>
<td>Herodotus</td>
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<tr>
<td>409</td>
<td>Intensive Elementary Greek</td>
<td>A rapid but thorough treatment of the forms and grammatical principles of the Greek language, designed for those who wish to accelerate study of the language.</td>
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<td>410</td>
<td>Readings in Greek Prose</td>
<td>A sequel to GR 509. Provides experience in reading Attic Greek prose at the intermediate level. Texts selected from the Classical, Hellenistic, patristic, and other periods, as the interests and the needs of the students require.</td>
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<tr>
<td>411</td>
<td>Greek Prose Composition</td>
<td>An accelerated review of Greek grammar and syntax, and an introduction to the composition of Greek prose.</td>
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<tr>
<td>412</td>
<td>Advanced Grammar and Prose Style</td>
<td>Advanced grammar and syntax with extensive practice in the composition of Attic Greek.</td>
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<tr>
<td>415</td>
<td>Greek Historiography</td>
<td>Close reading and study of selections from the Greek historians, including Herodotus, Thucydides, and Xenophon.</td>
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<tr>
<td>416</td>
<td>Intensive Intermediate Greek I</td>
<td>A sequel to GR 509. Provides experience in reading classical Greek prose and/or poetry at the intermediate level. Equivalent to GR 103. Summer session only.</td>
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<tr>
<td>417</td>
<td>Intensive Intermediate Greek II</td>
<td>A sequel to GR 516. Provides further experience in reading classical Greek prose and/or poetry at the intermediate level. Prerequisite: GR 516 or the departmental placement exam in Greek. Equivalent to GR 104. Summer session</td>
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<td>418</td>
<td>Greek Tragedy</td>
<td>Close reading and study of the works of Euripides, Sophocles, or Aeschylus, or of a selection of plays by diverse tragedians. Students read at least two complete tragedies in Greek. Secondary readings help delineate the historical, civic, and festival milieu and the physical circumstances of performance.</td>
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<tr>
<td>423</td>
<td>Homer</td>
<td>Close reading and study of selections from Homer, principally the Iliad. Topics to be discussed in conjunction with the study of the text will include some or all of the following: the nature of oral composition (metrical and aesthetic aspects), the relationship of the Homeric poems to the wide-ranging (and largely lost) epic cycle, the scholiastic tradition, the emergence of the Christian Homeric cento in Late Antiquity. Requirement: two levels of college Greek.</td>
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<tr>
<td>424</td>
<td>Homeric Hymns</td>
<td>Close reading and study of selections from the fragmentary remains of the Aeolic (e.g., Sappho and Alcaeus) and Ionic (e.g., Archilocus, Mimnermus, Solon, Simonides, Anacreon) traditions of personal lyric. Comparative material may be drawn from Doric choral lyric or Hellenistic authors.</td>
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<tr>
<td>428</td>
<td>Greek Lyric</td>
<td>Close reading and study of selected plays of Aristophanes and Old Attic comedy and/or of Menander and the New Comedy of the Hellenistic era. Secondary readings help delineate the historical, civic, and festival milieu and the physical circumstances of performance.</td>
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<tr>
<td>432</td>
<td>Greek Historical Writing</td>
<td>Examines themes and key concepts in Greek historical writing from Herodotus (d. c. 425 BC) to Niketas Choniates (d. 1216). Explores the transformation and preservation of major themes, problems, and modes of expression from ancient into</td>
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medieval Greek historiography. Authors include Homer, Herodotus, Thucydides, Xenophon, Polybius, Diodorus Siculus, Dionysius of Halicarnassus, Plutarch, Eusebius, Procopius, Theophanes, Leo the Deacon, Michael Psellos, Nikephoros Bryennios, Anna Komnene, and Niketas Choniates. Topics include religion and the divine; fortuna/tyche and fate vs. free will; heroism; gender; rhetoric; and ‘truthiness’ and historical factuality.

435  Greek Epic  Close reading and study of selections from Homer and the epic cycle.

448  Greek Pastoral  The Idylls of Theocritus form the nucleus of this course, which may also include works of the various genres in which pastoral themes play a significant role.

450  Stars, Fate, and the Soul  Focusing on the Platonic corpus but including also selected texts from the Pre-Socratics up through the Cappadocian Fathers, this course will explore the development of the debate on the twin beliefs in (1) the putative influence of the stars on fate and (2) the astral destiny of the soul.

453  Greek Oratory  Close reading and study of selected speeches by Demosthenes, Lysias, Gorgias, and other orators.

465  Advanced Greek Seminar  Reading and study of selected texts in Greek and English against the background of a rapid survey of the history of Greek literature.

476  Greek Philosophical Works  Close reading and study of selections from the works of the pre-Socratics, Plato, Aristotle, and other philosophers.

481  The Greek Novel  Close reading and study of selections from the romantic prose compositions of Achilles Statisus, Chariton, Heliodorus, Longus, and Xenophon Ephesius.

487  The Athenian Empire  An analysis of the "first" Athenian empire, from its origins after the Persian War to its downfall at the end of the Peloponnesian War. Students read and study primary sources in Greek and examine archeological, numismatic, and art historical evidence.

492  Directed Reading

492R  Directed Reading
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>498</td>
<td>Comprehensive Examination</td>
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<td>LAT</td>
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<tr>
<td>101</td>
<td>Elementary Latin I</td>
<td>First course in a two-semester sequence giving intensive grounding in forms, vocabulary, and syntax; frequent exercises in reading and writing Latin.</td>
</tr>
<tr>
<td>102</td>
<td>Elementary Latin II</td>
<td>Second course in a two-semester sequence giving intensive grounding in forms, vocabulary, and syntax; frequent exercises in reading and writing Latin.</td>
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<tr>
<td>102R</td>
<td>Elementary Latin II</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>Intermediate Latin I</td>
<td>A continuation of LAT 102 or 509 that provides an introduction to Latin prose and poetry, with emphasis on the close reading, translation, study and discussion of representative texts and attention to their characteristic language, syntax, and style. The course also features continued review of the grammatical principles of Latin and expansion of vocabulary.</td>
</tr>
<tr>
<td>103R</td>
<td>Intermediate Latin I - Rome Campus</td>
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<tr>
<td>104</td>
<td>Intermediate Latin II</td>
<td>A continuation of LAT 103, with emphasis on the close reading, translation, study, and discussion of representative texts and attention to their characteristic language, syntax, and style. The course also features continued review of the grammatical principles of Latin and expansion of vocabulary.</td>
</tr>
<tr>
<td>104R</td>
<td>Intermediate Latin II</td>
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<tr>
<td>314</td>
<td>Livy</td>
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<tr>
<td>407</td>
<td>Introduction to Ecclesiastical Latin</td>
<td>Introduction to the forms, grammar, and vocabulary of Ecclesiastical Latin. No prior knowledge of Latin required. (This course is not part of the Elementary/Intermediate Latin sequence and does not count toward the School of Arts and Sciences language requirement. Students planning to continue the study of Latin beyond the first year should take LAT 101, LAT 501, or LAT 509 instead.)</td>
</tr>
<tr>
<td>408</td>
<td>Readings in Ecclesiastical Latin</td>
<td>Completion of the forms, grammar, and vocabulary of Ecclesiastical Latin followed</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>409</td>
<td>Intensive Elementary Latin</td>
<td>A rapid but thorough treatment of the forms and grammatical principles of the Latin language of the classical period, and experience in reading continuous Latin texts of limited complexity.</td>
</tr>
<tr>
<td>410</td>
<td>Readings in Postclassical Latin</td>
<td>A sequel to LAT 509. Provides experience reading a variety of texts of postclassical Latin as the interests and needs of the students require.</td>
</tr>
<tr>
<td>411</td>
<td>Latin Prose Composition</td>
<td>An accelerated review of Latin grammar and syntax, and an introduction to the composition of Latin prose.</td>
</tr>
<tr>
<td>412</td>
<td>Advanced Grammar and Prose Style</td>
<td>Advanced grammar and syntax, with extensive practice in the composition of classical Latin prose.</td>
</tr>
<tr>
<td>415</td>
<td>Roman Historiography</td>
<td>Close reading and study of selections from such Latin historians as Sallust, Caesar, Livy, Suetonius, and Tacitus.</td>
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<tr>
<td>416</td>
<td>Intensive Intermediate Latin I</td>
<td>A sequel to LAT 509. Provides experience in reading classical Latin prose and/or poetry at the intermediate level. Equivalent to LAT 103. Summer session only.</td>
</tr>
<tr>
<td>417</td>
<td>Intensive Intermediate Latin II</td>
<td>A sequel to LAT 516. Provides further experience in reading classical Latin prose and/or poetry at the intermediate level. Prerequisite: LAT 516 or the departmental placement exam in Latin. Equivalent to LAT 104. Summer session only.</td>
</tr>
<tr>
<td>420</td>
<td>Roman Drama</td>
<td>Close reading and study of selected works of the Roman playwrights (Plautus, Terence, and/or Seneca), with attention to historical context, composition and language, and theatrical performance.</td>
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<tr>
<td>424</td>
<td>Julius Caesar</td>
<td>Studies the career and writings of C. Julius Caesar in the context of late republican politics and culture.</td>
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<td>428</td>
<td>Roman Lyric</td>
<td>Close reading and study of selected poems of Catullus and/or Horace.</td>
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<td>429</td>
<td>Roman Elegy</td>
<td>Close reading and study of the poems of such Latin elegists as Propertius, Tibullus,</td>
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<td>Course Code</td>
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<tr>
<td>430</td>
<td>Ovid</td>
<td>Close reading and study of Ovid's poetry.</td>
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<tr>
<td>431</td>
<td>Horace</td>
<td>Close reading and study of the poetry of Horace.</td>
</tr>
<tr>
<td>432</td>
<td>Virgil's Aeneid</td>
<td>Close reading and study of these works, with attention to language, tropes, meter, and historical, literary, and social context.</td>
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<tr>
<td>433</td>
<td>Virgil's Eclogues and Georgics</td>
<td>Close reading and study of these works, e.g., the Aeneid of Virgil or the Thebaid of Statius, with attention to language, tropes, meter, and historical, literary, and social context.</td>
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<tr>
<td>435</td>
<td>Latin Epic</td>
<td>Close reading and study of representative works, e.g., the Aeneid of Virgil or the Thebaid of Statius, with attention to language, tropes, meter, and historical, literary, and social context.</td>
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<tr>
<td>448</td>
<td>Roman Pastoral</td>
<td>Explores the ways in which Latin poets adapted a traditionally escapist genre to serve as a vehicle for reflection on contemporary social and political problems. Students read representative bucolics based ultimately on the Theocritean model, with attention also to issues of Roman political and social history (e.g., the collapse of the republican oligarchy, the changing conception of the ideal prince, and the Christianization of the aristocracy).</td>
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<tr>
<td>453</td>
<td>Roman Oratory</td>
<td>Close reading and study of selected speeches of Cicero.</td>
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<tr>
<td>458</td>
<td>Roman Satire</td>
<td>Close reading and study of representative works, with attention to one or more authors (Horace, Juvenal, Seneca, Persius) or to the development of this uniquely Roman literary genre from the polymetric satires of Lucilius (second century B.C.) to the prose diatribes of Jerome.</td>
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<tr>
<td>459</td>
<td>Lucretius</td>
<td>The principal focus of this course is a close reading of the Latin of Lucretius' powerful and perennially controversial poem. While consistent attention will be paid to the poetic craft and nascent Alexandrianism of the De rerum natura, the poet's adaptation and transformation of Epicureanism will be kept in mind as well through regular reference both to the surviving fragments of Epicurus himself and what we know of the activities of his &quot;garden&quot;/school. Thus, Epicurean theories of perception, cosmology, even theology — distant, blissfully disinterested gods residing in the spaces between universes — as well as the considerable Nachleben of this keen, philosophical rival of Christianity.</td>
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in the Roman Empire and beyond, into the modern era, will be considered and discussed.

461 Introduction to Medieval Latin Studies

This course is an introduction to the Latin language and literature of the late antique and medieval periods (ca. A.D. 200-1500). Designed to improve students' facility in dealing with Medieval Latin texts of all kinds and to move them toward independent work with such texts. LATIN 561 will (1) introduce participants to those aspects of Latin identified as the constitutive elements of the Latin of the Middle Ages (i.e., the Classical, popular, vernacular, and Christian elements); (2) emphasize the close reading and careful translation of a selection of representative texts and documents, with attention to vocabulary and word formation, orthography and pronunciation, morphology and syntax, and prose styles and metrics; (3) provide an orientation in some of the principal areas of Medieval Latin scholarship, including lexica, bibliographies, great collections and repertories of sources, and reference works for the study of Latin works composed in the Middle Ages. Prerequisite: completion of four semesters of college Latin through LAT 104 or LAT 519 or the equivalent.

462 Topics in Medieval Latin Studies

Building upon the experience acquired in LATIN 561, this course will explore one or more Medieval Latin texts or genres, consider aspects of the development of medieval Latinity, or examine the Latin used in various fields of academic specialization. Prerequisite: LAT 541 or LAT 542 or LAT 561.

465 Advanced Latin Seminar

Study of selected texts in Latin and English with attention to the development of genres and themes in Roman literature of the late Republic and early empire.

476 Roman Philosophical Works

Close reading and study of selections from the philosophical works of such authors as Lucretius, Cicero, and Seneca.

477 Early Christian Biography

479 Roman Epistolography

Close reading and study of selected letters of such authors as Cicero, Horace, Pliny the Younger, Fronto, Symmachus, Ausonius, Jerome, and Augustine.

481 The Roman

Considers a single work (e.g., Petronius'
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>485</td>
<td>Augustine's Confessions</td>
<td>A close reading of the text with full attention to its cultural, historical, and religious contexts.</td>
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<td>487</td>
<td>The Roman Revolution</td>
<td>A survey of the events leading up to the fall of the Roman republic and an analysis of the &quot;constitutional&quot; revolution that followed. Students read a variety of sources in Latin and examine archaeological, numismatic, and art historical evidence.</td>
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<tr>
<td>488</td>
<td>The Age of Nero</td>
<td>Frequently portrayed as an age of luxury, decadence, and excess, Nero's reign from A.D. 54-68 can be vividly recreated by a close reading of Petronius, Suetonius, Tacitus, and other writers, as well as by the study of inscriptions, coins, and artwork. Focuses on the social history of Rome in the first century A.D.</td>
</tr>
<tr>
<td>489</td>
<td>The Christian Church in the Roman Empire</td>
<td>Examines the history of Christianity in the Roman empire from its origins in Roman Palestine in the first century to its establishment as the Roman state religion in the fourth century. Readings include selections from the Gospels, the Acts of the Apostles, Tacitus, Suetonius, Pliny the Younger, and Augustine. Topics include the persecution of Christians, their social status, the organization of the church, Christian conversion, and the conversion of Constantine.</td>
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<tr>
<td>492</td>
<td>Directed Reading</td>
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<td>492R</td>
<td>Directed Reading</td>
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<tr>
<td>493</td>
<td>Directed Research</td>
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<tr>
<td>498</td>
<td>Undergraduate Comprehensive Examination</td>
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</tr>
<tr>
<td>533</td>
<td>Virgil's Eclogues and Georgics</td>
<td>Close reading and study of these works, with attention to language, tropes, meter, and historical, literary, and social context.</td>
</tr>
</tbody>
</table>
Department of History

Professors  Katherine Ludwig Jansen, Chair; Michael C. Kimmage; Nelson H. Minnich; Jerry Z. Muller; Lawrence R. Poos

Professors Emeriti  Maxwell H. Bloomfield; Uta-Renata Blumenthal; Ronald S. Calinger; John E. Lynch; Leslie Woodcock Tentler; William A. Wallace

Associate Professors  Thomas Cohen; Árpád von Klimó; Laura E. Nym Mayhall; Timothy J. Meagher; Stephen A. West

Assistant Professors  Jennifer R. Davis; Jason T. Sharples; Caroline R. Sherman; Lev Weitz; Julia Young

Clinical Assistant Professor  Jennifer Paxton

At every level of education today, teachers are under pressure to help students improve their understanding of modern society and their place within it and to deepen a sense of values. As M. Bloch observed, historians have always sought to provide their students and readers of history with a perspective on the development of the modern world. The serious problems of contemporary urban societies and of advanced or underdeveloped countries have led to a heightened study of history with a focus on elements of continuity, change and revolution, with their effects on the lives of nations and their international relations.

A major in history provides a useful preparation for careers in government service, business, journalism, law, library science, the ministry, and politics. The course offerings are geared to meet the needs and stimulate the interests of specialists and nonspecialists. With the exceptions noted, no prerequisites are required for admission to undergraduate courses.

The fields offered are Middle Ages, modern Europe, United States, and Latin America. A grade average of 2.5 in the required 200 level surveys is necessary for acceptance into the major. A major who intends to pursue history as a profession is urged to acquire competence in the foreign language(s) necessary to the chosen field: for example, Latin for medieval, French or German for modern Europe, Spanish or Portuguese for Latin America. The B.A./M.A. program is available to qualified students.

In collaboration with the Department of Education, history majors may follow a joint program in social studies/secondary education to prepare themselves to teach history at the high school level. History majors who wish to enter this program should consult the undergraduate advisers in both departments as soon as possible in their undergraduate studies, in order to make room in their schedules for all the required courses in both fields. See also the Department of Education section of these Announcements.

Major program

The history major requires a minimum of 11 courses in history. These include five core courses, which must ordinarily be taken in this order: two 200 level surveys (ideally taken in the freshman year); HIST 387 and 388 (Junior Seminar, in the junior year); and HIST 496 (Senior Thesis Seminar,
in the first semester of the senior year).

In addition, every history major must take a minimum of six more elective courses in history. These six courses must be chosen according to the following rules. No more than four of the six courses can be in the same area of history (that is, United States, Latin America, Middle Ages, or modern Europe). At least two of the six courses must deal with "pre-modern" periods of history (before the era of the French Revolution for European history, before the era of the American Revolution for U.S. history, before the era of the revolutions for independence for Latin American history). The six courses should ordinarily be taken at the 300 level, but history majors may count a maximum of two 200 level courses (in addition to the two required core surveys) among the six electives within the major.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for History

HIST

137  The Rise and Fall of Emperors: Julius Caesar, Charles V, and Napoleon

This course considers the reigns of Julius Caesar, Charles V, and Napoleon, all of whom rose to unprecedented levels of power during transformative epochs in European history: the transition from a republic to an empire in ancient Rome, the Protestant Reformation, and the French Revolution. All three subsequently lost control, and this course will consider their styles of leadership, their military strategies, and their political, social, and cultural contexts as they influenced their trajectories. This class is an introduction to historical analysis for freshmen and sophomores.

201  Medieval Pathways

This interdisciplinary course explores the complexity of the medieval world (ca. 300-1500) as a way of introducing students to Medieval Studies. The course introduces multiple different modes of inquiry, or pathways, to the Middle Ages. Team-taught by several instructors, the course focuses on a different unifying theme each year. Students examine both material and written sources, and participate in multiple field trips to receive a hands-on introduction to Medieval Studies and to the many resources on campus and in Washington, D.C. The longer class session is used for occasional off-campus visits. Otherwise, the class will meet twice a week for 75 minutes each. The course serves as a gateway to the Medieval & Byzantine Studies major and minor (as MDST) and
may fulfill the Arts & Sciences humanities requirement (as HIST or MDST) or literature requirement (as ENG). Enrollment restricted to freshmen and sophomores.

205 **History of Ancient Greece**

A chronological survey of the political and social history of Greece from "Agamemnon to Alexander to Augustus." Covers the period from the late Bronze Age through the Hellenistic era, beginning with the Mycenaean kingdoms and concluding with the conquest of Cleopatra, the last ruler of the Ptolemaic dynasty in Egypt, by the future Roman emperor Augustus (31 BC). Focusing in particular upon the construction of Greek identity as shaped by such factors as geography, warfare, economy, and intercultural contact, the course will employ a textbook, primary sources read in English, and maps and other images to explore important issues in the evolution of Greek society. Subjects treated will include the rise of the Greek polis (city-state), the Greek colonization of the eastern and western Mediterranean, the development of diverse governmental and constitutional structures ranging from tyranny to democracy to monarchy, the blossoming of Greek artistic and intellectual life during the classical period and the conflicts between Greeks and Persians and between Athens and Sparta, the expedition of Alexander the Great, and the relationships of the Hellenistic kingdoms with Rome.

206 **History of Ancient Rome**

Surveys the history of Rome and its empire from the foundation of the city in the eighth century BC to its breakup into successor states in the fifth, sixth, and seventh centuries AD. Focuses on economic, social, and political themes, with special attention to geography, archaeology, and cultural exchange. Readings consist of primary and secondary sources, with emphasis on critical interpretation.

206R **History of Rome**

**Beyond the 'Fall' of Rome, 400-800**

During the course of the fifth century in the West, the Roman empire fell. Or did it? This course will take up the classic theme of the Fall of Rome, and introduce students to new ways of understanding this pivotal period of transformation. First, the class will consider the Roman empire at its height; what did the Pax Romana mean? We will look at how the empire actually worked in the period immediately leading up to and
following the reigns of Constantine (d. 337) and his successors. Second, we will examine the traditional narrative of ‘decline and fall’ that supposedly followed upon early ‘barbarian’ intrusion in the late fourth century and the Sack of Rome in 410. Third, turning our attention chiefly (although not exclusively) to the West, we will present an alternative and rather less simplistic account of ‘post-Roman’ developments, focusing on patterns of government within the new settler kingdoms, changes in economy and culture, the impact of Christianization, and the endurance of Roman values, down to the rise of the Carolingians in 751. In short, the course will introduce students to a period of what was certainly radical change in European history, but will attempt to identify more accurately the causes, speed, and nature of that change.

216A Medieval England

This lecture course will cover the history of Britain between the end of Roman rule in the early fifth century and the Battle of Bosworth Field in 1485 that brought the Tudor dynasty to power. During this period, Britain experienced three major waves of colonization and conquest (Anglo-Saxon, Viking, and Norman) that profoundly transformed the lives of the peoples who inhabited the island. We will examine the rise of a unified English kingship; the often troubled relationship between England and its neighbors across the Channel on the one hand and the peoples of the ‘Celtic Fringe’ on the other; the role of the Church in England, both at the level of high ecclesiastical politics (the conflict between St. Thomas Becket and King Henry II) and at the level of the ordinary lay Christian; and the changes in English economic, social, and cultural life that occurred against a backdrop of dramatic events such as the crusades, the Black Death, and the Hundred Years War.

221 Early Modern Europe

This course begins in the late Middle Ages and ends in the modern world. We will consider the political, cultural, economic, technological, and religious changes that transformed Europe from the relatively isolated Medieval Christendom into a region of fractious and advanced global powers. Topics covered will include the Renaissance and Reformation, global trade patterns, the military revolution and the wars of religion, the Thirty Years’ War, the
rise of the nation-state, republicanism and absolutism, the scientific revolution, the Enlightenment, and the multiple revolutions that close out our time period (English, American, French, and Haitian). The class will also provide an introduction to basic historical skills.

221A Early Modern Europe and the World

This course begins in the late Middle Ages and ends in the modern world. Our starting point will be 1453, a year that marked the fall of Constantinople, the end of the Hundred Years War, and the commencement of the printing of the Gutenberg Bible, and we will finish in 1815, when the Congress of Vienna reassembled Europe after the rampages of Napoleon and when Brazil ceased to be a colony, a key moment in the burgeoning Latin American independence movement. Our focus will be on early modern Europe and its relationship to the rest of the world, and topics covered will include the Renaissance and Reformation, global trade patterns, the expansion of Europe, the military revolution and the wars of religion, the rise of the nation-state, the development of republicanism and absolutism, the scientific revolution, the Enlightenment, and the multiple revolutions that close out our time period (English, American, French, and Haitian). The class will also provide an introduction to basic historical skills.

222 Modern European History, 1789-Present

This course provides an introduction into European History since the French Revolution. It focuses on the main events, and developments in politics, society and culture. The course consists of lectures, in-class discussions of required readings and primary sources. Enrollment restricted to freshmen and sophomores.

225 Ancient Warfare and Martial Arts

Ireland has been invaded repeatedly throughout its history. Each wave of new arrivals has caused a renegotiation of what it means to be "Irish." This course will engage directly with that question by surveying Irish society and culture from pre-Christian times down to the end of the old Gaelic order in 1607. We will glance at Irish prehistory and then examine "Celtic" society--its social structure, laws and literature. Next, we will trace the impact of the Christianization of Ireland on this
society. We will look at the effect on Ireland of invasions by the Vikings and the Normans, and the establishments of English rule in Ireland. We will then study the varying fortunes of the competing groups in Irish society (Gaelic Irish and Anglo-Irish), analyze the advent of the Reformation in Ireland, and examine the final conquest of Ireland in the reign of Elizabeth I and the passing of the old order.

226 British Empire, 1750-1970

What was the impact of the British Empire on the development of the modern world? Proceeding chronologically and thematically, this course explores that question through a survey of the expansion and contraction of Britain's imperial presence around the world. Through lecture and discussion of primary and secondary texts, we will explore the following: the shift from informal to formal empire; the economics of empire; slavery and its abolition; humanitarianism and the civilizing mission as justification for empire; and the use of violence in the conquest and maintenance of empire. Throughout the course, we will consider the advantages and limitations of using the British Empire as a model for understanding the history of globalization.

229 Global Migrations to the New World, 1492-present

Since 1492, almost every society, economy, and environment in the western hemisphere has been continuously affected by mass global migrations from Europe, Africa, and Asia. In this class, we will examine four periods of mass global migration to the Americas—the era of exploration, discovery and conquest (1492-ca. 1600); the Atlantic slave trade (ca. 1500-1850s); the European and Asian migrations of the industrial age (ca. 1840-1930); and the contemporary period (ca. 1940-present). As we discuss each of these migrations, we will ask a series of questions: Who were these migrants? Where did they come from, and why did they leave? How did they change the preexisting society, economy, and environment in their area of settlement? Did they retain connections to their homelands, or to other groups of migrants? Most importantly, what can their lives tell us about the common history of the Americas? Enrollment restricted to freshmen and sophomores.

231 World in the This class will examine political, economic,
20th Century social, and cultural developments on a global scale from World War I to the 9/11 attacks. Topics will include the origins and aftermath of two world wars; the birth of mass movements, society, and consumerism; the crisis of democracy and the rise of communism and fascism as a response to economic depression; the emergence of the superpowers and resulting Cold War; modernization, conflicts, and revolutions in in Africa, Asia, Latin America; and the rise of religious fundamentalism at the end of the century. In addition to providing the who, what, when, and where of twentieth-century history, this course will challenge students to explore why history matters by having them engage in a hands-on approach to historical study. Students will use primary sources (letters, period newspapers, photographs, political cartoons, sound recordings, period movies, etc.) to understand the significance of major historical events and their impact on the ordinary men and women who experienced them. In addition to providing the who, what, when, and where of twentieth-century history, this course will challenge students to explore why history matters by having them engage in a hands-on approach to historical study. Students will use primary sources (especially period motion pictures) to understand the significance of major historical events and their impact on the ordinary men and women who experienced them. Enrollment restricted to freshmen and sophomores.

Medieval World This course offers a broad survey of medieval Europe (ca. 500-1500), a formative period in western society known for its soaring gothic cathedrals, the culture of chivalry, church and state power struggles, the crusades, the Black Death, Dante, and the emergence of the inquisition. We will examine western Christendom in the making by tracing the growth of its central institutions alongside its encounters with others, Pagans, Jews and Muslims, as it sought to expand its horizons and borders. Readings will emphasize primary sources in translation. No previous knowledge of the Middle Ages is assumed. Enrollment restricted to freshmen and sophomores.

The World of Hist 236a: The World of the Crusades will
the Crusades present an overview of the crusading movement from its origins in the eleventh century until the Conquistadors took crusading to the New World in the early sixteenth century. Special attention will be paid to changing conceptions of piety and violence, the Latin kingdoms in the eastern Mediterranean, and intercultural interactions.

245A Early Modern Europe

257 The Making of America, 1607-1877

The United States we know today was forged through centuries of hard-fought struggles. This course provides an overview of American History in the first 270 years. It surveys early contests between indigenous peoples and European empires, colonists¿ rebellion in the American Revolution, and political conundrums in the early United States. It also explains divisive economic transformations and immigration patterns, conflicts during westward expansion, women's and African Americans' demands for inclusion, reform efforts to overcome social ills, new religious awakenings, and struggles over slavery and the country¿s economic future. The course concludes with the accelerating centrifugal forces that brought the Civil War, and how Americans began rebuilding the fractured nation into a new society. Two lectures and one discussion per week; textbook and original historical documents.

258 American History Survey II

This course is designed to provide an introduction to important aspects of the social, political, and economic history of the United States from Reconstruction through the Vietnam War. The course will explore the nature of American citizenship as it has been forged and re-forged since Reconstruction. Key topics will include the rise of industrial capitalism, the impacts of immigration and urbanization, the emergence of mass consumer culture, the transformation of federal governance, the relationship of the United States to the rest of the world, and the ways in which mass social movements reshaped the nation's political culture, its institutions, and individuals' experiences.

280 The United States in the Nineteenth Century

This course surveys the history of the United States during the "long" nineteenth century (c. 1790 to 1920). Topics include: territorial expansion and economic
development, antebellum politics and reform movements; slavery and the politics of sectionalism; the Civil War and Reconstruction; the making of an urban and industrial society; labor and agrarian protest; social, political and economic reform in Progressive America.

280B The United States in the 20th Century

This course is intended to introduce students to the general narrative of United States history in the twentieth century. Major themes will include: 1) The racial legacy of the Civil War/Reconstruction 2) Domestic and foreign implications of U.S. economic dominance 3) The rise of the U.S. as a military power and the "American project" 4) Evolution of modern American culture through the lens of mass media and religion 5) Political patterns dominated by liberal and conservative thought. We will use secondary and especially primary sources (original documents and audio and visual recordings) to investigate these issues during Friday discussion sections. Enrollment restricted to freshmen and sophomores.

281 Colonial Latin America

Part I: Before independence. European and Indian background; conquest; religious, political, economic, and social structures; eighteenth-century reforms; independence movements.

282 Modern Latin America

Part II: Since independence. Nature of political, economic, and social problems, 1820-1965; histories of Mexico, Argentina, and Brazil.

300 Age of Discovery: Iberian World

Examines the motives and conduct of Spanish, Portuguese, and English explorers, as well as key conquests in the New World and Asia during the sixteenth century. Key figures include Columbus, de Gama, Magellan, Sir Francis Drake, Heman Cortes, Francisco Pizarro, and Alfonso De Albuquerque.

301A Medieval Kingship

This course will offer an in-depth exploration of Western medieval monarchy during the early and central Middle Ages (500-1300), starting with the Germanic successor kingdoms to the disintegrating Roman Empire, and ending with the conclusion of the Crusades. Students will learn about the nature of kingship and its relationship to the political, religious, economic, and social changes of the period. We will examine such themes as the legacy of biblical and Roman
monarchical traditions in the formation of western kingship, the conflict between sacral kingship and the growing influence of the Catholic Church that culminated in the Investiture Controversy, the impact of queenship on politics and religion, the role of kingship in the transformation of the economy from a declining late antique to a resurgent medieval structure, the crisis of feudalism, the characteristics of a court culture, and western contact with Islam during the Crusades. Readings will comprise primary sources, which will be the basis of weekly discussions.

301B Europe 400-800

302A Europe in the Twelfth Century

The twelfth century in Western Europe saw the birth of Gothic architecture, the strengthening of feudal monarchies and the spread of new forms of Benedictine monasticism, among many other changes. This course will explore developments in Western European politics, economics, art, literature, and religion during the twelfth century. We will consider such issues as the growth of towns, the transformation of financial and judicial administration, and the expansion of papal power. Readings will emphasize primary sources in translation, including chivalric romance, peasant complaints about lordly violence, and a history of the murder of a count. The course will offer students a view into the creativity and ferment of this pivotal period of medieval history.

302B The Post-Roman World, 410-750

At the beginning of this period, we have something that still resembled a Roman Empire, and increasingly confident about its unified Christian identity. At the end of the period, that Roman Empire had shrunk to Greece and Turkey; old western provinces (Britain, France, Spain, and Italy) had become independent settler kingdoms; and the Middle East, Egypt, North Africa, and much of Spain were under the control of a new Islamic Empire, centered on Damascus. The Christians in these territories were now deeply and lastingly divided. It was an astonishing transformation, achieved in little over 300 years. How did it happen? What kept it from collapsing into complete chaos? What were its immediate effects? The course invites you to find out.
Mediterranean Society & Culture
The course will focus on shifts in political power and administration, although attention will also be paid to underlying geographical, economic, and ethnic factors. What distinguished an "empire" from a "kingdom," early Byzantium from its Roman antecedents, the early Islamic Caliphate from the Greek and Persian polities it displaced? How did one identify a "barbarian," a "Hellene," or an "Arab"? What different senses could be applied to "Christianity" or "Islam?" The course will reach down to the eighth century, the beginnings of the "Carolingian" period, the nature of Byzantine society before and during the Iconoclast Controversy, and the causes and immediate effects of the 'Abbassid revolution.

Western Medieval Art and Architecture
The course will identify features of the earlier medieval religious world that had endured since late antiquity, albeit adapted to new circumstances. After considering terrain and material culture, we shall examine social, institutional, and cultural developments under such key headings as "community," "leadership," "ceremony," "formation," "anthropology," and "art." The course will open and close with a survey of the city of Rome immediately after 590 and immediately before 1073.

Ancient Christian Roots
This course examines the experience of women in Western Europe during the later Middle Ages (ca. 1100-1500) and the contributions that women made to that culture. At the same time, the course examines how medieval gender systems were historically constructed and the implications of that construction for society and the sexes. The discussion component of the course introduces a broad range of primary sources available in translation along with methods of historical analysis and interpretation. Topics include: women and the law; work; marriage and family; religious life and experience; heresy and crime; scientific and medical discourses about women; literary and cultural production.
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<tr>
<td>307</td>
<td>Comparative Colonial Systems, 1500-1800</td>
<td>Compares colonial structures of England, Portugal, France, and Spain, with particular emphasis on the relations of colonial societies to indigenous cultures and the impact of colonies on the development of the mother country.</td>
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<td>307A</td>
<td>The Catholic Missionary Church in the Americas and Asia, 1500-1800</td>
<td>This course explores the history of Catholic missions in the Americas and Asia during the early modern period. Topics will include relations between missionaries, indigenous peoples, colonists, and crown officials during the conquest and settlement of the European empires; relations between Christians, Jews, and Muslims; the development of pastoral ideals and practices; America and Asia in European religious thought; and the comparative history of the Spanish and Portuguese empires. We will focus on the writings of early modern missionaries, especially Jesuits. Among the writers we will study are José de Acosta, Jean de Brébeuf, Bartolomé de las Casas, Ignatius of Loyola, Alexandre de Rhodes, António Vieira, and Francisco de Vitoria.</td>
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<tr>
<td>308</td>
<td>History of Byzantium and the Creation of the Orthodox World, 500-1200</td>
<td>Traces the transformation of the Eastern Roman Empire into the Byzantine Empire and the influence of the Empire on the development of Medieval Balkan and Eastern European society. Begins with the final split with the beleaguered Western Roman Empire in 395 and ends with the fall of Constantinople to the Crusades in 1204.</td>
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<td>308A</td>
<td>The Modern Middle East</td>
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<td>309</td>
<td>The Rise of Islam</td>
<td>History 309 introduces students to the history and religious traditions of the Islamic Middle East and North Africa, including the areas ranging from Morocco in the west to Iran in the east. The course examines the period from the coming of Islam in the 7th century until the rule of the Mongol and Mamluk dynasties in the 13th-15th. Our points of focus include the Middle East's characteristic political and social institutions, the development of Islamic religious traditions, relations between Muslims and non-Muslims, and the social life of the region's diverse populations.</td>
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<tr>
<td>309B</td>
<td>Ancient Israel in its Near Eastern Context</td>
<td>This course covers the history of ancient Israel from the mid-2nd millennium BC up through the major Jewish revolts against Rome in the 1st and 2nd centuries AD. During the course of the semester,</td>
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students will learn how modern historians assess the Bible as a historical resource, and will consult other sources from the ancient world, both textual and archaeological.

### 309C Muslims, Christians and Jews in the Medieval Mediterranean

The medieval Mediterranean was a highly diverse world in which people of different faiths lived in close proximity, sometimes in peace and sometimes in tension. This course introduces students to that multi-religious milieu, with special attention to the interactions of communities of the three Abrahamic faiths - Muslims, Christians, and Jews - in areas ranging from Spain to the Arabic-speaking Middle East to Iran. Through both primary and secondary readings, we will examine the dynamics of these communities' social interaction and intellectual exchange as we consider how people in past societies dealt with religious difference.

### 310 Religion & Society: Medieval Europe

This course examines the role of religion and its impact on western Europe from the fourth to the fifteenth centuries. Relying mainly on primary source materials, topics covered in the course include: Christianization of the Roman world, asceticism, monasticism, missionaries, Church and State struggles, the Crusades, heresy, the mendicant orders, and lay piety. We will also examine our theme through pivotal medieval figures such as Hildegard of Bingen, Abelard and Heloise, Francis of Assisi and Catherine of Siena.

### 311 The Crusades

This course will present an overview of the crusading movement from its origins in the eleventh century to the fall of Constantinople to the Turks in 1453. We will examine the development of the ideology of holy war in both Europe and the Middle East, the conquest of Jerusalem and the establishment of the crusader states, the expansion of the crusades to encompass campaigns against heretics, northern European pagans, and even political opponents within Europe, and the ultimate decline of the crusading ideal in the later Middle Ages. We will also study the lasting impact of the crusades: their contributions to European art, architecture, and music, and their continued resonance in contemporary political debates concerning relations between the Islamic world and the West.
311A Medieval Warfare & Knighthood

In this course we will study the history of war during the Middle Ages, paying particular attention to the evolution of military technology from late Antiquity to the introduction of gunpowder. We will discuss, among other topics, the differences between Rome and the Barbarians; the invention of the Castle; Turks and Chivalric Orders; the evolution and the idea of Chivalry; Empire and comuni; the condottieri and their bands; the Hundred Year's war. Our focus will be on all the different levels of confrontation: propaganda, use of symbols, diplomacy, peace.

311B Gunpowder Empires of Islam: the Ottomans, Safavids and Mughals

In the early modern period, while Spanish explorers were crossing the Atlantic, the Islamic world was dominated by three highly complex, religiously distinct empires. The Ottomans of Europe and the Middle East, the Safavids of Iran, and the Mughals of India have left us some of the world’s major cultural landmarks, from the Taj Mahal to Istanbul’s Blue Mosque. This course explores the major role played by these three empires in the history of the early modern world. In particular, we will examine each empire’s society and economy, their relations and rivalries with each other, and their evolving connections to European powers from the 14th to the 19th centuries. A variety of secondary and primary sources will facilitate an in-depth view of three empires whose legacies are still felt in the modern societies of Europe, the Middle East, and South Asia.

312 Medieval Japan

Many enduring aspects of Japanese culture and society evolved during the earliest centuries of the archipelago’s written history. This course explores Japan from its origins, through the classic Nara and Heian eras (710-1185 C.E.) and the development of shogunate and daimyo in the Kamakura and Muromachi periods (1185-1568), to the beginnings of Tokugawa rule (from 1600 C.E.). Historians have often compared Japan during this period to the middle ages of European history; the comparison is controversial, but worth exploring for what it reveals about ways of viewing historical time. Topics include Shinto and Buddhism, emperors and court culture, and the rise of militarism, samurai, and bushido. Students will analyse classic texts from the period, including The Tale of Genji, Sei Shonagon’s Pillow Book, and
The Tale of the Heike, as well as the archeological, artistic, and architectural legacies of early Japan.

**312A European Law from Antiquity to Napoleon**

Law rules our lives, but there are few opportunities to study law as an undergraduate. This course will consider the major systems of law in European history—Roman law, feudal law, canon law, civil law, English common law—and will also pay attention to the changing understanding of natural law, the process of codification and the imposition of the Napoleonic Code on Europe, and the use of international law in the twentieth century. Law will be studied primarily through the lens of intellectual history, focusing on concepts, definitions, and principles, but the social and political implications of law will also be periodically addressed. Readings will include both excerpts from the great legal texts of the European past and scholarly overviews of legal history.

**313A Charlemagne and the Birth of Europe**

Charlemagne’s coronation as emperor in 800 marked the restoration of unity in much of Europe for the first time since the fall of Rome. This course will explore the history of Charlemagne and his dynasty, the Carolingians, and their impact on European society. The Carolingian era saw the origin of the economic might which would power Europe into the modern world, the cultural flourishing which determined our knowledge of the Latin classical heritage, transformations in family structure and the idea of marriage, and the construction of political forms which persisted to the nineteenth century. The course will consider how the Carolingians rebuilt European society out of the ruins of Rome, and will argue that the ways in which they did this helped shape the later history of the Middle Ages and indeed, Europe.

**316 England After the Black Death**

English history circa 1300-1500 witnessed major upheavals and transformations. The course begins by considering the Black Death (and, more generally, the role of disease in history) and covers this period topically, emphasizing political, social and economic, and cultural change and analysis of primary sources.

**317 Medieval Italy**

This course examines the history of medieval Italy from the period of the barbarian invasions of the fifth century to the mid-Trecento. It is an age well known...
for the glittering Byzantine mosaics at Ravenna, the brilliant Norman court at Palermo, the gentle spirituality of Saint Francis, and the vernacular poetry of Dante, each topics considered in this course through primary sources in translation. Other topics include Guelf/Ghibelline politics, the commune and the contado, long-distance trade and commerce, artistic patronage and heritage, the family, education, religious life and popular devotion.

317A Modern Italy since 1860
How did Italy become what it is today? This course looks at the modern history of Italy by focusing on political, economic, social, and cultural developments since the time when Italian intellectuals began to discover Italy as a nation. Lectures and discussions will also study Italy's modern history in a European context in order to better understand what is specific of Italian history and what is part of broader European developments.

318 Anglo-Saxon England
Romans, Britons, and Barbarians in the British Isles from Claudius (c. 40 A.D.) to Harold (Battle of Hastings, 1066 A.D.). Original documents, archaeological and art-historical evidence will be used in this exploration of early English society and culture.

319A American Religious History

322A England in the Century of Revolution
No Early Modern country proved to have a greater influence on the shape of the modern world than Seventeenth Century England. While forms of absolutist monarchical regimes flourished in most of the European continent (not to mention the great Asian empires), England developed powerful and (as it proved) sustainable representative institutions that, in later centuries, other nations around the world emulated. This did not happen a simple linear way. Covering the period 1625-1725, this course studies England's path through divisive revolutions: the rebellion against and subsequent execution of King Charles I, the dictatorship of the Puritan general, Oliver Cromwell, and the overthrow of England's last Catholic monarch, King James II. Among the issues addressed will be the rise of representational institutions and their operation in an epoch of a persistent anti-Catholicism that flourished in
English life. Finally, the course studies the rise of England's economic and financial power to the point where it became the first modern super-power. In 1625, England was a second-rate European power. By 1725, through the exploits of such dynamic commanders as the Duke of Marlborough, it had led the coalition that had defeated Louis XIV of France, arguably the most powerful European power since the Roman Empire, and established the foundations of a world-wide Empire from North America in the west to India in the east.

323 The Renaissance, 1300-1530

A survey of the intellectual and cultural life of western Europe from 1300 to 1530, with particular attention to the revival of classical literary and artistic forms and to the emergence of a new view of human nature and of the world.

323A Renaissance Papacy

325 Europe in the Reformation Era, 1500-1648

An examination of the political, socioeconomic, intellectual, and religious backgrounds and the careers and teachings of the magisterial and radical reformers both on the continent and in England. Also studied are the Catholic reforms and the religious wars and peace movements.

326A Britain and the Second World War

326B British Empire

327 Twentieth-Century Britain

An examination of Britain from the death of Victoria to the defeat of Margaret Thatcher in 1990. Charts the changing fortunes of Britain in the twentieth century, from imperial power to middle-rank European nation. Topics include the experience and impact of total war; experiments with social citizenship; and decolonization and the decline of imperial prestige.

328A From Shakespeare to Sheridan: The Irish in the Theatre, 1600-1775

329 History Of British Cinema

An exploration of British cinema from its origins until the present day. Focuses on the production and distribution of British films, as well as provides an analysis of
specific films important to a history of cinema as an art form and medium of mass communication.

329A The Family in European History
This course will begin with a brief examination of family law in antiquity and the structure of the European medieval family before considering the transformation of the family in the early modern period, particularly in response to the Reformation and the rise of the nation state. Although the Renaissance is often described as the birthplace of modern individualism, the early modern period can just as easily be seen as dominated by families who employed cultural strategies to increase their collective reputation and power. The course will finish by examining the challenges to the modern European family in the nineteenth and twentieth centuries. A wide range of experiences will be covered, from the family life of royalty and aristocracy to the demographic and legal evidence of everyday life in the homes of artisans and peasants. The social and economic pressures that shaped the family will be discussed, as well as debates over the emotional life of the early modern family. Readings will include letters, journals, legal documents, instructional pamphlets, sermons, novels, and moralizing treatises.

329B The Middle Ages at the Movies
This course examines how film depicts significant events and people from the Middle Ages. Students will read primary sources from the Middle Ages that address key events, like the Crusades. We will also watch and critique films for their portrayal of specific medieval events. Students will consider how narrative sources impact the cinematic representation of the Middle Ages. Assignments include regular film analysis and primary source analysis. No previous knowledge of the Middle Ages is assumed.

330A The Celtic World: People and Mythology

331A Early Modern Europe, 1450 - 1750

331B Fashion and Society Since 1500
Fashion is a text for society that communicates about the individual, even if fashion constantly creates a tension
between uniformity and individuality. It is a social construction of what is regarded as appropriate. As with any aspect of human behavior so fundamental, there are many ways to examine the phenomenon of human dress. In this course we will focus on the discourse in which social, economic, political, cultural ideas are expressed through the medium of clothing. One of the main topics is the development of modern styles of fashion in Europe and what impact these had on the rest of the world, particularly in the context of colonialism and the rise of a global textile industry.

332 The French Revolution France from 1750 to 1799. Emphasis on the origins and causes of the French Revolution, the attempt to reform the Old Regime, the nature and explanation of the Reign of Terror, and the meaning and importance of the Revolution for subsequent historical development.

333A East Asia Since 1600

333B Modern China

334A Modern Germany, 1870 to the Present This course provides an overview of the history of Modern Germany from the foundation of the nation state in the second half of the 19th century to its dissolution at the end of World War II. In addition, the years following its dissolution in 1945 are also discussed, as well as long-term developments regarding gender, sexuality, religion or militarism. Apart from dealing with the general political, economic and social history of Germany, special emphasis is laid on the study of the different cultures of the succeeding German states.

337 The Science of Man: Great Works of Modern Social Thoughts "This course examines the great works of modern social science, works of ongoing interest and influence that have achieved the status of classics. Each work is studied in its historical context, with an eye to bringing out the themes of perennial interest for the study of society, politics, economics psychology and culture. Those studied include Hobbes, Adam Smith, Marx, Nietzsche, Freud Weber, Durkheim and Simmel."

337A Modern Europe: Survey of Key Events & History since the French Revolution, focusing on politics, society and culture.
Processes in Mod European Hist frm French Rev to Present

We will look at the reasons, the history, and the consequences of 1789, the era of conservative restauration, liberalism, nationalism, the conflicts which lead to WWI, the interwar period, and the reconstruction of Europe after 1945, and finally, the process of European integration since the 1950s. Students will also learn about the major theories of and debates on modern European history. The course consists of lectures, in-class discussions of required readings and primary sources.

337B Russia Since 1900

This class will explore the history of the Soviet Union; it is intended for those who have never before studied Russian history. It has three parts: the creation of the Soviet Union, the Soviet Union after Stalin and the dissolution of the Soviet empire. Its first part begins with the situation of the Russian empire at the time of the First World War. It proceeds to the Bolshevik Revolution and the Russian civil war, focusing on the figure of Vladimir Lenin and his vision of Soviet communism in the 1920s. It will proceed to the era of Joseph Stalin, which began approximately in 1928 and ended with Stalin’s death in 1953: Stalin’s consolidation of power, his use of the five-year-plans, his prosecution of the “great terror” in the late 1930s, his leadership during the Second World War and his postwar political and foreign-policy aspirations. This course’s second part traces the Soviet system administered by Khurshchev and Brezhnev, emphasizing not just politics and not just the Cold War but cultural and everyday life within the postwar Soviet Union. The third part will review the major explanations of the Soviet Union’s collapse, from dissident movements to technological backwardness, and it will devote considerable attention to the consequences of this collapse, to the redrawing of the geopolitical map in 1989 and 1991 and to the legacy Soviet history has left in Russia, Ukraine and the countries of Eastern Europe. This course will attempt to characterize the nature of Soviet politics, from Lenin to Gorbachev, by looking closely at the Soviet Union’s sources of legitimacy and at the instability that is a recurrent theme in Soviet history. It will cover the national and ethnic composition of the Soviet Union as well as the cultural and religious questions that mattered to Soviet citizens, both within and outside the Kremlin.
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<tr>
<td>338</td>
<td>Europe, 1945-1995</td>
<td>The history of Europe, west and east, during the Cold War. Topics include the division of Germany, the communization of eastern Europe, the development of the welfare state, decolonization, the New Left, the exhaustion of the welfare state and neoliberalism, the collapse of communism, and the attempt to build democratic, capitalist societies in eastern Europe.</td>
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<td>338A</td>
<td>The Idea of Europe. European Integration since 1914</td>
<td>After WWII, and in the context of the Cold War, Europeans witnessed the transnational integration process that resulted in the foundation of the European Union (EU) in 1992. However, the road to the EU was long and cumbersome, and beset by conflicts and crises. The decision to limit national sovereignty for the sake of a union of European nations was contested from the beginning. For that reason European integration has remained a fragile enterprise. This course focuses on historical process by which European identity was built. The first part of the course provides an overview of the debates on European integration since 1914. The second half of the course focuses on more current issues related to EU institutions and the problem of creating an EU identity.</td>
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<td>339A</td>
<td>Capitalism in Modern European Thought</td>
<td>This course deals with the ways in which western intellectuals have thought about capitalism, not only as an economic system, but in terms of its moral, political, and cultural ramifications. It explores the historical roots of thinking about what has come to be called &quot;globalization.&quot; Does the spread of the market -- across geographical borders and into ever greater regions of our lives -- make us better off or worse? What effect does it have on personal development, on the family, and on collective identities? This course focuses on the response to such questions by major European thinkers from the eighteenth through the twentieth centuries.</td>
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<td>340</td>
<td>Modern European Intellectual History I</td>
<td>Examines the major trends and great individual works of modern European thought by situating them in their historical contexts, with an emphasis on the development of social and political thought. First semester: the Enlightenment to the mid-nineteenth century; explorations of works by Voltaire, Hume, Rousseau, Adam Smith, Edmund Burke, the Romantics, Hegel, Marx, Hobbes, Locke, Mill, and</td>
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Modern European Intellectual History II
Continues from 340. Second semester: the period from the late nineteenth century to the present; begins with the critique of liberalism and rationalism in the works of Nietzsche, Pareto, and Freud; examines Durkheim, Weber, and the rise of sociology; the intellectual reaction to the First World War, to communism and to fascism; and the reformation of liberal, conservative, and radical thought in the later twentieth century.


Debating American Conservatism
This course explores the development of liberal and conservative thought in Europe and the United States from the eighteenth through the late twentieth centuries. It focuses on great public policy debates between liberals and conservatives on issues of liberty, security, marriage, and the legitimacy of various sorts of inequality; and examines issues related to government, the family, and the economy. Readings are from primary sources.

Imperial Austria I
A survey of Imperial Austria and its European holdings. Part I: 1496-1792. Explores social, cultural, political, and religious history. Concentrates on border conflicts with the Ottoman Empire, the development of government structures, the role of the peasantry, and Vienna's Golden Age of Music.

Habsburg Empire (1815-1918)
Until its sudden collapse in 1918, the Empire of the Habsburg dynasty dominated the central part of Europe. No less than 12 European states of today share this legacy. Some compare the governance of the multinational Habsburg Empire with its complex structure and interplay of imperial, national, regional, provincial, and local institutions with the current processes and challenges of European integration. But the history of the Habsburg Empire goes way others.
beyond the simplistic tale of growing nationalist tensions which lead to the outbreak of the Great War. Austria-Hungary was a laboratory of modern experience and modern ideas and ideologies, from antisemitism to psychoanalysis - ideas which radically shaped the short and catastrophic 20th century.

346  Imperial Austria II

Continues from 345. Part II: 1792-1920. Examines relations with Napoleon, the Congress of Vienna, the Age of Metternich including the Biedermeier, the revolutions of 1848, the rise of political Nationalism, political and social turmoil in the empire at the end of the nineteenth century, and World War I.

348  America and the World

America and the world explores American diplomatic history from the First World War to the Iraq War. It puts particular emphasis on the promise and perils of democracy promotion as a mainstay of American foreign policy. This class also places key turning points in the fashioning of American foreign policy in a global context. It examines not just the evolution of American policies but the personalities, political dynamics and social forces that have driven this evolution. Though very much an inquiry into the past, this course will, when relevant, make use of contemporary developments for the sake of better analyzing and discussing the historical record.

348A  American Popular Music

This course seeks to investigate the social, economic, and cultural origins of popular music in American society during the twentieth century. In order to reconstruct the context in which very diverse musical styles arose, it is my hope to demystify the history and make clear the social and economic movements, which made rock 'n' roll a permanent part of American popular music. Through a detailed analysis of popular music history from nineteenth century minstrelsy to the emergence of Tin Pan Alley in the twentieth century to the postwar world of rhythm and blues and the heyday of the counterculture of the 1960s, we will, through the use of lecture materials, books, movies, interviews, and music recordings try to reconstruct the emergence of a new legitimate popular music: Rock 'n' Roll.

348B  Researching Media History

Course focuses on historiographical and primary document research methods.
& Archival Analysis

Students utilize Washington DC's archival holdings at the National Archives, Library of Congress, and Library of American Broadcasting to develop an original publication-length paper on broadcasting, film, or communications policy history. With the aid of the instructor and designated archival staff members, students craft proposals and writing samples useful for applications to film and media, communications, or cultural history graduate programs, as well as think tanks, research agencies, and content development fields.

348C  Vice in America

349  Washington: Symbol and City

Examines the history of Washington, DC, in the context of the larger history of American urbanization. The course makes extensive use of Washington's resources, with numerous field trips and classes at various city locales.

350  Europe Since 1945

The history of Europe, west and east, since the end of the Second World War. Topics include the division of Germany, the communization of eastern Europe, the development of the welfare state, decolonization, the New Left, the dilemmas of the welfare state, the collapse of communism and the attempt to build democratic societies in eastern Europe. The several film screening will be held on Wednesday evenings, in place of class hours. Requirements include a mid-term, a final examination, and a short paper.

353  The Era of Civil War and Reconstruction

Investigates the military, political, social, and economic aspects of the war that sundered the United States in 1861. Topics include: the background of the sectional crisis; military events and political affairs during the war; the experiences of Americans on the battlefield and the home front; the destruction of slavery; and the post-war reconstruction of the South and the nation.

353A  Abraham Lincoln in History and Memory

This course will explore the life, presidency, and public memory of America's 16th President. By reading historians' accounts as well as the words of Lincoln and his contemporaries, we will examine his multiple roles: as antebellum lawyer and politician; as wartime executive and commander in chief; as public orator and man of ideas. We will also study how
successive generations have commemorated his presidency and made him such a potent symbol for the meaning and promise of America's past.

357 Hist of Old South 1607-1865

This course surveys the history of the U.S. South from the founding of Jamestown through the Civil War. It examines the origins and development of plantation slavery and racial ideology; the intertwined histories of masters, slaves, and non-slaveowning white Southerners; the growth of sectional conflict; and the Confederacy's attempt to establish an independent slaveowning republic.

357A US South Since The Civil War

This course will survey the history of the American South from the end of the Civil War through the current day. Its purposes are two-fold: to provide students an understanding of the South and of Southerners, and to explore what the experience of the South can teach us about America as a nation. Through primary and secondary readings, lectures, and class discussions we will examine such topics as: the political and economic reconstruction of the South after the Civil War; the Populist revolt; the politics of race in the era of Jim Crow and disfranchisement; the rise of the "Sunbelt" South; the Civil Rights movement; and the question of persisting regional distinctiveness.

358 Interwar America: 1919-1941

This course examines one of the most turbulent and influential periods in modern American history: the years between the First and Second World Wars. Through the use of primary sources (including radio broadcasts, movies, and field trips) and secondary sources, we will consider the social, cultural, political, and economic ramifications of such topics as the economic boom and cultural revolution of the 1920s, the Great Depression, the New Deal, and the United States' relationship with the world.

358A US in Depression and War, 1929-1945

360 U.S. Immigration & Ethnicity

This course traces successive waves of immigration to the United States, beginning in the 1840s and continuing to the present day. It examines American attitudes and responses to immigration over the
generations, including laws governing immigration and citizenship, and the various immigrant reactions to these. It also examines community building among various immigrant populations and the ethnic groups this ultimately gave rise to. In this regard, the course explores immigrant and ethnic religion, education, politics, patterns of work and sociability, and attitudes toward assimilation.

361A The Legacy of Lincoln: American Art and Culture from 1809 to 1930

362 Nazism
Examine the roots of Nazism in German political culture before and during the First World War, the failure of Germany's first liberal democratic republic, the rise of National Socialism and the consolidation of Hitler's totalitarian regime; the attempt to recast Europe in the mold of Nazi racial ideology during World War II and the systematic murder of European Jewry. Concludes with a look at the aftermath of National Socialism in Germany.

367 Empires, Indians, and Colonists in America, 1492-1763
Old Worlds collided and a New World began when European explorers and Native Americans came face to face. This is the story of how colonists settled and missionaries swarmed, how some Indians welcomed them and others pushed back, and how fortunes grew and empires went to war. We also examine why pirates pillaged, witches were hanged, slaves revolted, and prophets began new religions. Using a variety of original records, this course traces the rise of the British, Dutch, and French empires and powerful Native American counterparts. Topics include: exploration and settlement; Native American cultures and trade; the Caribbean; slavery and immigration; commerce and piracy; everyday life and the material world; religion and politics.

369 US Civil Rights Movement, 1945-Present
After briefly surveying developments in U.S. race relations from Reconstruction through the Second World War, this course explores in depth the civil rights activism and politics of the 1950s and 1960s. The latter portion of the course examines the evolution of such "post-Movement" policies as busing and affirmative action and traces
the course of American race relations since the 1970s.

370 Religion and Society in the Early Modern World
This course analyzes religion, politics, and society in Europe and the European empires (especially the British and Spanish empires), ca. 1450-ca. 1700. Readings will focus on primary sources. Among the topics to be studied are relations between Catholics, Protestants, Jews, and other non-Christian peoples; the lives and works of Erasmus, Thomas More, and Martin Luther; the Inquisition in Spain and Portugal; imperial rivalries in their political and religious contexts; the development of biblical criticism; and religious toleration.

371A Colonial Latin America

371B Modern Latin America

371C Cuba: From Colony to Cold War
This course examines the history of Cuba, beginning with the arrival of Spanish conquistadors and continuing through the colonial period, independence, U.S. intervention, the Cuban Revolution and the Cold War period. Using secondary and primary sources - including paintings, photographs, films, and music - we will pay close attention to the outsize role played by this small island in global politics, economics, and culture.

373A American Religious History
This course will examine religion in American life from the arrival of Europeans on the North American continent to the present. We will explore the impact religion has had on American society, culture, and politics, and how various faith traditions have been shaped, in turn, by their encounter with America. Courses themes will include the development of religious pluralism, the relationship between religion in the U.S. and the larger world, the persistence of religion in American culture, and American religious identity.

374 The Rise of American Slavery and Its Defeat, 1492-1865
This course traces the dramatic rise and fall of slavery in America and explores connections to the Caribbean, Latin America, and Africa. Students use original sources to illuminate the everyday lives of enslaved people, including family, cultural life, religion, and rebellion. We grapple with important questions: Why did masters go all the way to Africa for slaves? How did Latin American slavery evolve differently
and influence other regions? How did African Americans shape their lives under a system of exploitation? Why did abolition movements emerge, what was the role of Christianity, and how was slavery finally defeated? Students use sources such as interviews with liberated slaves, business ledgers, newspapers, letters, and archaeology to piece together a global story that is foundational to American history.

| 375 | Revolutionary America and the Early Republic | 1753-1812. This course explores one of the most dramatic and formative eras in our national history. Discussions and lectures focus on the imperial crisis of the 1760s, the War for Independence, the creation of the Federal Constitution, and the new nation's struggle with bitter internal divisions. We will discuss how social upheavals and new cultural trends related to major political events. Readings balance historical interpretations and primary sources so that we can all work towards our own judgments about this controversial period. |
| 376A | The First World War, 1914 - 1918 | This course examines the First World War in terms of its social political, economic, cultural, and military impacts, both on Western Europe as well as Africa, Asia, and North America. Drawing on a range of primary sources, including government documents, personal narratives, fictional accounts, and film, the course places the First World War in global perspective. |
| 377 | World War II | Major developments in American foreign policy from the American Revolution to the end of World War II. Special attention to the development and modification of ideas and principles in the evolution of American diplomacy in the nineteenth century and the impact of the various presidents and their secretaries of state. |
| 379 | The Cold War 1945-1975 | The development of American policies toward the Soviet Union, Eastern Europe, and mainland China from World War II to the 1970s. The influence of domestic political policies and the role of the United Nations, as well as major aspects of historical interpretation of the period. |
| 380 | The Irish in America | Addresses the history of the Irish in the United States as a case study in the history of American immigrants and ethnicity. Examines how Irish American definitions of identity, cultural practices and beliefs, and even group boundaries |
changed over time, and how Irish American experiences varied in different regions of the country. Traces the story from the seventeenth century to the 1960s and 1970s, but focuses most heavily on the period since the Famine migration in the 1840s and 1850s. Addresses such topics as Irish American Catholicism, nationalism, family and gender roles, and politics.

380A  Medieval Ireland to 1607

380B  The Capetian Dynasty: A Survey of Medieval France in the High Middle Ages

In the year 987 AD, the kingdom of France experienced a dynastic shift from the long-standing royal family, the Carolingians, to the new Capetian dynasty that would reign for over three hundred years. During this formative period in French history, the kingdom and its inhabitants experienced a number of changes and challenges. This course will trace chronologically the history of medieval France in the High Middle Ages (950-1350) and introduce students to such broad themes as the centralization of royal authority; the feudal structure; the culture of chivalry; the rise of medieval towns; the appearance of medieval universities; the renaissance of the twelfth century; and the role of the Church in society, and themes unique to France, including the foreign conquests of England, Sicily, and the Crusades; the innovation of Gothic architecture; the Albigensian Crusade in southern France; and the Avignon Papacy. Readings will emphasize primary sources in translation. No previous knowledge of the Middle Ages is assumed.

381  Western U.S. & Mexican Border

We will study the political, religious, cultural and economic history of Texas, California and the U.S.-Mexico borderlands from the Spanish conquest to the present. Among the themes that we will study are the exploration and settlement of northern Mexico and the lands that are now the southwestern and western U.S.; the California, Texas and Sonora missions, the work of Junipero Serra and other missionaries, and the role of the Catholic church in social and political movements in the U.S. and Mexico; key figures in the history of the region, from the conquistador Francisco Vázquez de Coronado to President Lyndon Johnson; international migration; and the growing importance of Latino communities in U.S. politics and society. Readings will include works of
383A  Latinos in the US

This course explores the political, cultural, social, and economic history of Latino communities in the United States from the Mexican War to the present. We will focus on Mexican Americans in California, Texas and the southwest but will also explore the comparative history of the communities of Puerto Rican, Cuban, and Central American origin in the U.S. We will study the cultural and religious traditions of Latino communities; border policy and the history of Mexican migration to the U.S.; racial and class discrimination; migrant labor in the U.S.; and the role of Latino communities in national and regional politics. Readings will include works of history and social science as well as a wide range of primary sources, including memoirs, novels, films, music, newspapers and government documents.

384  The Church in Latin America, 1492-Present

Examines how economic and political change interacted with social transformations in nineteenth- and early twentieth-century Latin America. Topics include the changing social and economic roles of women, family structures, slavery and abolition, immigration, urbanization, and impact of change on Indian communities.

386  Modern Mexico

Readings in economic, social, and political development of Mexico, 1900 to the present.

387  Junior Seminar

Develops skills necessary for critical analysis of historical methods, arguments and writing. Instructor and students read and discuss exemplary historical works, while extensive writing assignments encourage sharpened analytical and argument skills. Part I: Varieties and methodologies of history. Required of all history majors in their junior year, open to others at instructor's discretion. Prerequisites: 101 and 102.

387A  Junior Seminar

387B  Junior Seminar

388  Junior Seminar

Continues from 387. Part II: Major historiographical issues among modern historians. Required of all history majors in their junior year, open to others at instructor's discretion. Prerequisites: 101
Crisis and Continuity in Seventeenth Century Europe

This course will examine a critical period of transition in European history, the age of the first ¿world¿ war, the period in which kings were overthrown and the right to rebel was first defended by philosophers, the era of the scientific revolution and the early Enlightenment, and the time in which both modern republicanism and absolutism were established alongside the idea of the nation-state. The course will begin from the argument made by historians that the seventeenth century was a time of universal crisis, and will consider from there the many political, philosophical, and cultural resolutions that emerged.

Hapsburg Emp East Eur to 1848

The Victorians

Commerce, Culture, and Catholicism

The Spirit of Enterprise: Commerce, Culture and Catholicism Through the Ages

Directed Readings

Research Apprenticeship

Internship

Senior Thesis Seminar

Required for senior concentrators. The culminating requirement for every student seeking a B.A. degree in history is an undergraduate thesis, based on primary research in original sources. For concentrators in history, this thesis requirement substitutes for the comprehensive examination required for most other undergraduate subjects. Each fall semester, the several sections of HIST 401 are offered in different areas of history (Medieval Europe, Early United States, etc.); groups of students work on their individual projects but present each stage of their research to their fellow students in the tutorial group. Entry to tutorial sections
is arranged during the previous semester (during HIST 388). Prerequisites: 101, 102, 387, and 388.

Program in Islamic World Studies
Program Director: Jon W. Anderson, anderson@cua.edu

Faculty:
Jon W. Anderson, Professor of Anthropology
Therese-Ann Druart, Professor of Philosophy
Sidney H. Griffith, S.T., Professor Emeritus of Semitics
Feriha Perikli, Lecturer in Politics
Shawqi Talia, Instructor in Semitics
Kemaleddin Tabine, Instructor in Arabic
Lev Weitz, Assistant Professor of History
Wilhelmus Valkenberg, Professor of Theology & Religious Studies

Program website: http://islamicstudies.cua.edu

Islamic World Studies groups the university's offerings on the Near East and Islamic world in an interdisciplinary minor that supplements undergraduate majors in the humanities and social sciences and, for students who also qualify in advanced Arabic, a Certificate in Islamic World Studies. The program draws on the expertise of scholars in Semitics, Modern Languages and Literatures, History, Anthropology, Philosophy, and Theology and Religious Studies, as well as the special resources of CUA's John K. Mullen of Denver Library and the Consortium of Washington Area Universities. The minor emphasizes the common heritage of Islam and Christianity in late antiquity, in the high Middle Ages, and in contemporary issues of religious identity and practice. The Certificate adds an area studies dimension to disciplinary minors for students contemplating graduate study or international work.

Requirements for the Minor in Islamic World Studies:
(See the website or program director for more specific information.)

Core courses:
- HIST 309 - The Rise of Islam
- ANTH 310 - Islam in the Modern World

At least four additional courses (12 credits), chosen from among these options:

1. ARAB 103/104 - Intermediate Modern Standard Arabic
2. SPAN 326 - Medieval Spain at the Crossroads of Cultures
3. SPAN 360 - Muslims in Latin America: Intersecting Cultures
4. ART 341 - Islamic Art & Architecture
5. ANTH 390 - Politics & Religion in the Middle East
6. SEM 241/241 - Classical Arabic
7. SEM 247 - Arabic Literature in Translation
8. SEM 545/6 - Medieval Arabic Literature
9. TRS 395 - Contemporary Christian-Muslim Dialog
10. TRS 398 - Introduction to Islam
11. PHIL 334 - Philosophy in the Islamic World
12. POLI 326 - Politics of the Modern Middle East
13. POLI 327 - Nationalism & Islam: Post-Colonial Movements

Requirements for the Certificate in Islamic World Studies:

Qualification in advanced intermediate Arabic either by completion of ARAB 203/204 or equivalency examination.

Core Courses:
- HIST 309 - The Rise of Islam
- ANTH 310 - Islam in the Modern World

At least 12 additional credits from the list above or substitutions approved by the program director (Study Abroad or Consortium courses).

Intensive English Program
Anca M. Nemoianu, Ph.D., Director

The Intensive English Program is for international students whose applications to the university need the support of further training in speaking, understanding, reading, and writing English.

While most courses in the program do not grant academic credit toward a degree, they can be counted towards the students' full-time status. Qualified students may also take coursework in an academic subject along with part-time study in the program.

The Intensive English Program follows the semester system of the university: courses are 14 weeks in duration. For full-time students, instruction is for an average of 18 hours per week. Each semester is preceded by a placement testing period. The placement testing fee is $40. All the classes in the Intensive English Program have limited enrollment. For more information about the program and the testing days preceding each semester, go to http://iep.cua.edu or call 202-319-4439 or 5229.

The Intensive English Program issues I-20 forms necessary for obtaining a Student Visa (F-1). Students on an F-1 visa must be enrolled full time in the program.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Intensive English Program

IENG

30 English Oral Skills-Workplace

31 English Oral Skills for the Workplace II

33 English Oral Skills for the Workplace

50 Language Lab

Language lab, taken by full-time students in conjunction with some of the courses listed below, emphasizes...
experiential assimilation of the linguistic skills taught in class, with particular focus on oral production and comprehension.

72  ESL Writing I
73  ESL Reading/Grammar I
74  ESL Listening/Speaking I
75  ESL Writing II
76  ESL Reading/Grammar II
77  ESL Listening/Speaking II
78  ESL Academic Lectures
79  ESL Reading/Writing
80  Oral Communication L1  Intensive work in developing receptive and productive oral fluency.
81  ESL Grammar/Writing L1  Intensive work in sentence structure and paragraph development
82  ESL Reading/Vocabulary L1  Intensive work in developing reading fluency and vocabulary.
83  ESL Reading/Writing I  Intensive work in developing reading and writing fluency
84  ESL: Listening I  Intensive work in listening strategies and note-taking
85  Oral Communication I  Intensive work in developing receptive and productive oral fluency.
87  Basic Oral Communication  Beginning practice in listening and speaking. Six credit-hour equivalent.
88  Basic Writing  Beginning practice in ESL literacy. Three credit-hour equivalent.
89  Basic Grammar  Elementary English grammar. Three credit-hour equivalent.
90  Skills for Academic Study  An introduction to the structure of academic life and the cultural and study skills necessary for functioning adequately in an academic setting. Discusses academic life in the larger context of American society. Three credit-hour equivalent.
91  ESL Grammar/Writing  Low-intermediate level training in
sentence structure and paragraph writing. Six credit-hour equivalent.

92 ESL Conversation/Reading
Low-intermediate level training in oral fluency and reading. Three credit-hour equivalent.

93 ESL Reading/Writing
Intermediate-level training in reading and writing fluency. Six credit-hour equivalent.

94 ESL Listening/Speaking
Intermediate-level training in oral fluency. Three credit-hour equivalent.

95 Pronunciation of Amer English
Small-group workshop in pronunciation: focus on sounds, stress, clear articulation. Three credit-hour equivalent.

96 ESL Reading/Listening
High-intermediate level training in academic reading and vocabulary development, as well as in listening comprehension of academic lectures. Three credit-hour equivalent.

97 Patterns of Spoken American English
Small-group workshop in intonation. Three credit-hour equivalent.

98 ESL Vocab Development
An intermediate-level ESL class meant to enhance all language skills by focusing intensively on vocabulary development.

100 ESL Writing/Grammar
High-intermediate intensive practice in various expository patterns necessary for academic writing. A mini-research paper prepares students for more advanced work in ENG 103/104—the advanced level ESL classes. Six credit-hour equivalent.

Program in Latin American and Latino Studies
Program Director: Dr. Sandra Barrueco (barrueco@cua.edu)

Latin American and Latino Studies (LALS) is a multidisciplinary program focused on the appreciation and understanding of the Hispanic experience in the Americas. Specifically, LALS focuses on Latin American and Caribbean countries, Latinos in the United States, and migrations and other transnational processes in the Americas from colonial times to the present.

LALS currently offers an interdisciplinary undergraduate minor and a Certificate.

Requirements for the Minor in Latin American and Latino Studies

The LALS minor program consists of

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
Six courses, for a minimum of eighteen credit hours, from the program’s list of LALS approved courses. If students are interested in a course that is not listed, they may contact the LALS Director. She, in consultation with the Steering Committee, will review the addition of the course.

Courses must be taken from at least three different departments or schools.

No more than two courses may “overlap” between the student’s major and LALS minor requirements.

Requirements for the Certificate in Latin American and Latino Studies

Core Courses: LALS Certificate students must complete two required “core” courses for the Certificate, chosen from the following courses. Each of these courses covers a range of historical and contemporary issues in Latin America: HIST 371B (Modern Latin America), POL 350 (Latin American Politics), or, SPAN 301 (Society and Culture in the Spanish Speaking World).

Elective Courses: Four additional courses must be taken. Like the minor, the courses must be taken from at least three different departments. However, unlike the minor, the certificate students must take a minimum of two courses from a specific department outside the student’s major in order to strengthen their understanding of how another discipline approaches the study of Latin American and Latino Studies. Elective courses can be selected from an approved list; any course not on the course list must be approved by the LALS Director. She, in consultation with the Steering Committee, will review the addition of the course. These courses may also satisfy general education or “distribution” requirements for Religion, Philosophy, Social Science and Humanities.

Language proficiency: The LALS Certificate requires completion of SPAN 204 (Advanced Spanish Conversation and Composition), OR, SPAN 211 (Advanced Spanish Conversation and Composition for Heritage Speakers, II). Equivalent courses in Portuguese, or an equivalency exam in either language would also meet this requirement. Note that language courses do not count towards the 6 courses for the certificate. The language requirement is not a prerequisite for beginning the Certificate program; students may work towards the language requirement while also taking their LALS-approved courses.

Please consult the Website for more detail at http://lals.cua.edu/.

Department of Mathematics

Professors: Kiran R. Bhutani, Chair; Alexander Levin

Professors Emeriti: Victor M. Bogdan; Lawrence Somer

Associate Professors: Sherif El-Helaly; Paul G. Glenn; Guoyang Liu; Farzana McRae; Prasad Senesi

Assistant Professors: Vijay Sookdeo; Curtis Holliman (Visiting)
Mathematics, the language of science, is an essential part of work done in the natural sciences, engineering, economics, and other areas. Since ancient times and in many civilizations, mathematics has been central in human thought and critical to many aspects of intellectual development and progress. The Department of Mathematics offers courses and degree programs reflecting the place and various roles of mathematics in modern civilization.

For students majoring in the humanities or the social sciences, the department offers MATH 168, 175, 187, 111, 112, and 114; 111 is a prerequisite for 112.

For students in the natural sciences, engineering, or mathematics (and any student with an interest in and aptitude for mathematics), the department offers a sequence in calculus and differential equations: MATH 121, 122, 221, and 222.

Upon entering the university, all students whose major programs require calculus must take a Calculus Placement Test, which helps determine placement relative to the two calculus choices, MATH 111 and 121. Students who aim to take calculus but need additional preparation take MATH 108 before calculus.

Students who have prior coursework in calculus may obtain advanced placement in calculus by consulting the department. Students who have scored sufficiently high on the AB or BC Advanced Placement Test in Calculus should inquire about receiving course credit for MATH 121-122.

There is a specific web page for mathematics placement.

Students who have prior coursework in calculus may obtain advanced placement in calculus by consulting the department. Students who have scored sufficiently high on the AB or BC Advanced Placement Test in Calculus should inquire about receiving course credit for MATH 121-122.

Mathematics Department web page

Degree Programs

The department offers four undergraduate degree programs: B.A. in mathematics, B.S. in mathematics, B.S. in mathematics/secondary education, and B.S. in mathematics/physics. Depending on their emphasis, the programs prepare students for graduate studies, for work in industry, or for teaching at the secondary level. Students interested in graduate studies in mathematics should consider taking MATH 420, 422, and 451. Students interested in applications of mathematics should also consider choosing from MATH 407, 408, 415, 427, 431, 432, 441, 461, 462, 516, 528, 533, 537, 540 and 584. Students interested in industrial or applied mathematics careers should consider taking 431, 432, 461, 462, 537 and 540.

All mathematics degree programs require MATH 121, 122, 221, 222, and 248 (or placement out of these courses) and PHYS 215 and 216. Students are encouraged to include courses from mathematically related disciplines in addition to PHYS 215 and 216. Freshmen and sophomores who have obtained a 2.5 or better grade point average in 121, 122, 221, and 222 will be accepted into the program. An average of at least 2.0 in the upper-level (301, 321, 322 and 400-level and above) courses is required for graduation.

Bachelor of Arts in Mathematics

*Required mathematics courses.* The calculus sequence (121, 122, 221, 222); MATH 248, 301, 321, 322, 421, 424; and three mathematics electives
at the 400-level or above, chosen with departmental approval. Also, PHYS 215 and 216.

**Bachelor of Science in Mathematics**

*Required mathematics courses.* The calculus sequence (121, 122, 221, 222); MATH 248, 301, 321, 322, 421, 424; and three mathematics electives at the 400-level or above, chosen with departmental approval. Also, PHYS 215 and 216, CSC 123, and 124, and four other courses in computer science, natural sciences, or mathematics, chosen with departmental approval.

**Bachelor of Science in Mathematics and Secondary Education**

This program is designed for those who plan a career in teaching math at the secondary level. Interested students should consult the undergraduate advisers in both the departments of mathematics and education early in the major in order to plan a schedule of required courses from both fields.

*Required mathematics courses.* 121, 122, 221, 222, 248, 301, 321, 403, 421, 424 and one additional mathematics elective at the 400-level or above, chosen with departmental approval. In addition: CSC 123 and 124 (or any two of CSC 104, 105, and 113), PHYS 215 and 216, and two statistics courses, chosen with departmental approval.

**Bachelor of Science in Mathematics/Physics**

*Required mathematics courses.* The calculus sequence (MATH 121, 122, 221, 222); MATH 248, 301, 321, 322, 421; and one additional course at the 400-level or above.

*Required physics courses.* PHYS 215 (with lab 225), PHYS 216 (with lab 226), 506, 511, 512, 525, 531, 532, 535, and 536. Also PHYS 451-452 (Senior Seminar in Physics).

*Required computer science courses.* CSC 123 and 124.

**Minor in Mathematics**

The minor in mathematics is designed for those students with an interest in mathematics either for its own sake or as it relates to their major field. Certain majors have mathematics requirements which will fulfill a considerable portion of the requirements for the math minor.

The requirements are two courses in calculus (ordinarily MATH 121 and 122), MATH 248, and three other courses in mathematics (other than 108, 110, 168, 175, 187, and 114), of which two must be chosen from Math 301, 321, 322 or any other 400-level or above math courses. Other courses with sufficient mathematical content and level may be accepted. For those, the approval of the Department of Mathematics is required.

The following is a list of some disciplines and the mathematics courses (after MATH 121 and 122) relevant to them:

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<thead>
<tr>
<th>Major</th>
<th>Math Courses</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
<td>431, 432</td>
</tr>
<tr>
<td>Chemistry</td>
<td>221, 222, 431, 432</td>
</tr>
</tbody>
</table>
Courses Offered
A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Mathematics

MATH

108 Elementary Functions
Real numbers, inequalities, functions; polynomial, exponential, logarithmic, trigonometric functions and their inverses; systems of equations; sequences. Prerequisite: Placement. Note that this course cannot be used to fulfill the Math/Natural sciences requirement in the School of Arts and Sciences.

110 Finite Mathematics for Business and Economics
This course introduces students to mathematics used in business and economics. The main topic areas are (1) linear functions and models, linear systems and solution by geometric and algebraic methods, matrix methods and linear programming problems in two variables. (2) Fundamentals of financial mathematics including simple and compound interest, annuities, amortization. (3) Sets and basic combinatorial methods for counting: permutations and combinations. (4) Elementary probability concepts including sample spaces, probability of events, conditional probability. Prerequisite: Open to majors in Business/Economics by placement. Not open to students who have taken Math 111.

111 Calculus for Social-Life Sciences I
Functions and their graphs; linear functions; functional models; derivative, rate of change and marginal analysis; approximation by differentials; chain rule, implicit differentiation and higher-order derivatives; curve sketching: relative extrema,
concavity; absolute extrema; exponential functions and natural logarithms and their derivatives; compound interest. Not open to students who have had 121. Prerequisite: Placement. For majors in Business and Economics, Placement, or a grade of C- or better in Math 110.

### 112 Calculus for Social-Life Sciences II

The concept of antiderivative; integration by substitution, by parts, and by use of tables; definite integral; area under a curve; applications to business and economics; definite integral as the limit of a sum; improper integrals; probability density; numerical integration; linear and separable differential equations; functions of several variables, partial derivatives, chain rule and total differential; relative extrema; Lagrange multiplier methods; the least square approximation. Not open to students who have had 122. Prerequisite: a grade of C- or better in 111.

### 114 Probability and Statistics

Designed for students in the social sciences, to acquaint them with the techniques of elementary statistics. Emphasizes computation and interpretation of data. Topics include calculation and graphing methods, measures of central tendency, measures of variation, measures of association and correlation; sampling and hypothesis testing.

### 121 Analytic Geometry and Calculus I

Coordinate systems, functions, graphs, one-to-one and inverse functions; composition of functions; lines and slopes; limits, continuity, maximum and minimum, derivative of a function of one variable; differentiation of polynomials, chain rule; derivatives of trigonometric functions and their inverses; implicit differentiation; antiderivative and definite integral; fundamental theorem of calculus. Not open to students who have had 111. Prerequisite: Placement.

### 122 Analytic Geometry & Calculus II

Antiderivative and definite integral; integration by parts and by substitution; integration of rational functions, powers of trigonometric functions, and rational functions of sin and cos; logarithms and exponential functions and their derivatives: application to computing area, volume; center of gravity and work; polar coordinates, parametric equations; arc length and speed on a curve; area of a surface; curvature; sequences and series; convergence tests; Taylor's formula. Not open to students who have had 112.
Prerequisite: a grade of C- or better in 121.

168 Mathematics in the Modern World
Intended for liberal arts students. Explores mathematical ideas and current applications of these ideas. Topics include mathematical applications in the management sciences and social sciences and applications of geometry to physics, astronomy, chemistry, and biology.

175 Mathematics in Politics
This course, intended for liberal arts students, explores the mathematics involved in political concepts and applications. Topics include social choice, voting procedures and their inherent paradoxes, contributions of Arrow and Codorct; yes/no voting and the Banzhaf and Shapley-Shubik power indices; apportionment of the House of Representatives relating the procedures of Hamilton, Jefferson, Adams, Webster and Hill-Huntington and their inherent paradoxes; fair division, including cake-cutting and inheritance division procedures. Not open to students who took MATH 168 in Spring 2012 or prior.

187 Introduction to Mathematical Thought
Intended for liberal arts students. Topics chosen from among: basic logic, number theory, infinite sets and cardinal numbers, symmetry and finite groups, graph theory and polyhedra, Euclidean and non-Euclidean geometry, and others.

221 Analytic Geometry & Calculus III
Partial derivatives and differential; the chain rule; gradient and directional derivative; derivative of a vector function; tangent planes; critical points and local extrema; Lagrange multipliers; integration over regions in R2; use of polar coordinates; integration over regions in R3; use of cylindrical and spherical coordinates; line integrals; conservative vector fields; Green's theorem; surface integrals and divergence theorem; Stokes' theorem. Prerequisite: 122.

222 Calculus IV Differential Eqns
Separable and linear differential equations with one unknown function, method of integrating factors; second order linear differential equations with variable coefficients; Wronski and Cauchy methods; systems of linear differential equations with variable and constant coefficients; Euler and Runge-Kutta methods; Laplace transform methods; series solutions of differential equations and special functions. Prerequisite: 221 or permission of instructor.

230 Mathematical Topics in the
A rigorous mathematical treatment of the following topics: 1. Theory of social choice
Social Sciences I (UH)

including a critical approach to different vote-aggregation procedures and a study of their vulnerability to manipulation; Condorcet paradox and the intransitivity of the pair-wise majority rule; other paradoxes of collective choice; May's theorem. 2. Yes-No voting: Banzhaf and Shapley-Shubik indices of political power, their paradoxes and the formal mathematical relation between them; swap and trade robustness; vector-weightedness and dimension of a yes-no voting system.

248 Fundamentals of Advanced Mathematics

Prepares sophomore-level mathematics majors and minors for upper-level mathematics. Emphasis on problem-solving techniques and practice, covering topics and concepts common to all upper-level courses, including: sets, functions, relations, cardinality, first-order logic and proof-techniques, core material in elementary number theory, combinatorics, rational and irrational numbers, and the real number field. Additional topics selected by instructor, as time permits. Prerequisite: 122.

301 Linear Algebra

Matrices and systems of equations; Gaussian elimination, matrix algebra; determinants; vector spaces; linear transformations; orthogonality, inner product spaces, normed spaces, least square technique; Gram-Schmidt orthogonalization; eigenvalues and eigenvectors, systems of linear differential equations, diagonalization method; numerical techniques. Prerequisite: 221 or 248.

309 Probability and Statistics for Engineers

Course intended for engineering students and students working towards obtaining a minor in mathematics. Introduction to probability, random variables and probability distributions, mathematical expectations, discrete and continuous probability distributions, sampling distributions, point and interval estimation, hypothesis testing. Time permitting - simple linear regression and correlation will also be covered. Prerequisite: MATH 221

321 Abstract Algebra I

Groups, group homomorphisms and isomorphisms, and the Fundamental Theorem of Group Homomorphisms. Finite groups. Prerequisite: 248.

322 Abstract Algebra II

A study of rings, integral domains and fields. Division and factorization in polynomial rings and Euclidean domains. Ideals in rings. Ring homomorphisms and isomorphisms, and the Fundamental Theorem of Ring
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>330</td>
<td>Mathematical Topics in the Social Sciences II (UH)</td>
<td>A rigorous mathematical treatment of the following topics: 1. Apportionment of the House of Representatives with focus on the mathematical theory and the paradoxes involved; history and development of apportionment procedures from the early contributions of Alexander Hamilton and Thomas Jefferson to the currently used Hill-Huntington procedure; the impossibility theory of Balinski and Young; different measures of inequity and the alternative approach to the apportionment problem through equity considerations. 2. Social Welfare theory including a thorough treatment of Arrow's impossibility theorem and Arrow's axioms of unrestricted domain, collective rationality, weak Pareto and independent of irrelevant alternatives; dictatorship, oligarchy and the weakening Arrow's axioms.</td>
</tr>
<tr>
<td>403</td>
<td>Euclidean &amp; Noneuclidean Geometry</td>
<td>Study of various geometries from a modern viewpoint in which Euclidean and non-Euclidean geometries are treated synthetically and analytically. Prerequisite: 248.</td>
</tr>
<tr>
<td>407</td>
<td>Graph Theory</td>
<td>Directed and undirected graphs, trees, connectivity; cut edges, cut vertices, and blocks; Eulerian and Hamiltonian graphs; planarity coloring problems; graph-theoretic algorithms and applications. Prerequisite: Math 248.</td>
</tr>
<tr>
<td>408</td>
<td>Elementary Number Theory</td>
<td>A study of the basic properties of integers. Topics include properties of primes, factorization, congruences, Fermat's little theorem, diophantine equations, number theoretic functions, and quadratic reciprocity. Prerequisite: Math 248.</td>
</tr>
<tr>
<td>409</td>
<td>Algebraic Number Theory</td>
<td>The study of number theory using algebraic techniques. Topics include extension fields of rational numbers, algebraic integers, non-uniqueness of factorization of algebraic integers, quadratic and cyclotomic number fields, primes and units in algebraic number fields, integral bases, uniqueness of factorization into prime ideals, class numbers and their relationship to Fermat's last theorem. Prerequisite: 508.</td>
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<tr>
<td>410</td>
<td>Introduction to Lie groups and Lie algebras</td>
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<tr>
<td>420</td>
<td>Topology</td>
<td>Set theoretic background, in particular different forms of Axiom of Choice, basic concepts of point set topology, separation axioms, compact and locally compact spaces, compactifications, product spaces, Tychonoff theorem, metric and metrizable spaces. Baire category theorem. Prerequisites: 221 and either 321 or 421.</td>
</tr>
<tr>
<td>421</td>
<td>Introductory Analysis I</td>
<td>Infinite sets and cardinality; the real number system; introduction to metric space topology including convergence of sequences, compactness, continuity and uniform continuity of functions on metric spaces; Bolzano-Weierstrass theorem; Heine-Borel theorem; differentiation and Taylor's theorem for a function of one real variable; Riemann integral of a function of one real variable; sequences and series of real numbers and functions; interchange of limit operations. Prerequisites: 221 and 248.</td>
</tr>
<tr>
<td>422</td>
<td>Introductory Analysis II</td>
<td>Riemann-Stieltjes integral; equicontinuous families of functions and Arzela-Ascoli theorem; Tietze's extension theorem; Baire category theorem; differentiation and integration of a function of several variables; fixed point theorem; implicit function theorem; inverse function theorem; existence and uniqueness theorems for ordinary differential equations. Prerequisite: 421.</td>
</tr>
<tr>
<td>427</td>
<td>Chaotic Dynamics</td>
<td>Periodic points, fixed points, bifurcation, 1-dimensional chaos, Cantor sets, 2-dimensional chaos, dynamics of linear functions, nonlinear maps, fractals, capacity dimension, Lyapunov dimension, Julia sets</td>
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<tr>
<td>436</td>
<td>Introduction to Game Theory</td>
<td>Strategic games, Nash equilibrium, two-person zero-sum games, two-person general-sum games, extensive games with perfect information, cooperative games, non-cooperative games, coalitional games and applications. Prerequisites: Math 301 and Math 431 or permission of the instructor.</td>
</tr>
<tr>
<td>441</td>
<td>Introduction to Partial Differential Equations</td>
<td>Fourier Series, Fourier Transforms, Solutions of the heat, wave and potential equations using separation of variables. Prerequisites: Math 221, 222 or permission of the instructor.</td>
</tr>
<tr>
<td>442</td>
<td>Introduction to Difference Equations</td>
<td>First order difference equations, higher order difference equations, stability analysis, z-transforms and applications. Prerequisites: Math 222, 301 or permission of the instructor.</td>
</tr>
<tr>
<td>450</td>
<td>Foundations of Mathematics</td>
<td>Sets, logic, and axiomatic and constructive treatment of real numbers. Prerequisite: 248.</td>
</tr>
<tr>
<td>451</td>
<td>Introduction to Mathematical Logic</td>
<td>Classical propositional and first-order predicate logic; syntax, semantics, basic metamathematical theorems including the Goedel-Henkin completeness theorem and the Skolem-Lowenheim theorem. Other possible topics: first-order recursive arithmetic, Goedel's incompleteness theorems, intuitionistic systems, Church's theorem, Tarski's theorem. Prerequisites: 248 and 321.</td>
</tr>
<tr>
<td>461</td>
<td>Numerical Analysis I</td>
<td>Numerical integration: the rectangle, trapezoid, and spline quadrature. Linear systems of equations; matrix notation, properties of matrices, iterative determination of eigenvalues and eigenvectors, elimination methods. Solution of nonlinear equations; real and complex</td>
</tr>
</tbody>
</table>
roots, zeroes of polynomials. Interpolation: polynomial, Hermite, and spline interpolations. Prerequisites: 222 and 301.

462 Numerical Analysis II


492 Directed Reading

Prerequisite: Permission of Undergraduate Committee.

494 Independent Study

Prerequisite: Permission of Undergraduate Committee.

498 Undergraduate Comprehensive Examination

Department of Media Studies

Associate Professors

Stephen J. McKenna, Chair; Alexander T. Russo

Assistant Professors

Niki Akhavan; Martin Johnson; Joshua Shepperd

Clinical Assistant Professor

Maura Ugarte

Television, cinema, radio, newspapers and the Internet all profoundly influence our lives. The Department of Media Studies provides students with tools to analyze critically the forms and contents of mass media. An interdisciplinary field, media studies at Catholic University is rooted in traditions of rhetorical and historical criticism across the humanities.

Core courses promote understanding of film, television and related media in their varied aesthetic, social, historical, and cultural contexts. After completing the core, majors may choose to emphasize advanced work in either critical studies (beginning their electives with a course in critical approaches to media) or media production (beginning their electives with a course in video filmmaking). Students emphasizing their elective courses in either area may still take electives in both. Majors in the program also have opportunities to gain professional experience through internships. With its

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
humanities orientation and liberal arts commitment, the department emphasizes writing and critical thinking skills. By requiring rigorous study of the intersections of media theory, history, technology and cultures while providing access to state-of-the-art digital production equipment, the program engages students as both critics and creators. Students learn how to read cultural texts critically, partly by gaining firsthand knowledge of how such texts are produced. Media Studies majors develop a relationship to mass media that is both critically aware and socially responsible, one that prepares them for a wide variety of careers in fields as diverse as film and video, broadcasting, journalism, public relations, advertising, law, or teaching and scholarship in the humanities.

Majors take six core courses: MDIA201 Introduction to Media Studies, MDIA202 Media and History, MDIA301 Media and Rhetoric, MDIA302 Media Rhetoric and Aesthetics, MDIA399 Junior Seminar, and MDIA499 Senior Seminar; an elective gateway course—either MDIA311 Critical Approaches to Media or MDIA312 Media Composition—which then anchors the final six advanced electives, generally focusing on either critical studies or production. Up to two approved courses from other departments (e.g., ART309, Introduction to Photography) may count as in-major electives. The full list of approved interdisciplinary electives is available on the course tracking sheet.

Important Requirements:

- Students may declare the major as incoming freshmen. Students who wish to transfer into the major after the beginning of freshman year should complete at least one introductory course (MDIA201, 202 or 301) first before being considered for acceptance.
- All majors must earn a 2.5 GPA average in MDIA201 and MDIA202. All students failing to achieve this level of academic performance will be dismissed from the major; they may re-take either course within two semesters, meet the 2.5 requirement, and then reapply for acceptance to the major.
- No course in the major may be re-taken more than once. Additionally, all students must maintain a 2.3 (C+) GPA average in the major. Students dropping below this level will be given one semester to restore their in-major GPA, or face dismissal from the major.
- MDIA201 is a prerequisite for many advanced electives; MDIA399, Junior Seminar, is a prerequisite for MDIA499, Senior Seminar.

Suggested Sequence of Courses

| Freshman | MDIA 201, 202 |
| Sophomore | MDIA 301, 302 |
| Junior | MDIA 399; MDIA 311 or 312; electives in critical studies and/or production; internship |
| Senior | MDIA 499; electives in critical studies and/or production; internship |

Courses Offered

A full listing of undergraduate courses offered by the department is found at:

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
Course Catalog for Media Studies

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>MDIA 201</td>
<td>Intro to Media Studies</td>
<td>Students learn basic media literacy by developing conceptual tools to think critically about cinema, television, advertising, print journalism, the internet, etc. The course focuses on the process of reading media texts from distinct rhetorical perspectives—in terms of a text’s form and in terms of its relationships to audiences, authors, and the real world—in order to explore how the mass media shape and convey meaning.</td>
</tr>
<tr>
<td>MDIA 202</td>
<td>Media and History</td>
<td>Introduces students to the history of media and to the stakes of historical inquiry. Explores media literacies in and across time. Considers the technological, social, economic, and perceptual conditions that make print, broadcast, and digital media meaningful. Students learn to think carefully about transitions and interactions among media and culture in the past in order better to understand the pace and character of change today.</td>
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<tr>
<td>MDIA 210</td>
<td>Italian Women Artists</td>
<td>This course examines the evolution of female subjectivity in 20th and 21st century Italian culture, film, and literature from Unification and Fascism to modern Democracy through the works of major female writers and filmmakers. In the first module of the course, students study how Italian women writers Sibilla Aleramo, Anna Banti, Elsa Morante, Dacia Maraini and the 1926 Nobel prize winner for literature Grazia Deledda perceive societal changes in their novels. The second part examines such changes through the lens of female filmmakers, Francesca Comencini and Alina Marazzi amongst others. Discussing and analyzing the literary and cinematic narratives of the Self, identity, relationships and sisterhood, gender and maternity, politics and family will be the core of our work. Taught in English. Satisfies literature and humanities requirements. Cross-listed with ITAL 210.</td>
</tr>
<tr>
<td>MDIA 212</td>
<td>Italy in Early Cinema</td>
<td>Consider the mass media in light of</td>
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http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
### Rhetoric

Introduces students to classical persuasion theory; the invention of argument, character, and emotion; the function of arrangement and style; and the relevance of all of these to the study of film, television, advertising, and other forms of mass media. Same as ENG 430.

### Media Rhetoric and Aesthetics

Students build upon knowledge from previous courses in the Department of Media Studies by exploring how images and meaning are constructed. Emphasis is on visual literacy and production techniques. This course uses a combination of lecture, hands-on exercises and discussion to introduce students to the aesthetic principles involved in media production. Students will investigate lighting, composition, camera movement, sound and editing, with the aim of further developing critical awareness of audio/visual texts. The course will also provide a technical foundation for beginning media producers. Prerequisite: MDIA 201 or department permission.

### The Myth of Childhood in Italian Cinema

The goal of this course is to familiarize students with the important theme of childhood in Italian Cinema. In fact, this topic is very frequented by Italian film makers, as the child's point of view is present in many trends and periods of Italian cinema which often utilizes literary texts as its point of departure to develop new perspectives on childhood and Italian society in its transformations. In this course, students will be offered a unique chance of analyzing the theme of childhood in mainly two periods of Italian cinema. One, the famous period dubbed as Neorealism, will make up the first part of the semester. We will analyze films by Vittorio De Sica, Luchino Visconti, and Roberto Rossellini. Films from postmodern cinema will constitute the second and final part of the semester. In this part of the course, we will screen films by Gianni Amelio, Oscar winner Gabriele Salvatores, and Cristina Comencini. The idea behind this division is to compare and contrast these two very different cinematic expressions which originate from different periods of Italian society and its history. The result I hope to reach is a fruitful semester after which students will be familiar and comfortable with Italian film reading and related cinematic techniques, with the desire to
further pursue studies in both. Taught in English. Satisfies requirements for humanities.

306 The Italian-American Experience: A Survey

In this course students will analyze Italian migration in the United States from a cultural and literary point of view. The formation of a new identity arises from the bridging of the former culture and the new one to master. This process of formation, along with the issues raising from the condition of immigrants and the energy drawn from a new economic situation of mobility, have led Italian American artists to express themselves successfully in fiction and poetry, in film and the visual arts. These are some of the aspects that students, after a historical introduction to the phenomenon, will observe and study during the semester. Lectures are supplemented by film excerpts and guest lecturers. Same as ITAL 206.

307 The Splendor of Rome in Literature & Film

Famous twins Romulus and Remus were merely the first two artists who shaped Rome, one of the most beautiful, complex, and recounted cities in the world! The Eternal City, as it is often referred to, is the physical embodiment of a complex identity as it the point of reference for many artists and travelers who have journeyed and relentlessly tried to construct images for its beauty. During this virtual walk through Rome's (particularly modern) history, students will encounter works revealing the singular allure of the space of the city that is twice a capital. From the work of world-renown directors Federico Fellini and Vittorio De Sica to that of writers Alberto Moravia and Amara Lakhous, students will enjoy the dolce vita (sweet life) and the cultural import of Rome in poetry, in music, in the visual arts, and cinema. Taught in English. Same as MDIA 307. Satisfies requirements for HUM and LIT.

308 Mafia, Politics and Society in Italian Cinema

Italian directors and scriptwriters have consistently shown a strong awareness of their country’s socio-political complexities. From the Mafia to political corruption, Italian artists fearlessly engage with their society’s scandals, corruption cases, and untimely and unjust deaths of their fellow citizens. Students will see and analyze films from the postwar period to the current day. Through films like Divorce Italian-Style or Gomorrah, students gain an understanding of how movies centered on social issues can be simultaneously
entertaining and thought-provoking. Taught in English. Satisfies requirements for Italian Studies Minor and humanities. Same as ITAL 230.

310 Mediating Disability

This course explores the representations of disability and impairment in American popular culture. It also analyzes how categories of identity influence the representations of disability and vice versa. We will examine the connections between media representation and social and economic power, issues of social construction and material reality, and the cultural activism of the disability community.

311 Critical Approaches to Media

This course takes up advanced questions of meaning, interpretation, and critical method. Building on the exploration of text, author, and audience in Introduction to Media Studies, this course examines issues and methods in media studies and explores key critical debates in areas such as film and television theory, semiotics, discourse analysis, performance studies, sound studies, and audience and reception studies. Topics will be drawn from a variety of stylistic traditions, genres, themes and geographic locations. Required for majors in the critical studies track. Prerequisite: MDIA 201 or Departmental permission.

312 Media Composition

Students continue to apply critical principles learned in MDIA 401 and other core courses as they develop advanced skills in sound and video composition and produce their own sound and moving image sequences using Final Cut Pro. Later, students do a collaborative project in an atmosphere that simulates professional field and studio production. Required for majors in the production track. Prerequisite: MDIA 401 or 302

315 Mediating Childhood

This course will examine the ways in which media define, address, and represent children so that we might understand changing perceptions of the nature and virtue of childhood. We will analyze texts such as Baby Einstein videos, interactive sound books, comics, teenpics, Disney princesses, Nickelodeon game shows, child stars, and video games in order to study the marketing and globalization of children's culture and explore the racial, ethnic, gendered, and ideological positions it presents. Prerequisite: MDIA 201 or
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<tbody>
<tr>
<td>316</td>
<td>Mediating Race and Ethnicity in America</td>
<td>This course considers the relationship between media and social change. Using case studies drawn from a range of periods and locations, it examines how various forms of media have played a role in raising social awareness, agitating for justice, producing and disseminating propaganda, and/or interpreting historical and current events.</td>
</tr>
<tr>
<td>317</td>
<td>Media and Social Change</td>
<td>This course considers the relationship between media and social change. Using case studies drawn from a range of periods and locations, it examines how various forms of media have played a role in raising social awareness, agitating for justice, producing and disseminating propaganda, and/or interpreting historical and current events.</td>
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<tr>
<td>318</td>
<td>Media, Satire &amp; Citizenship</td>
<td>The first decade of the twenty-first century has seen the growing prominence and influence of satirical media outlets such as The Daily Show, The Colbert Report, The Onion, and Politically Incorrect. Comic political videos have become commonplace, parodies such as those on Saturday Night Live have gone memic, and politicians obligingly take to the air on entertainment TV programs. MDIA318 examines this phenomenon in the broader historical contexts of political satire and the rhetoric of humor, addressing questions about its contemporary functions, its relation to the dominance of traditional news media and practices of partisan news and talk outlets, and controversy over whether &quot;fake news&quot; and &quot;infotainment&quot; serve or harm democratic civic culture.</td>
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<td>319</td>
<td>Obama, Rhetoric, and Media</td>
<td>Students engage the concepts, genres, and policies of public, state, and community media approaches. In addition, the class visits prominent noncommercial media industry sites to meet curators and practitioners, including: NPR, Smithsonian, BBC, Library of Congress, and National Archives.</td>
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<tr>
<td>320</td>
<td>Civic Media: Policy and Design</td>
<td>Acquaints students with American's constitutional heritage of free expression and right to privacy in the content of one's communications. In particular, course will overview U.S. Constitution and federal legislative scheme, then consider and analyze the government's involvement with, surveillance of, and control over broadcast and print media, cellular communications, computers, the Internet and emerging</td>
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technologies. Primary attention to practical issues that affect media professionals, including libel, invasion of privacy, access to government information, Fourth Amendment privacy rights, the courts, and the powers of the Federal Communications Commission.

322 Media and Crime
Course focuses on media depictions of crime and criminality, studying the role of media in constructing, explaining, glorifying, and/or condemning crime. Traverses a range of media forms and genres, including case studies from news media, Court TV and other reality formats, narrative fiction films, television series, and documentaries. Considers how digital technologies have shaped the ways that representations of crime are generated and transmitted.

324 Silent Film Music
Students build upon knowledge from previous courses in Media Studies by exploring how images and meaning are constructed. Emphasis is on visual literacy and production techniques. Course uses a combination of lecture, discussion and hands-on exercises to introduce aesthetic principles involved in media production. Topics include lighting, photography, videography, sound recording and editing, with the goal of further developing critical awareness of mediated texts and providing a technical foundation for beginning media producers.

325 Media Advocacy and Activism
MDIA 325 examines how political and cultural groups have utilized, responded to, and organized around media institutions and mediated representations in the 20th century. Students evaluate successful and unsuccessful strategies, and engage both liberal and conservative approaches. The class is premised upon a basic distinction between "advocacy" and "activism": 1) media advocacy - institutional and political system building focused on public and private media institutions, and 2) media activism - emergent responses to social, representational, and institutional messages prominently received through media circulation. Students read from a selection of conceptual, historical, and contemporary analyses, listen to presentations from guest researchers, and meet representatives from, as well as visit media advocacy and activism institutions in Washington D.C.
328 Clint Eastwood: Violence, Vengeance, & Redemption
Surveys the career of Clint Eastwood as actor, director and cultural icon, exploring the moral vision that evolves from his early roles as violent avengers (Dirty Harry Callahan, the Spaghetti Westerns, Man With No Name), through directorial work problematizing vengeance and violence (Unforgiven, Mystic River) and exploring atonement and forgiveness (Million Dollar Baby, Gran Torino) to films that deconstruct American history and identity (Flags of Our Fathers, Letters from Iwo Jima).

329 History of British Cinema
An exploration of British cinema from its origins until the present day. Focuses on the production and distribution of British films, as well as provides an analysis of specific films important to a history of cinema as an art form and medium of mass communication. Same as HIST 329.

330 Introduction to Journalism
Introduces students to research and writing techniques used by professional journalists. Explores the history of journalism and examines its impact on communities and its role within a democracy.

333 Advanced Journalism
Developing principles and skills learned in Introduction to Journalism, students learn how to report the news, follow a beat, and develop feature writing skills, in laboratory and real-world settings. Prerequisite: MDIA 330 or equivalent experience.

334 Media Ethics
The course focuses on issues of news media credibility, ethical judgments of journalists, and news decision making in light of overall declines in news media ratings and credibility. The course also examines coverage of current news stories, news practices and standards. Case studies and recent examples of news stories are used to explore tough issues, such as confidential sources, privacy, hidden cameras, hostage situations, and race relations.

335 Opinion and Editorial Writing
In this course you will acquire opinion and editorial writing skills, write an editorial for The Tower, debate news analysis about current events, and discuss current journalism practices.

336 Investigative Reporting
This course provides instruction on how to do advanced, in-depth reporting and news writing involving a variety of information
gathering and research methods. Students learn about primary and secondary sources of information, including documents, databases, interviews, and observation. Detailed research using computer assisted reporting techniques is explored. The course emphasizes both practical and theoretical approaches to doing investigative reports. Prerequisite: MDIA 330 or instructor's written permission.

337 Media and the Underclass
Looks critically at how the media cover the underclass, the working poor, and poverty issues, and at the role of the media in making citizens aware of the poor. Same as POL 321.

338 Art of the Interview
The course proceeds from the premise that anyone who asks questions is an interviewer. Specifically targeted to media studies, politics, and business students, the course demonstrates through observation, discussion, and practice that there is a philosophy and set of skills which can be learned, and which together raise ordinary conversation to the level of professional interviewing.

339 Arts and Culture Reporting
Introduces students to the practice of writing about arts and culture—film, television, fashion, visual art, music, theater, books, dance and architecture. Readings from Joan Didion, Susan Sontag, Pauline Kael, Joan Acocella, David Foster Wallace and others. Guest speakers from national and local media talk to students about the art of criticism and the importance of cultural reporting.

340 German Weimar Culture
Interdisciplinary study of German politics, society, and culture during the Weimar Republic (1918-1933). Expressionism in the arts, literature, and film; New Objectivity; Cabaret; Epic Theater; and Bauhaus will be considered in the context of Germany's failed experiment in democracy. Same as GER 240.

348 Moving Pictures: Screen Melodramas
Explores the broad range of sentimental techniques used in melodramatic screen representation, focusing on affective and spectacular strategies of film and TV drama, and, in particular, narratives in which moral judgment results in redemption, salvation, or punishment. Critical approaches are drawn from classical literary theory, psychoanalytic and classical film theory. Hollywood's "women's weepie," male melodrama,
documentary melodrama, civic melodrama, Bollywood spectacle, sentimental modes of melodrama, and music and melodrama are among topics explored. Films by D.W. Griffith, G.W. Pabst, King Vidor, Vincente Minelli, Douglas Sirk, R.W. Fassbinder, Pedro Almodóvar, Wong Kar-Wai and others.

352 Museum Studies This course focuses on museum display as a form of multi-dimensional, interactive media. Readings and field trips will address the interaction of museum visitors, collections, and public space, and the class will draw upon the wealth of museum resources in the Washington area.

353 Television and American Culture This course introduces students to a variety of issues and methods in radio and television studies, including questions of form, content, and style (narrative, editing, sound, story arcs, genre, e.g.), as well as history and theory. Readings and discussions will address such issues as gender and domestic reception, flow and segmentation, liveness, and articulations of local and global media cultures.

354 Media Industries The development of digital media over the past decade has upended many traditional models of culture industries. This course examines three industries: television, film, and music that have been the locus of these developments. It explores political economy, regulation, and cultures of production. It addresses the history of media industries and theories by which we might critically examine their operation and influence on representational texts. Some issues to be considered: How do individuals create, within complex organizational structures? What are the relationships between industry, government, text, and audience? What are the economic models by which culture industries operate, and how are they successfully and unsuccessfully challenged? How do the perspectives of culture industries influence the representational texts that we consume on a daily basis? How might one be an ethical media consumer and producer?

355 TV on the Internet

360 Popular Culture This course will explore the relationships between popular culture forms and the
social contexts in which they originate. Readings and discussions will address the establishment of cultural hierarchies; the industrialization of cultural production; changing patterns of work, leisure, and consumption; the role of race, gender, and class within popular culture; as well as the rise of mass and niche markets.

363 Remix Culture
This course explores the dynamics of appropriation and creative modification found in contemporary remix culture, including music, net art, machinema, film, literature, and photography. After establishing theoretical and historical contexts for understanding these hybrid art forms, the course will examine how remix culture raises questions about authorship, audience, art, and intellectual property.

366 American Humor
Interdisciplinary study of American humor through history, in various media. Diverse examples are analyzed with attention to literary models, rhetorical and aesthetic techniques, regional and ethnic traditions, and humor as a reflection of culture. Same as ENG 366.

368 The Music Video: Life, Death & Rebirth
This course evaluates the short life, rumored death, and alleged rebirth of the music video in terms of changing industrial conditions, genre formation, critical interventions, and niche-production and audience formation (via crowdsourcing, the Internet, and new programming modes).

377 Film and Fiction 19th Century Adaptations

381 Photography in the Digital Age
This course introduces students to the transition from photo-chemical to digital photography. Students will study the development of photography in the 19th and 20th centuries as an instrument of communication, persuasion, and aesthetic expression. Topics for discussion will include the work of prominent photographers, the uses of photography, and the questions posed by digitization.

384 Video Art
An introduction to creation of video for the
world wide web, focusing on conceptualization and aesthetics. Adobe Premiere software is the primary tool. Same as ART 384.

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<tr>
<td>385</td>
<td>Digital Video Editing</td>
<td>This course introduces students to non-linear editing with Adobe Premiere Pro while exploring visual storytelling and audio-visual editing principles. Students learn about professional post-production practices by studying editing, sound mixing, basic special effects, professional workflows and media management. Students apply these techniques to several provided audio-visual projects. There is an emphasis on storytelling techniques through examining story and sequence structure in fiction and non-fiction films.</td>
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<tr>
<td>390</td>
<td>Visual Culture Studies</td>
<td>What is &quot;visual culture&quot;? How does such a conception relate to the study of media and communication more generally? What are the recent intellectual contexts, debates, and conversations that have defined this field of study? This course addresses questions such as these through a wide range of approaches to the creation and interpretation of visual experience. It considers the many ways that paintings, photographs, films, fashions, and everyday material and technological objects both shape and are shaped by the concepts, values, and meanings that constitute cultural life in contemporary urban societies.</td>
</tr>
<tr>
<td>392</td>
<td>Digital Media Cultures</td>
<td>This course explores historical cases and contemporary developments in new media practices, technologies, and theories. Students will be introduced to the key concepts and critical tools for understanding and critically engaging new media. Students actively participate in producing and examining blogs, wikis, various social networking applications, and other forms of emerging media. Whether you just want to understand more about the cultural meaning(s) of the application through which you live your Facebook life, or whether perhaps you've been following events in Iran lately and are fascinated by the roles new media have played in the election and aftermath, this course may be for you.</td>
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<tr>
<td>393</td>
<td>Special Topics in New Media</td>
<td>Course focuses on a specific topic in new media studies (e.g., new media and transnational politics, new media)</td>
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<td>394</td>
<td>Signs and Symbols in American Culture</td>
<td>This introduction to semiotics focuses on the role that images, signs, and metaphors play in the everyday life of contemporary America. The notion of &quot;text&quot; is extended from an exclusively verbal reference to one that includes the imagery of sound, sight, and movement, and to the encoding of perceptual phenomena in underlying systems that organize our experience and influence our behavior.</td>
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<tr>
<td>395</td>
<td>Lincoln in Literature and Film</td>
<td>Originally developed as part of the 2009 bicentennial &quot;Lincoln semester&quot; in the School of Arts &amp; Sciences, &quot;Lincoln in Literature &amp; Film&quot; focuses imaginative engagements with Lincoln's life and image by poets, novelists, playwrights, orators, essayists, visual artists, sculptors, composers, documentarians, and filmmakers. Selected works in various media are analyzed in relation to Lincoln's biography, the history of his time, and American culture as it has evolved over the past 150 years. Students should develop critical and analytical abilities and an understanding of the imaginative uses of history.</td>
</tr>
<tr>
<td>399</td>
<td>Junior Seminar in Media Studies</td>
<td>A research and writing seminar in the critical study of culture and media. Drawing on the conceptual foundations established in MDIA 201 and MDIA 202, students design research projects using primary and secondary sources. For junior majors only.</td>
</tr>
<tr>
<td>403</td>
<td>Advanced Video Production</td>
<td>Allows qualified students to work as a team, under close supervision of the instructor, to produce a high-quality short video. Prerequisite: MDIA 402.</td>
</tr>
<tr>
<td>405</td>
<td>Webseries Production</td>
<td>Course bridges critical understanding of the webseries as a new genre in the emerging medium of web TV with instruction in producing such series for distribution exclusively online. Students learn the fundamentals of producing videos for the Internet, from pitch through release as distinguished from theatrical or televised distribution. Emphasis on achieving high quality production values on a small budget. Prerequisite: MDIA402 or permission.</td>
</tr>
<tr>
<td>412</td>
<td>Special Projects in Media Production</td>
<td>In this course students with some experience in media video production have the opportunity to undertake their own...</td>
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http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
advanced video projects under faculty supervision. The course may focus, for example, on the production of short, social-issue documentaries, or it may ask students to address social issues by consulting for or educating off-campus "clients." Prerequisite: MDIA 402 or equivalent experience.

417 Researching Media History & Archival Analysis
Course focuses on historiographical and primary document research methods. Students utilize Washington DC's archival holdings at the National Archives, Library of Congress, and Library of American Broadcasting to develop an original publication-length paper on broadcasting, film, or communications policy history. With the aid of the instructor and designated archival staff members, students craft proposals and writing samples useful for applications to film and media, communications, or cultural history graduate programs, as well as think tanks, research agencies, and content development fields.

419 Lincoln's Eloquence
This course surveys Lincoln's accomplishment as a writer and public speaker, examining his rhetorical methods and practices from youthful attempts at poetry, to his career as a political lecturer, debater, and letter-writer, to his justly famous Presidential addresses. Students read sources that influenced Lincoln's style, undertake close readings of his speeches in their historical context, and examine the legacy of Lincoln's eloquence in American political rhetoric.

420 American Political Rhetoric
A study of speeches that have made history in America, examining them from the standpoint of rhetorical theory and attending to their historical context. Same as ENG 520.

424 The Rhetoric of Advertising
Examines evolving strategies of persuasion in advertising, in the context of its social history and from a variety of critical perspectives. Same as ENG 524.

430 The Rhetoric of Propaganda
Examines propaganda as a concept and practice distinct from other forms of political, religious, and cultural persuasion. Drawing on theoretical approaches from classical arts of rhetoric to 20th-century theories of mass communication, students seek grounds for the critical understanding of propaganda and its political and cultural
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>450</td>
<td>Film Narrative: The Coen Brothers</td>
<td>The Coen Brothers' body of film work is known for its quirky, often stylized, sometimes violent depiction of American life. This course explores the development of the Coen Brothers' original filmmaking style and themes. Same as ENG 530.</td>
</tr>
<tr>
<td>451</td>
<td>Film Narrative: Hitchcock</td>
<td>Students view and discuss works from the entire range of Alfred Hitchcock's career. Emphasis on narrative forms, themes and motifs, technical devices. Attention to technical film vocabulary, narratology, and critical approaches to film. Same as ENG 450.</td>
</tr>
<tr>
<td>453</td>
<td>American Film Comedy</td>
<td>Examines American movie comedies from the silent era to 1965, asking questions about genre (what is comedy?) and context (what do comedies have to tell us about American culture and its history?). Particular emphasis is given to silent film slapstick, the sophisticated &quot;screwball&quot; comedy of the 1930s, and the varieties of comedy during the 1950s and early 1960s.</td>
</tr>
<tr>
<td>454</td>
<td>American Film Comedy II</td>
<td>Continuation of MDIA 453 (may be taken separately).</td>
</tr>
<tr>
<td>456</td>
<td>Science Fiction Media</td>
<td>This course explores science fiction as a genre. Readings and discussions will focus on the characteristics shared by science fiction texts of many kinds, while considering how the specific qualities of different media become engaged with the thematic and narrative structures of different science fictions. Mandatory screenings will be arranged for several evenings during the semester.</td>
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<tr>
<td>457</td>
<td>Media Audiences: Reading &amp; Reception</td>
<td>This course introduces student to theories of reception and to the methodological problems of studying audience response. Topics for discussion will include ethnographic approaches and histories of reading, fans and subcultures, as well as the cultural specificity of reception.</td>
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<tr>
<td>458</td>
<td>Religion and Media</td>
<td>Examines ways in which media have addressed questions of religious practice and belief. Same as ENG 458.</td>
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</table>
When John Grierson defined the documentary as the "creative treatment of actuality," in 1926, he was thinking only of film. But the documentary mode has long been utilized across media, from the late 19th century advocacy journalism of Jacob Riis to Craig Gilbert's 1973 reality television series An American Family to the selfies that circulate on social media. In this class, we will consider the persistence and pervasiveness of the documentary mode in the past century and a half. By surveying key developments in documentary film, and its historical, theoretical, and ethical implications, we will lay the groundwork for thinking critically about non-fiction media in its current and past forms.

In this course students give their focus to a wealth of independently produced projects that featured new characters, an emphasis on youth and counterculture, and new production and editing technologies, and gained recognition as Hollywood's second "Golden Age." Film screenings include Bonnie and Clyde (Penn, 1967), The Graduate (Nichols, 1967), Easy Rider (Hopper, 1969), American Graffiti (Lucas, 1973) and Apocalypse Now (Coppola, 1979).

The Wire has been called the best television program of all time. What makes it so? This course seeks to understand this claim through an examination of The Wire in terms of its relationship to contemporary television practices and to television scholarship on genre, authorship and serial narrative. At the same time this course will explore how The Wire's thematic structure represents issues of criminality, deindustrialization, gentrification, drug legalization, educational reform, and journalism.

This course examines how media have shaped the ways we think about food and how food itself can serve as a medium for cultural communication. In addition to studying American cookbooks, magazines, television (the TV dinner? The Food Network?), and other historical materials, students will analyze and practice forms of contemporary food writing. Attendance at several evening film screenings and one field trip will be mandatory.
Study in Media Director required.

495 Media Internship Prerequisite: Permission of Program Director. Department Consent Required.

498 Undergraduate Comprehensive Examination

499 Senior Seminar: Topics in Media Studies Formerly MDIA 501. Focuses on a key issue in media studies, chosen by the instructor. The course asks students to read intensively, to participate in discussions of the readings, and to complete independent research papers on related topics. For senior Media Studies majors only. Offered in the fall semester. Prerequisite MDIA 304 or 399.

Program in Medieval and Byzantine Studies

Program Director: Lilla Kopár, Associate Professor of English

Center for Medieval and Byzantine Studies website: http://mbs.cua.edu

List of Affiliated Faculty Members: http://mbs.cua.edu/faculty/index.cfm

Major Program

The university’s Center for Medieval and Byzantine Studies offers an interdisciplinary undergraduate major which draws upon faculty strengths across the School of Philosophy, the School of Theology and Religious Studies, and numerous departments in the School of Arts and Sciences, particularly History, English, Greek and Latin, Modern Languages and Literatures, Art, and Semitic and Egyptian Languages and Literatures. In addition to exploring the historical and cultural developments within the traditional boundaries of Medieval Europe from ca. A.D. 300 to 1500, students will have opportunities to study Byzantium, Islam, Judaism, and Near Eastern Christianity.

The Medieval and Byzantine Studies (MBS) major introduces students to the various fields of the discipline and their methodologies, while providing advanced training in one specific area of specialization. The major consists of the following:

1. Gateway Course:
   MDST 201: Medieval Pathways. [Students in the University Honors Program may substitute HSHU 102: Charlemagne to Chaucer, with advisor’s approval.]

2. Specialized Courses:
   a) HISTORY AND SOCIAL STRUCTURES: two courses (6 credits) in any aspect of western or non-western medieval history (social, political, institutional, economic, legal, cultural, gender studies, etc.).
   b) THOUGHT AND WORSHIP: two courses (6 credits) in medieval religions, theology, philosophy, or liturgy (also including non-Christian
c) CULTURAL AND ARTISTIC EXPRESSIONS: two courses (6 credits) in medieval literatures, languages, art, architecture, music, or material culture.

3. Approved Electives:
   Four courses (12 credits) from the three categories of specialized courses (and a list of additional courses, including approved languages). At least two of the four courses should be in the student's area of specialization. May include relevant language courses (Latin, Greek, Arabic, Syriac, Coptic, Old English, Old French, and other medieval vernaculars) beyond the School's foreign language distribution requirement.

4. Capstone Senior Seminars: MDST 496A and 496B.

Majors must consult the undergraduate advisor for course selection and the suggested sequence of courses. For more information, see http://mbs.cua.edu/major-in-medieval-and-byzantine-studies.cfm.

Minor Program

Six courses in the area of Medieval or Byzantine Studies, which must include MDST 201: Medieval Pathways. [University Honors Students may substitute HSHU 102: From Charlemagne to Chaucer.] Students must take at least one course in each of the areas designated above under Specialized Courses. Two additional courses may be drawn from that list or from among relevant language courses (Latin, Greek, Arabic, Syriac, Coptic, Old English, Old Norse, and other medieval vernaculars) beyond the School's foreign language distribution requirement. For more information, see http://mbs.cua.edu/minor-in-medieval-and-byzantine-studies.cfm.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Medieval and Byzantine Studies

**MDST**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>201</td>
<td>Medieval Pathways</td>
<td>This interdisciplinary course explores the complexity of the medieval world (ca. 300-1500) as a way of introducing students to Medieval Studies. The course introduces multiple different modes of inquiry, or pathways, to the Middle Ages. Team-taught by several instructors, the course focuses on a different unifying theme each year. Students examine both material and written sources, and participate in multiple field trips to receive a hands-on introduction to Medieval Studies and to the many resources on campus and in Washington, D.C. The longer class session is used for occasional off-campus visits. Otherwise, the class will meet twice a week for 75 minutes each. The course serves as a gateway to the Medieval &amp;</td>
</tr>
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</table>
Byzantine Studies major and minor (as MDST) and may fulfill the Arts & Sciences humanities requirement (as HIST or MDST) or literature requirement (as ENG).

310  Splendors of Byzantium: Art and Culture of the Empire, 330-1453

496A  Senior Seminar

496B  Senior Seminar

498  Undergraduate Comprehensive Examination

Department of Modern Languages and Literatures

Professors  Bruno M. Damiani; Jean-Michel Heimonet; Stefania Lucamante

Associate Professors  Claudia Bornholdt; Margaret Ann Kassen, Acting Chair; Mario Ortiz; Peter Shoemaker

Assistant Professors  Daniel García-Donoso; Chelsea Stieber

Visiting Assistant Professor  Gizem Arslan, Stephanie Pridgeon

Clinical Assistant Professors  Gonzalo Campos-Dintrans; Kerstin T. Gaddy, Marilyn Matar; Charmaine McMahon; Raluca Romaniuc; Katharina Rudolf; Amanda Sheffer

Clinical Instructors  Shufen Hwang

The Department of Modern Languages and Literatures offers Bachelor of Arts majors in the following fields: French and Francophone Studies, German Studies, Hispanic Studies, Italian Studies, and Spanish for International Service. The Department also offers beginning and intermediate-level courses in Modern Standard Arabic, Mandarin Chinese, and Irish (Gaelic) as well as introductory courses in Brazilian Portuguese and American Sign Language (ASL).

A major in modern languages and literatures provides its graduates with both a specific area of skills and competence and a sense of the relationship...
between their particular discipline and the large body of knowledge that is the patrimony of liberally educated persons. Majors learn to express themselves clearly and correctly throughout the curriculum, developing and practicing critical thinking and analytical writing. They acquire research and practical work skills, in-depth knowledge of the culture(s) in their target language and advanced language proficiency. In the final course of the major, the senior seminar, students strengthen their research skills by developing an individual project, writing a research-based paper and making a public oral presentation of their work. A joint B.A.-M.A. program is available to qualified students in Spanish.

Outcome Goals:

As elaborated in the mission statement of the Department of Modern Languages and Literatures, a student graduating with a major in French and Francophone Studies, German Studies, Italian Studies, Hispanic Studies, or Spanish for International Service, will be a reflective, compassionate global citizen with an informed sense of moral and intellectual responsibility.

The outcome goals for our language and culture majors respond to the following goals of the university-wide General Education goals as defined by The Catholic University of America:

• Graduates will demonstrate knowledge of and respect for different cultures and religions.
• Graduates will demonstrate proficiency in oral and written communication, including argumentative essays, research papers, presentations, and creative and collaborative work employing a variety of media.
• Graduates will show facility in critical thinking and reasoned analysis.
• Graduates will demonstrate an ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of that information, and utilize it in ethical and legal ways.

Students may choose to develop a minor in French and Francophone Studies, German Studies, Hispanic Studies, or Italian Studies. Consult the individual language programs below for further details.

Students taking language course and especially students majoring or minoring in one of the programs in the department are strongly encourage to add course work that leads to a Minor or Certificate in one of CUA's interdisciplinary programs, such as the Minor in Asian Studies, the Certificate in European Studies, the Minor in Global Migration Studies, the Certificate in Irish Studies, the Certificate or Minor in Islamic World Studies, the Certificate or Minor in Latin American and Latino Studies, or the Certificate in Spanish for Healthcare.

For students not majoring in languages, distribution requirements in literature as well as in humanities, as outlined under B.A. degree requirements, may be fulfilled by a number of courses offered by the department.

Note: All entering students and transfer students with one year of college Arabic, Chinese, French, German, Italian, or Spanish, who wish to continue in that language, are required to take a placement examination. They will not receive any CUA credit for courses in that language without placement. The resulting placement will be valid up to one semester after the date of the examination. See the Department's website (http://modernlanguages.cua.edu) for more information.

Foreign Language Requirement

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
The foreign language requirement for degrees in the School of Arts and Sciences may be fulfilled by satisfactorily completing the intermediate level (103-104) in Modern Standard Arabic, Mandarin Chinese, French, German, Irish, Italian, or Spanish. Spanish students can also complete Spanish 111 or Spanish 113. Spanish 113 (6 credits) is an accelerated intermediate-level equivalent to 103-104, open by departmental permission only to highly-qualified students. Spanish 111 is open to Spanish heritage speakers only. In addition to placement, a prerequisite for 102, 103, 113, and 104 is a minimum grade of C- in the previous course in the sequence.

Depending on placement, elementary-level language courses may be required to reach the intermediate level. Elementary language courses are numbered 101 and 102; the four-credit French or Spanish 112 is an accelerated elementary-level equivalent to 101-102, open by placement to students with some previous experience of the language. Elementary language courses 101, 102, and 112 count as free electives only.

Education Abroad Programs

The Department requires that majors spend at least a semester in a country in which the language is spoken, in order to increase their language proficiency and to immerse themselves in the culture. All credits earned abroad are eligible for transfer if the student is enrolled in affiliated programs. Students pursuing a minor in one of the programs offered in the Department of Modern Languages and Literatures and students interested in completing one of the interdisciplinary programs, are strongly encouraged to study abroad.

Under special circumstances students may petition that the study abroad requirement be waived. In these cases the department will consider summer abroad programs, approved cultural immersion experiences, or internships instead.

French

Major in French and Francophone Studies

The Major in French and Francophone Studies offers an interdisciplinary approach to the study of the French-speaking world. It is designed to provide students with a solid background in the cultural history of France and the Francophone countries. Students combine language, culture and practical skills courses in the Department of Modern Languages and Literatures with a practical immersion experience in a French-speaking country. Students are encouraged to supplement their studies with courses dealing with the Francophone world in areas such as Anthropology, Art, Drama, History, Media Studies, Philosophy, Politics, Psychology, and Sociology.

Required Courses (7 courses / 21 credits)

200-level

FREN 203
Advanced French I: Themes in Francophone Literature and Culture

FREN 204
Advanced French II: Introduction to French Cinema

Note: 203 and 204 can be taken out of sequence; students placing out of 204 add 2 elective courses
300-level

FREN 300
Thinking Critically: Literature, Film, and Media in the French-Speaking World

FREN
301 Society and Culture in the French-Speaking World

(Note: 300 and 301 can be taken out of sequence

400-level

FREN 401/402/495
One practical skills course: French for Business, Translation, Internship

FREN 488
Research Seminar I (Course can be repeated with different topic)

FREN 489
Research Seminar II: Senior Essay

Electives (5 courses / 15 credits)

Courses at the 300 level and higher taught in the Department of Modern Languages and Literatures or transferred from education abroad. Up to two of these courses may be 200-level courses taught in English at the Department of Modern Languages and Literatures, transfer courses, or other courses taught in other disciplines. These courses must be pre-approved by the advisor.

Education Abroad

French and Francophone Studies Majors are required to spend a semester studying abroad in a French-speaking country. All credits earned abroad are eligible for transfer if the student is enrolled in affiliated programs. FREN 300 and FREN 489 must be taken at CUA. Under special circumstances students may petition that the study abroad requirement be waived. In these cases the department will consider summer abroad programs, approved cultural immersion experiences, or internships instead.

Free Electives and Distribution Courses

French and Francophone Studies Majors are strongly advised to complete the course work for the Certificate in European Studies. Students are also strongly encouraged to add minors or a second major in related disciplines, such as Art, Drama, History, International Business, Media Studies, Philosophy, or Politics.

Minor in French and Francophone Studies

Required courses: a total of 6 (six) courses, including 203 or 209, 204, one other 200-level course, and any courses at the 300-500 level, with a maximum of 2 (two) courses taught in English. Students should consult with the French Academic Advisor, Dr. Chelsea Stieber (Stieber@cua.edu), to identify combinations of courses that best suit their needs and interests.

*** N.B. Native speakers of French (francophones) may not enroll in any
200-level course or in 330. Upper-level literature and culture courses are open to qualified native speakers with permission from the instructor.

German

Major in German Studies

The Major in German Studies offers an interdisciplinary approach to the study of the German-speaking world. It is designed to provide students with a solid background in the cultural history of Germany, Austria and Switzerland. Students combine language, culture and practical skills courses in the Department of Modern Languages and Literatures with a practical immersion experience in a German-speaking country. Students are encouraged to supplement their studies with courses dealing with the German-speaking world in areas such as Anthropology, Art, Drama, History, Media Studies, Philosophy, Politics, Psychology, Sociology, and Theology and Religious Studies.

Required Courses (7 courses / 21 credits)

200-level

GER 203  Advanced German I: German Through Film
GER 204  Advanced German II: German Through Literature

(Note: 203 and 204 can be taken out of sequence; students placing out of 204 add 2 elective courses)

300-level

GER 300  Thinking Critically: Literature, Film, and Media in the German-Speaking World
GER 301  Society and Culture in the German-Speaking World

(Note: 300 and 301 can be taken out of sequence)

400-level

GER 401/402/495  One practical skills course: German for Business, Translation, Internship
GER 488  Research Seminar I (Course can be repeated with different topic)
GER 489  Research Seminar II: Senior Essay

Electives (5 courses / 15 credits)

Courses at the 300 level and higher taught in the Department of Modern Languages and Literatures or transferred from study abroad. Up to two of these courses may be 200-level courses taught in English at the Department of Modern Languages and Literatures, transfer courses, or other courses taught in other disciplines. These courses must be pre-approved by the advisor.
Education Abroad

German Studies Majors are required to spend a semester studying abroad in a German-speaking country. All credits earned abroad are eligible for transfer if the student is enrolled in affiliated programs. GER 300 and GER 489 must be taken at CUA. Under special circumstances students may petition that the study abroad requirement be waived. In these cases the department will consider summer abroad programs, approved cultural immersion experiences, or internships instead.

Free Electives and Distribution Courses

German Studies Majors are strongly advised to complete the course work for the Certificate in European Studies. Students are also strongly encouraged to add minors or a second major in related disciplines, such as Art, Drama, History, International Business, Media Studies, Philosophy, or Politics.

Minor in German Studies

The prerequisite to select a minor in German is successful completion of German 104 or proof of proficiency at the equivalent level. The German minor is comprised of a total of 6 courses: GER 203 and 204 plus an additional 4 courses at the 200-400 level. No more than 2 courses taught in English count toward the minor. In consultation with the academic adviser, study abroad courses may be counted toward the minor.

Italian

Major in Italian Studies

This program is designed for students who have a strong interest in Italian culture. The courses in the major give students a wide knowledge of Italian literary and cultural phenomena. The program ranges from introductory surveys through period and genre offerings to seminars treating individual major authors. Italian Studies majors are required to take at least two courses in areas such as fine arts, politics, and history that may help prepare them for successful careers in politics, law, international business, medicine, education, or the arts. Students are required to complete two advanced language and culture courses (203, 204), the two senior seminars (488. 489) and 8 electives. Two of these elective courses must be offered by a program other than Italian Studies. At least four (2 plus 488 and 489) of the elective courses must be taught in Italian. Students should consult with the Italian adviser before selecting courses in order to determine their individual program of study.

Students enrolled in the Major in Italian Studies are required to study abroad, either in CUA's Rome program or in another education abroad program in Italy.

Required Courses

ITAL 203: Advanced Italian I: Talking About Culture
ITAL 204: Advanced Italian II: Talking About Culture
ITAL 488: Senior Special Topics Seminar
ITAL 489: Research Seminar
6 Electives in Italian Studies

Students enroll in six additional courses in literature and culture. At least two of these courses must be taught in Italian:

2 Electives outside of ITAL

Two courses must be taken from programs other than ITAL. Students must consult with the adviser before selecting courses. Examples of approved courses are: HIST 222, 317; ART 212, 307, 319, 320; CLAS 318. Other courses related to the Italian studies program can be chosen with the approval of the academic adviser of the Italian program.

Education Abroad

Italian Studies Majors are required to spend a semester studying abroad in Italy. Students choosing to study in CUA’s Rome program are strongly advised to add a second semester in a CUA-affiliated program in Italy. All credits earned abroad are eligible for transfer if the student is enrolled in affiliated programs. ITAL 489 must be taken at CUA. Under special circumstances may students petition that the study abroad requirement be waived. In these cases the department will consider summer abroad programs, approved cultural immersion experiences, or internships instead.

Free Electives and Distribution Courses

Italian Studies Majors are strongly advised to complete the course work for the Certificate in European Studies. Students are also strongly encouraged to add minors or a second major in related disciplines, such as Art, Drama, History, International Business, Media Studies, Philosophy, or Politics.

Minor in Italian Studies

ITAL 203, 204, plus a combination of four courses in language, literature, and culture. Students should consult the adviser in Italian concerning combinations of courses. Study abroad courses may also be approved by the adviser.

Spanish

Major in Hispanic Studies

The Major in Hispanic Studies offers an interdisciplinary approach to the study of the Spanish-speaking world. It is designed to provide students with a solid background in the cultural history of Latin America, Spain and the Hispanic and Latino communities in the United States. Students combine language, culture and practical skills courses in the Department of Modern Languages and Literatures with a practical immersion experience in a Spanish-speaking country. Students are encouraged to supplement their studies with courses dealing with the Spanish-speaking world in areas such as Anthropology, Art, Drama, History, Media Studies, Philosophy, Politics, Psychology, Sociology, and Theology and Religious Studies.

Required Courses (7 courses / 21 credits)

200-level
SPAN 203 or 204 or 210 or 211
Advanced Conversation and Composition I or II or Spanish for Heritage Speakers I or II

(Note: Students placing out of 204 or 211 add 2 elective courses)

300-level

SPAN 300
Thinking Critically: Literature, Film, and Media in the Spanish-Speaking World

SPAN 301
Society and Culture in the Spanish-Speaking World

(Note: 300 and 301 can be taken out of sequence)

400-level

SPAN 401/402/485/495
One practical skills course: Spanish for Business, Translation, Legal Translation, and Interpretation, Internship

SPAN 408/412/425/448
Two content research seminars

SPAN 489
Research Seminar II: Senior Essay

Electives (4 courses / 12 credits)

Courses at the 300 level and higher taught at the Department of Modern Languages and Literatures or transferred from study abroad. One of these courses may be a 200-level course taught in English at the Department of Modern Languages and Literatures, a transfer course, or a course in another discipline. This course must be pre-approved by the advisor.

Education Abroad

Hispanic Studies Majors are required to spend a semester studying abroad in a Spanish speaking country. All credits earned abroad are eligible for transfer if the student is enrolled in affiliated programs. SPAN 300, SPAN 489, and at least one 400-level content research seminar must be taken at CUA. Under special circumstances may students petition that the study abroad requirement be waived. In these cases the department will consider summer abroad programs, approved cultural immersion experiences, or internships instead.

Free Electives and Distribution Courses

Hispanic Studies Majors are strongly advised to complete the course work for either the Certificate in European Studies or the Certificate in Latin American and Latino Studies. Students are also strongly encouraged to add minors or a second major in related disciplines, such as Art, Drama, History, International Business, Media Studies, Philosophy, or Politics.

Major in Spanish for International Service

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
The Major in Spanish for International Service (SIS) is a pre-professional career-oriented program designed to prepare students for service in government or private agencies and business in Spanish-language related fields. In addition to providing a solid background in the cultural history of Latin America, Spain and the Hispanic and Latino communities in the United States, the major emphasizes the development of practical skills to prepare students for careers in international service.

Required Courses (10 courses / 30 credits)

200-level

SPAN 203 or 210 Advanced Conversation and Composition I or Spanish for Heritage Speakers I

SPAN 204 or 211 Advanced Conversation and Composition II or Spanish for Heritage Speakers II

(Students placing out of 204/211 add 2 elective courses)

300-level

SPAN 300 Thinking Critically: Literature, Film, and Media in the Spanish-Speaking World

SPAN 301 Society and Culture in the Spanish-Speaking World

SPAN 302 Mapping the Hispanic Worlds: Contemporary Issues, Trends and Debates in the US and Abroad

(Note: 300, 301, and 302 can be taken out of sequence)

400-level

SPAN 408/412/425/448: One content research seminar

SPAN 401/402/485/486 Two practical skills courses: Spanish for Business, Translation, Legal Translation and Interpretation

SPAN 489 Research Seminar: Senior Essay

SPAN 495 Spanish Internship

Electives (2 courses / 6 credits)

Courses at the 300 level and higher taught in Spanish at the Department of Modern Languages and Literatures or transferred from study abroad. One of these courses may be a 200-level course taught in English at the Department of Modern Languages and Literatures, a transfer course, or a course in another disciplines. This course must be pre-approved by the advisor.

Education Abroad

Spanish for International Service Majors are required to spend a semester studying abroad in a Spanish-speaking country. All credits earned abroad are eligible for transfer if the student is enrolled in
affiliated programs. SPAN 300, SPAN 302, and SPAN 489, must be taken at CUA. Under special circumstances may students petition that the study abroad requirement be waived. In these cases the department will consider summer abroad programs, approved cultural immersion experiences, or internships instead.

Free Electives and Distribution Courses

SIS Majors are strongly advised to complete the course work for the Certificate in Latin American and Latino Studies. Students are also strongly encouraged to add minors or a second major in related disciplines, such as Art, Drama, History, International Business, Media Studies, Philosophy, or Politics.

Minor in Hispanic Studies

Minor Requirements: 6 Courses (18 credit hours)

Students planning to have a minor in Spanish have a viable and flexible sequence of courses:

A. Core Courses (6 credit hours). Complete one of the following sequences unless placed at a higher level of 203 or 210:

- SPAN 203 Advanced Con/Comp I & 204 Advanced Conv/Compo II
- SPAN 210 Span Heritage Speakers I & 211 Spanish Heritage Speakers II
- SPAN 207 Advanced Spanish for Health Care I & 208 Advanced Spanish for Health Care II

B. Electives (12 credit hours). Any course at or above the 200-level.

Only a maximum of three 200-level courses can count towards the minor. Students should consult the adviser in Spanish concerning combinations of courses. Heritage speakers planning a minor in Spanish should consult with the adviser in Spanish to arrange a sequence of courses adapted to their needs.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Modern Languages

ARAB

101 Introduction to Modern Standard Arabic

This demanding introduction to Modern Standard Arabic uses video-based course materials and focuses on developing proficiency in the standard written Arabic language, as well as formal spoken Arabic understood by educated speakers across the Arab world. The course begins with learning of the script and the sound system, and works rapidly into a wide range of situation-based texts and topics that build vocabulary, grammar, and
general communicative competence. Students will also gain an introduction to the differences between standard Arabic and the dialects used in different regions of the Arab speaking world. The course will meet five days a week. Students with prior study of Arabic should contact the Department of Modern Languages and Literatures to arrange for a placement evaluation. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

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<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>102</td>
<td>Elementary Modern Standard Arabic II</td>
<td>Continuation of ARAB 101. This course continues building Arabic vocabulary, grammar, and general communicative competence. Students will explore the differences between standard Arabic and the dialects used in different regions of the Arab speaking world. Prerequisite: ARAB 101 with a grade of C- or better or placement via examination. Offered in Spring.</td>
</tr>
<tr>
<td>103</td>
<td>Intermediate Modern Standard Arabic I</td>
<td>In the first semester of this second-year course in Modern Standard Arabic, students will continue to develop all four skills; speaking, reading, writing and listening, adding more vocabulary, complex grammatical structures, idioms and the cultural background important to gain effective communicative competence. The course will meet four days a week. Prerequisite: ARAB 102 with a grade of C or better or placement via examination. Offered in Fall.</td>
</tr>
<tr>
<td>104</td>
<td>Intermediate Modern Standard Arabic II</td>
<td>In the second semester of this second-year course in Modern Standard Arabic, students will continue to develop all four skills; speaking, reading, writing and listening, adding more vocabulary, complex grammatical structures, idioms</td>
</tr>
</tbody>
</table>
Modern Standard Arabic Literacy at CUA

Language and Culture Immersion in Arabic

Introduction to Arabic Culture

Advanced Composition and Conversation I

The purpose of this course is to build on conversational skills developed in the first four levels of Arabic (101-104). The course will start by reviewing and honing communicative functions covered in the first four levels, then develop communicative abilities at the high intermediate level with an aim at reviewing and applying basic vocabulary and expressions covered in previous semesters. The course focuses on Arabic culture, vocabulary, and communicative skills, especially speaking skills. Prerequisite: ARAB 104, placement or instructors consent.

Advanced Composition and Conversation II

This course emphasizes written expression and the refinement of grammatical competence necessary for students to speak & write on contemporary topics of interest to the Arabic-speaking world. Prerequisite: 104 or equivalent or permission of the instructor.

Development and Humanitarian Interventions in the Middle East, Africa, and Beyond

What actors are most pivotally shaping development in the Middle East, Africa, and beyond, and how have their missions evolved over time? In natural disasters and man-made crises, how are humanitarian aid interventions from multilateral institutions, like UN agencies, comparing with NGOs and other groups. Through readings highlighting development
projects and humanitarian crises in different regions of the world, this course will take a look at three main models of development. Among the topics of discussion, we will consider health care, gender equity, economic empowerment, and refugee movements. (This course is taught in English and fulfills humanities credits as well as Islamic World Studies credits.)

494 Independent Study

ASL

101 American Sign Language I

An introductory course in American Sign Language as developed and used by the Deaf community in most areas of North America. It brings students into communication, followed by instruction and practice in basic vocabulary, syntax, fingerspelling, grammatical non-manual signals, sentence structure, elementary conversation, and literature. In addition, the course provides cultural knowledge and various issues raised by examining ASL and the understanding of Deaf community.

102 American Sign Language II

Continuation of ASL 101. Prerequisite: ASL 101.

CELT

201 Irish Language and Culture I

Irish Language and Culture I is a course designed for students with no prior experience of the Irish language. Students use fundamental vocabulary and grammar structures to talk about daily life. The course also introduces students to traditional and contemporary aspects of Irish life and culture.

202 Irish Language and Culture 2

CELT 202, Irish Language and Culture 2 is for students who already undertaken CELT 201. Students will further develop their ability to speak and write about the present, past and future as well as continue to explore traditional contemporary Irish culture.

CHN

101 Beginning Mandarin Chinese I

This beginner's course is designed for students who desire to study Chinese systematically. The course uses video-based material to introduce the language in real-life settings. Pinyin and simplified characters are used. Accurate
pronunciation, tones, and grammatical expressions are the main focuses for this semester. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

102 Beginning Mandarin Chinese II

This is the second semester of beginning Chinese. Students continue to develop their skills in listening, speaking, reading, and writing. More culture and etiquette are introduced with the lessons. Prerequisite: C- or better in CHN 101 or equivalent. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

103 Intermediate Mandarin Chinese I

This second year Chinese begins with a comprehensive review of grammatical structures that facilitate further speaking and reading. By the end of the semester, students are expected to be able to engage in basic daily conversation, read simple texts as well as write for daily needs. Accurate tones and pronunciation are expected. Prerequisite: C- or better in CHN 102 or equivalent. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

104 Intermediate Mandarin Chinese

This course is a continuation of CHN 103. Students expand their listening and speaking ability in handling everyday situations while developing reading and writing skills with more complex texts. Prerequisite: C- or better in CHN 103 or equivalent. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

199 Language and Culture Immersion in Chinese

Enrollment Requirement: completed CHN 101 or with instructor's approval. There is an associated language fee associated with this class. This one-credit course is designed to help students reinforce and
expand their language skills while studying Chinese cultural and social issues. By refreshing students’ skills, it enables them to move on to a desired language course.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>201</td>
<td>Introduction to Chinese Culture</td>
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<tr>
<td>203</td>
<td>Advanced Composition and Conversation I</td>
<td>This course is an advanced level of conversation and composition in Chinese. Students will develop proficiency in all four language skills: listening, speaking, reading, and writing on topics in the textbook and will learn how to use what they have learned in class in a culturally appropriate context to behave as if they are in the real situation. Therefore, students are required to perform a series of communicative activities and writing tasks in social situations. The typical class format will include performance of conversations, drills, questions, discussions, debates, presentations, and projects. Students need to spend about two hours on preparation before each class.</td>
</tr>
<tr>
<td>204</td>
<td>Advanced Composition and Conversation II</td>
<td>This course aims to develop students’ conversation and writing skills through reading and discussion of Chinese history as well as China’s social and economic issues, including environmental protection and energy conservation, money management and investing, and job interview. Different written styles will be introduced and compared with the spoken form. Students will speak with an expanded vocabulary and write with more complex sentence structures. Besides daily assignment and weekly quizzes, students will give four oral presentations and write four compositions during the semester. There are also four lesson tests, one midterm exam and a final exam. Students should spend two hours on preparation for each class. All assignments will be recorded on Bb Voice Board, presented in class or typed in characters.</td>
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<tr>
<td>250</td>
<td>Chinese Migration around the World, 1500-Present</td>
<td>From the days of early trade with Southeast Asia in the third century B.C. up to movements into the Americas, Australia and Africa in more recent times, the story of Chinese migration is intertwined with global historical processes such as colonialism, imperialism,</td>
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</table>
nationalism and decolonization. This course focuses on the last five hundred years of Chinese movements overseas and presents a perspective that sees the Chinese as active participants in modern world history. Drawing from varied sources—novels, photos, contracts, interviews, monographs and movies—the course aims to give students multiple points of entry into exploring the fascinating world of Chinese migration. Taught in English; fulfills the humanities and literature requirement.

305  Chinese Through Film

This course provides an overview of films in Mainland China, Taiwan, and Hong Kong with attention to the historical, linguistic, regional, and cultural differences. We will examine seven movies by video clips, selected dialogues, extensive reading, speaking, and writing exercises in Chinese. Students will also develop an appreciation of the aesthetic and cultural values of Chinese society and an understanding of 20th century Chinese history on people’s lives, thinking, and expression.

310  Topics in Contemporary Chinese Society

Through readings about China's current social issues and events, this course aims to develop students' knowledge of Chinese culture while guiding them in the transition from informal spoken Chinese to the formal written style found in texts. Prerequisite: 204 or instructor's approval.

494  Independent Study

EURO

201  European Culture: Multiculturalism and National Identity

The course studies the expression of multiculturalism and questions of national identity in literature and film from three distinct regions of Europe (Spain, Germany, and France) with a focus on topics such as national, international, and transnational literature; national versus European identity; cultural and ethnic stereotypes and xenophobia. Readings will focus on the role of the foreigner or ‘Other’ in national literature and film, and on artistic works produced by so-called migrants or people with migration background. Taught in English in three connected modules by Prof. García-Donoso (Spain), Prof. Arslan (Germany), and Prof. Matar (France). The course counts as a humanities and literature
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<th>Course Code</th>
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<tr>
<td>202</td>
<td>European Politics</td>
<td>European Politics is designed to help students develop a better understanding of political institutions, actors and processes in Europe, both within selected nation states as well as in the context of European Union integration. In addition, the course will focus on prominent issues of contention and areas of cooperation, also as they relate to Europe's role in global affairs.</td>
</tr>
<tr>
<td>203</td>
<td>European History</td>
<td>The course discusses the most important developments and key events in European History since the French Revolution, focusing on politics, society and culture. We will look at the reasons, the history, and the consequences of 1789, the era of conservative restauration, liberalism, nationalism, the conflicts which lead to WWI, the interwar period, and the reconstruction of Europe after 1945, and finally, the process of European integration since the 1950s. Students will also learn about the major theories of and debates on modern European history. The course consists of lectures, in-class discussions of required readings and primary sources.</td>
</tr>
<tr>
<td>210</td>
<td>French-German Couple and the Fabric of Europe</td>
<td>This course is about the crucial role of France and Germany in the founding and development of the European Union. Students will study how after three disastrous wars in less than a century, the friendly cooperation between the two nations in different domains (culture, economy, politics) has managed to secure peace and harmony in a continent previously shattered by conflicts. Taught in English. No prerequisites. Meets Humanities requirement.</td>
</tr>
<tr>
<td>222</td>
<td>Modern Europe From 1789 until today</td>
<td>This course provides an introduction into European History since the French Revolution. It focuses on the main events, and developments in politics, society and culture. The course consists of lectures, in-class discussions of required readings and primary sources. Enrollment restricted to freshmen and sophomores.</td>
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<tr>
<td>310</td>
<td>The Idea of Europe. European Integration Since 1914</td>
<td>After WWII, and in the context of the Cold War, Europeans witnessed the transnational integration process that resulted in the foundation of the European Union (EU) in 1992. However, the road to the EU was long and cumbersome, and</td>
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beset by conflicts and perpetual crises. This course takes a historical approach by putting the process of European identity building at the center of its attention. The first part of the course provides an overview of the history of European integration since 1914. This part is followed by a second that focuses on more current issues related to the problem of creating an EU identity.

<table>
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<th>FREN</th>
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<tbody>
<tr>
<td><strong>101 Elementary French I</strong></td>
<td>Designed for students with little or no prior experience with French. Introduction to the basic principles of language necessary for written and oral communication. Students use fundamental vocabulary and grammar structures to talk about daily life and gain insights into aspects of Francophone culture through simple readings and Internet activities. Students who took the language in high school for more than one year MUST take the language placement test before registering for this or any other language course in order to receive proper credit. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit <a href="http://enrollmentservices.cua.edu/">http://enrollmentservices.cua.edu/</a>.</td>
</tr>
<tr>
<td><strong>102 Elementary French II</strong></td>
<td>Continuation of French 101. Students talk and write about the present, past and future and continue to explore Francophone culture through readings and Internet activities. Prerequisite: C- or better in French 101, appropriate placement score or equivalent. During the summer this class meets five times a week. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit <a href="http://enrollmentservices.cua.edu/">http://enrollmentservices.cua.edu/</a>.</td>
</tr>
<tr>
<td><strong>103 Intermediate French I</strong></td>
<td>Students build their communication skills by discussing and writing about topics drawn from readings and films focused on Francophone culture. Prerequisite: C- or better in French 102 or 112, or equivalent. During the summer class meets five days per week. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit <a href="http://enrollmentservices.cua.edu/">http://enrollmentservices.cua.edu/</a>.</td>
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<td>Course Code</td>
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<tr>
<td>104</td>
<td>Intermediate French II</td>
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<tr>
<td>112</td>
<td>Review of Elementary French</td>
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<tr>
<td>203</td>
<td>Advanced French I: Themes in Francophone Literature &amp; Culture</td>
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<tr>
<td>204</td>
<td>Advanced French II: Introduction to French Cinema</td>
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<tr>
<td>205</td>
<td>French Conversation</td>
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</table>
Francophone world. Course conducted entirely in French. Prerequisite: French 104.

210 French-German Couple and the Fabric of Europe

This course is about the crucial role of France and Germany in the founding and development of the European Union. Students will study how after three disastrous wars in less than a century, the friendly cooperation between the two nations in different domains (culture, economy, politics) has managed to secure peace and harmony in a continent previously shattered by conflicts. Taught in English. No prerequisites. Meets Humanities requirement.

211 French and Italian Women Writers

211D French and Italian Women Writers DISCUSSION

213 Topics in French-American Relationship

Historical and cultural study of French-American relationship from the Marquis de Lafayette to Président François Hollande. The class materials include literary works, newspapers/journal articles and films. The teaching methodology aims at balancing professor's lectures with students' involvement and active participation. Counts for Humanities requirement. Course taught in English.

216 Food Culture in France

An exploration of "foodways" in the French and Francophone world. Particular attention will be paid to literary and artistic representations, rituals of preparation and consumption, regional and national culinary identities, and exchanges between cultures. Class activities will include discussions of literary texts, works of history, sociology and cultural anthropology, images, films, and outings in the Washington, DC area. Discussions and readings in English.

216A Food Culture in France (French Discussion Section)

This is a French-language discussion section for French 316, "Food Culture in France." Activities will include discussions (of French language excerpts, topics from class, etc.), debates, role-plays, etc. Can only be taken in conjunction with French 316.

217 Versailles: The...
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<tbody>
<tr>
<td>Architecture of Power</td>
<td>between cultural forms (architecture, art, music, opera, ballet, literature, etc.) and power at the court of Louis XIV. In addition to studying primary texts and cultural artifacts, we will read the work of modern historians and watch recent films that depict life during this fascinating period of French history. Discussion and readings in English.</td>
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<tr>
<td>240</td>
<td>Colonization &amp; Immigration</td>
<td>This course examines the difficulties encountered by the French governments in dealing with the African immigrant populations coming from the former colonies after the Independence. Main topics: 1. The French notion of &quot;laïcité,&quot; 2. The French Muslim community and the secular state, 3. Comparison between French and American policies regarding immigration and minorities, 4. Social integration and multiculturalism. Course methodology: introductory lecture, class discussions, movies reviewing and analysis, students’ oral presentations. Taught in English.</td>
</tr>
<tr>
<td>251</td>
<td>The French Colonial Project and the &quot;Civilizing Mission&quot;</td>
<td>This course offers a description and reflection on the French colonization and decolonization process from the Third Republic to the present. Particular attention will be paid to the ideology of colonialism and its consequences regarding the integration of minorities into mainstream French culture and society. Starting with a series of introductory lectures, the course will rely heavily on student participation. In addition, several contemporary French films about the issues at hand will be screened and discussed. Course taught in English; films with English subtitles.</td>
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<tr>
<td>272</td>
<td>Politics &amp; Culture in France &amp; United States</td>
<td>This course is intended to introduce students to the great sweep of political history and culture in two self-styled exceptionalist countries that share so many political values yet are so fundamentally different. Prior introductory courses in Politics and French are helpful but not required; no prior knowledge is assumed. The course will also provide background for an anticipated future summer short-course in Paris.</td>
</tr>
<tr>
<td>275</td>
<td>The French &quot;Exception&quot; from Clovis to Hollande</td>
<td>The purpose of this course is to show that France has always considered itself a privileged country, apart from all others in the West, and endowed with a universal destiny. Following an interdisciplinary</td>
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</table>
approach, the theme of Exceptionality will be developed along French history through examples in popular culture, literature and arts, politics and society. The course will be taught in English. No prerequisites. Counts for humanities credit.

279 Borders, Exile, & War in the Mashrek: Rep. in Media, Film, & Lit of the Francophone Middle East

Considering current unprecedented influxes of refugees across borders in the Middle East, this course examines the concepts of borders, exile, and war in this politically scarred region. Through a variety of Francophone texts and films in translation, students explore the culture and history of this region and examine the following themes: identities in conflict, the representation of History and memory, and the implications of reconciliation. Taught in English. Fulfills humanities and literature requirements.

300 Thinking Critically: Literature, Film, and Media in the French-Speaking World

French 300 focuses on the acquisition of analytical skills through close reading and textual analysis. Here “text” is used in its broadest sense; students will become familiar with and able to analyze a host of literary genres and types of texts, from novels and plays to political tracts, propaganda, paintings and film. In addition to honing students’ analytical skills, this course is designed to introduce students to some of the key texts in French and Francophone literature and culture. Taught in French.

301 Society and Culture in the French-Speaking World

This course provides students with the necessary historical background and social and cultural context to analyze contemporary issues in the French-speaking world. Students will study the appropriate historical and contextual framework in order to critically analyze contemporary issues. By completing a series of modules students will become familiar with both the key historical events and the contemporary debates in the French-speaking world. Required for majors and recommended for any students who will enroll in 300-level and higher courses. Fulfills humanities and literature requirement. Prerequisite: 203-204, 211.

302 Introduction to Francophone Literature and Culture

There is an astonishing breadth of literature and culture produced in French that exists outside of the French metropole: from the island of Mauritius in the Indian Ocean, to the Republic of the Congo in Central Africa, to the archipelago of islands in the Caribbean. This course
will provide students with the tools to discussing and analyzing Francophone literature and culture, familiarizing them with the historical context of slavery and empire and the complex relationships and ideologies that shape the contemporary Francophone world. In addition to interrogating the concept of Francophonie and questions of language, writing, nation, and identity in 20th-century Francophone literature, students will engage with a broad corpus of texts (film, theater, art and architecture) from different Francophone regions. In addition to written assignments students will work on a semester-long research project culminating with a mini-colloquium that will be held at the Haitian Embassy.

306 Contemporary France
A study of and a reflection on the main social and cultural issues in contemporary France, from the sixties to the present. Material will come from different sources that reflect ways of life and mentalities in French society: newspapers, fashion, movies, advertising, music, etc. Students’ assignments will include an oral presentation, an active contribution to course discussion, and a term paper.

328 The Art of Paris
This course offers an introduction to the art, literature, history, and culture of the City of Lights. Through field trips, assigned readings, class discussions, and on-site visits to a selection of the city's many splendid sacred sites, magnificent museums, and historic monuments, students will encounter the history and culture of one of the world's most venerable and beautiful capitals. Particular attention will be paid to art works and texts that have helped to define French culture and style throughout the ages.

330 Practical Phonetics
An overview of French pronunciation, phonetics, and oral reading. By means of oral practice and written exercises, students enhance their awareness of the sound system of French and, as a result, improve their own pronunciation, making it more authentic and eliminating serious errors typically made by non-native speakers. Recommended for subconcentrators and Modern Languages/Secondary Education concentrators.

401 French for
This course is designed for students who
Business already have a solid background in French grammar and who wish to acquire an understanding of French business institutions and practices, an awareness of differences between French and American business cultures, a knowledge of terms and expressions used in the business setting, and the ability both to interact with others in a business setting and to compose business letters, memos, reports, and other documents.

402 Translation in Theory and Practice
French 402 provides an introduction to translation theory, with the majority of class time being devoted to translations to and from French. Students will translate literary and non-literary texts, short film clips, advertisements and radio excerpts. Through intensive translation practice students increase their linguistic competence and they practice rhetorical, stylistic, semantic and syntactic structures of French. Prerequisite: French 300 or instructor’s permission.

488 Special Topics Seminar
This seminar is an intensive research seminar that focuses on a topic related to French literature[s] and culture[s]. The seminar will help students develop strong research skills (identifying a problem, defining a thesis, establishing a coherent methodological approach, selecting relevant primary and secondary sources, mastering MLA style). Students will also practice to prepare and deliver scholarly oral presentation and prepare a 10-pages seminar paper. The specific course content varies. Required for all graduating seniors. Prerequisite: Graduating senior or instructor’s permission. May be repeated with different content for credit.

489 Research Seminar
Students will write a senior thesis in French, at least 20 pages in length, excluding title page and bibliography. This seminar will continue to strengthen students’s research skills learned in FREN 488, and further develop argumentation strategies, use of textual support, application of critical and theoretical literature, editing techniques, and oral presentation style. After completing the senior comprehensive examinations, students will continue to refine their thesis and prepare for a formal public oral presentation in French of their research project at the end of the semester. The evaluation will be based on classwork, weekly assignments, the final version of
the senior thesis, and the formal oral presentation. Required for senior concentrators in French. Open to senior concentrators only.

495 French Internship

498 Undergraduate Comprehensive Examination

GER

101 Elementary German I

German 101, a first semester German course, introduces students to the language and culture of the modern German-speaking world. This course stresses self-expression in everyday situations for basic survival needs in German-speaking language communities and for personal enjoyment. Students use fundamental vocabulary and grammar structures to talk about daily life and gain insights into aspects of German culture through simple reading and listening activities. Class meets four days per week. In this course students work to develop all four language-skills - speaking, reading, listening, and writing. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

101M Elementary German I

Designed for students with little or no prior experience with German. Introduction to the basic principles of language necessary for written and oral communication. Students use fundamental vocabulary and grammar structures to talk about daily life and gain insights into aspects of German culture through simple readings and Internet activities. Students who took the language in high school for more than one year MUST take the language placement test before registering for this or any other language course in order to receive proper credit. This section is open to Music students only. Non Music students need special permission to enroll. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.
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<tr>
<th>Course Code</th>
<th>Course Level</th>
<th>Course Name</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>102</td>
<td>Elementary</td>
<td>German II</td>
<td>German 102 builds on what students have learned during their first semester of German to further expand oral communication, writing, reading, and listening skills. The course introduces additional grammar and vocabulary and it continues to prepare students to deal with basic communicative tasks in German. Students will read and discuss texts from a variety of text types to learn more about various aspects of the culture and civilization found in the German-speaking countries, including issues of everyday life and current social, cultural, and political topics. Prerequisite: C- or better in Ger 101, Level 2 placement, or equivalent. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit <a href="http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm">http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm</a>.</td>
</tr>
<tr>
<td>103</td>
<td>Intermediate</td>
<td>German I</td>
<td>Introduces additional grammar and vocabulary; builds speaking and reading skills; prepares students to deal with basic communicative tasks in German. Features contemporary texts on various aspects of the culture and civilization found in German-speaking countries. Prerequisite: C- or better in German 102, Level 3 placement or equivalent. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit <a href="http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm">http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm</a>.</td>
</tr>
<tr>
<td>104</td>
<td>Intermediate</td>
<td>German II</td>
<td>German 104 builds on what students have learned during their first three semesters of German to further expand oral communication, writing, reading, and listening skills. The course introduces additional grammar and vocabulary and it continues to prepare students to deal with basic communicative tasks in German. The course content is based on topics linked to a novel and a film. Students will read contemporary texts from a variety of text types to learn more about different aspects of German culture and civilization, as well as geography, language, customs, history, culture, identity, and issues of</td>
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<td>Course Code</td>
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<tr>
<td>130</td>
<td>Berlin: A Walk through History</td>
<td>This course is taught in Berlin during Spring Break. The course investigates Berlin's history and culture, old and new, through the prism of the city's urban landscape. The students will explore Berlin's most important sites as they learn about the legacies of Germany's troubled past during World War II and the Cold War. The course will also focus students' attention on the newly reunited Berlin as a center of German and European politics.</td>
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<tr>
<td>203</td>
<td>Advanced German I: German through Film</td>
<td>First semester develops functional language skills with special emphasis on speaking and listening. Instructional units address recent developments in contemporary German society and culture. Materials from authentic media such as video, magazine articles, and short literary texts. Prerequisite: German 104.</td>
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<tr>
<td>204</td>
<td>Advanced German II: German through Literature</td>
<td>This course further develops functional language skills with special emphasis on reading and writing. Students read examples from a variety of text types and write on various topics in different media (blogs, Wikis, encyclopedia entries, reviews, etc.). The course also serves as an introduction to German literature, genre, and literary analysis. Prerequisite: German 104 or equivalent.</td>
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<tr>
<td>210</td>
<td>French-German Couple and the Fabric of Europe</td>
<td>This course is about the crucial role of France and Germany in the founding and development of the European Union. Students will study how after three disastrous wars in less than a century, the friendly cooperation between the two nations in different domains (culture, economy, politics) has managed to secure peace and harmony in a continent previously shattered by conflicts. Taught in English. No prerequisites. Meets Humanities requirement.</td>
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<tr>
<td>220</td>
<td>Vienna in Literature and the Arts</td>
<td>This course, taught in English, explores the city of Vienna, home of Mozart, Beethoven, Haydn, Strauss, Mahler, Schönberg, Wittgenstein, Freud, Klimt, Kokoschka, Schiele, the Habsburgs,</td>
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<tr>
<td>225</td>
<td>Magic in German and Hispanic Literature and Film</td>
<td>This course explores &quot;Magical Realism&quot;, the merging of reality with magical elements, as it evolved in the art and literature in German and Spanish speaking countries. Through a variety of texts, students will develop an understanding of the concept and its different representations. Critical questions of translation, regionalism, and cultural identity will be discussed. Readings include works by such acclaimed authors as Gabriel García Márquez, Günter Grass, Mario Vargas Llosa, Ernst Jünger, Jorge Luis Borges, Alejo Carpentier, Marie Luise Kaschnitz, Laura Esquivel, and Patrick Süskind. Films include Un chien andalou (Luis Buñuel; Salvador Dalí, 1929), Aguirre. Der Zorn Gottes (Werner Herzog, 1972), Como agua para chocolate (Alfonso Arau, 1992). In English. Fulfills the humanities and literature requirement.</td>
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<tr>
<td>230</td>
<td>Grimms' Fairy Tales</td>
<td>The course, which is taught in English, engages with Grimm’s fairy tales in the Western intellectual tradition by analyzing literary fairy tales from continental Europe written between 1600 and 1900. Students explore fairy tales as a genre and its links to socioeconomic class, family conflicts, gender, politics, economics, society, and cultural life. The tales will be read using literary theory as well as cultural and media studies. All readings and class discussion are taught in English. No prerequisites.</td>
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<tr>
<td>240</td>
<td>Weimar Culture in Film and Literature: Defeat, the Roaring Twenties, the Rise of Nazism</td>
<td>This interdisciplinary course explores the rich German culture of the Weimar Republic (1919-1933). Expressionism, Dada, New Objectivity and the representative filmmakers, artists and writers such as Fritz Lang, George Grosz, Erich Maria Remarque, and Bertolt Brecht who shaped these movements will be investigated in the context of the social and political situation after the defeat of Germany in WWI, during the 'Roaring Twenties', and during the immediate period before Hitler's rise to power. Taught in English. Fulfills University Humanities and Literature requirements.</td>
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| 242        | Das Nibelungenlied                                                            | The course traces the reception of the medieval Nibelungen story from its...
Myth and Ideology

beginnings to the present day with special emphasis on its most influential adaptations, its appropriation as German national epic, and the peculiar role it played and continues to play in shaping a German cultural and national identity. A variety of media will be studied, including literary texts, opera, theater, film, art, architecture, historical sources, political speeches, pamphlets, advertisement, newspaper articles, and scholarly essays. All readings will be in English translation. The course fulfills the humanities requirement.

245 The Haunted Screen? Art, History, and Memory in German Film

From the haunted world of Nosferatu to the explosive populism of Run Lola Run, we trace the role of art in film and the interweaving of cinema and history in the German and European context. What role does visual art play in film? What kind of "moveable" art is film? We will then reflect upon the filmic experience of individual and collective memory. Does film reflect history or create it? What happens when the most human of experiences—memory and personal history—are transformed into flickering lights and elevated into a film experience? We will lean to read film and film theory, with special attention to the ways literature, history and visual culture inflect how we see and experience films.

250 Berlin in Literature and Film

The iconic symbol of three failed political identities, Berlin is now a vibrant metropolis of political and cultural activity. The course is framed by the two German unifications of 1871 and 1990 and examines literary, artistic, and cinematic representations of Berlin. Films, documentaries, visual arts, novels, diaries, short stories, essays, and poetry will provide us with a road map through two centuries of this amazing city. Taught in English.

260 100 Years of German Film

This course discusses a selection of German movies from the early 20th century to present day in the context of their historical significance. We will explore their cultural impact as well as familiarize ourselves with the terminology of cinema as well as movements and eras such as Expressionism, New Objectivity, Fascist propaganda, Post WWII-cinema, the New German Cinema and Post-Reunification Cinema. The course will be taught in English. No prerequisites. Counts for Humanities credit.
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<th>Course Code</th>
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<tr>
<td>300</td>
<td>Thinking Critically: Literature, Film, and Media in the German-Speaking World</td>
<td>German 300 focuses on the acquisition of analytical skills through close reading and textual analysis. Here “text” is used in its broadest sense; students will become familiar with and able to analyze a host of literary genres and types of texts, from novels and plays to political tracts, propaganda, paintings, and film. In addition to honing students' analytical skills, this course is designed to introduce students to some of the key texts in German-language literature and culture. This course is required for majors and recommended for any student who will enroll in 300-level and higher courses in German.</td>
</tr>
<tr>
<td>301</td>
<td>Society and Culture in the German-Speaking World</td>
<td>This course provides students with the necessary historical background and social and cultural context to analyze contemporary issues in the German-speaking world. Students will study the appropriate historical and contextual framework in order to critically analyze contemporary issues. By completing a series of modules students will become familiar with both the key historical events and the contemporary debates in the German-speaking world. Required for majors and recommended for any students who will enroll in 300-level and higher courses. Fulfills humanities and literature requirement. Prerequisite: 203 or 204.</td>
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<tr>
<td>320</td>
<td>Contemporary German Literature by Migrant Authors</td>
<td>This course studies the literature of immigrants to Germany, Austria, and Switzerland. Students learn about migration and cultural politics. They discuss questions central to the current public discourse in the emerging multicultural societies. Students read literature by German-speaking migrant authors to study questions of cultural identity, the construction of &quot;home&quot; and &quot;homeland&quot; (Heimat) as well as issues of memory, gender, and religion. All readings and discussions are in German.</td>
</tr>
<tr>
<td>330</td>
<td>German Theater: Text and Performance</td>
<td>This course introduces students to central theories of drama that have influenced German playwrights from the 18th century to the present. After close reading of plays by major German authors, students will discuss a number of short plays by 20th century dramatists and select one for performance. Assignments include analytical papers, presentations, a playbill, and the staging of a play. All readings are in German.</td>
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and discussions will be in German.

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<tr>
<td>355</td>
<td>Resistance, Exile, &quot;Inner Emigration,&quot; and Nazi Propaganda</td>
<td>This course will investigate the question: What happened to German authors and German literature during the Nazi-era? The course readings will be divided into four different responses: exile, resistance, &quot;inner emigration,&quot; and compliance with the cultural decrees of the Nazi regime. Students will read novels, short stories and poems by, amount others, Thomas Mann, Bertolt Brecht, Hans Fallada, Gunter Eich, Irmgard Keun, Anna Seghers, Stefan Zweig, and Else Lasker-Schuler. Students will also read a short introduction to literary theory in order to acquire tools with which to analyze literary texts.</td>
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<tr>
<td>360</td>
<td>Writing the 1990's</td>
<td>Literature and Debate in Reunited Germany --- This course will examine the reflection of social and political debate in prose fiction of the past decade. Readings illustrate a wide range of issues: problems of reunification, German identity in a multicultural Europe, memories of the Holocaust, and nostalgia for the former German Democratic Republic. All featured texts are representations of social and moral concerns facing Germans today.</td>
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<tr>
<td>370</td>
<td>Confronting the Past</td>
<td>The impact of WWII and the Holocaust on literature and culture from 1945 to the emergence of two literary voices in East and West Germany. Readings and discussions of texts engaging in issues of an uncompleted past and an inability to mourn. The role of writers such as Böll, Grass, Dürrenmatt, Frisch, and Wolf in an era of reflection and reconstruction. Prerequisite: GER 204 or equivalent. Fulfills Literature and Humanities Requirements.</td>
</tr>
<tr>
<td>401</td>
<td>German for Business</td>
<td>In this course students take a hands-on approach to use German in a professional setting. Students acquire appropriate vocabulary for presentations, meetings, and written correspondence. Subjects range from company profiles, understanding German business customs, creating a German resume and making contacts, and learning about European Union industrial practices. This course aims to develop skills for the job market.</td>
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</table>
| 402         | Translation in Theory and Practice               | The course provides an introduction to translation theory, but the majority of class time will be devoted to translations to and from German.
from German. Students will translate literary and non-literary texts, short film clips, advertisements and radio excerpts. Through intensive translation practice students increase their linguistic competence and they practice rhetorical, stylistic, semantic and syntactic structures of German. Prerequisite: German 204 or instructor's permission.

488 Special Topics Seminar

This seminar is an intensive research seminar that focuses on a topic related to German literature[s] and culture[s]. The seminar will help students develop strong research skills (identifying a problem, defining a thesis, establishing a coherent methodological approach, selecting relevant primary and secondary sources, mastering MLA style). Students will also practice to prepare and deliver scholarly oral presentation and prepare a 10-pages seminar paper. The specific course content varies. Required for all graduating seniors. Prerequisite: Graduating senior or instructor's permission. May be repeated with different content for credit.

489 Senior Research Seminar

Students will write a senior thesis in German, at least 20 pages in length, excluding title page and bibliography. This seminar will continue to strengthen student's research skills learned in GER 488, and further develop argumentation strategies, use of textual support, application of critical and theoretical literature, editing techniques, and oral presentation style. After completing the senior comprehensive examinations, students will continue to refine their thesis and prepare for a formal public oral presentation in German of their research project at the end of the semester. The evaluation will be based on classwork, weekly assignments, the final version of the senior thesis, and the formal oral presentation. Required for senior concentrators in German. Open to senior concentrators only.

494 Independent Study

495 German Internship

GER 420 is a for-credit internship open to German minors and majors. The course is designed to allow students to apply their knowledge of the German language and their cultural knowledge in the work place while further developing their competence. Previous enrollment in GER 401: German
for Business is strongly recommended. Students must get approval from the German academic advisor in the semester prior to taking the course in order to begin plans for the internship. A minimum of 45 hours in the internship are required plus additional meetings with the internship coordinator.

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<tr>
<td>498</td>
<td>Undergraduate Comprehensive Examination</td>
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<td>IRSH</td>
<td>Irish Language and Culture I</td>
<td>Irish 101 is a foundational course for the certificate in Irish Studies at CUA. This course provides students with a general introduction to both the Irish language and to aspects of traditional and contemporary Irish culture. Students learn the fundamentals of the Irish language, primarily covering topics which enable them to talk about themselves; where they come from and live, their family and friends, and their hobbies and interests. Students are introduced to basic grammatical structures and focus on oral communication in the present tense.</td>
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<tr>
<td>101</td>
<td>Beginners Irish Language &amp; Culture II</td>
<td>Students build upon the fundamentals of the Irish language acquired in the first semester and cover a range of themes related to everyday life. Students learn to use more complex grammatical and syntactic structures, developing their command of Irish in four essential areas of language learning: oral, aural, reading and writing. Topics of both a traditional and contemporary nature are explored through a variety of media including simple poetry and rhyme, music and song, as well as storytelling and film. Prerequisite: C- or better in 101</td>
</tr>
<tr>
<td>102</td>
<td>Irish Language and Culture III</td>
<td>This course aims to build the necessary confidence and language skills to communicate in Irish in everyday situations. The emphasis is on developing speaking and listening skills, while also providing students with the opportunity to read and write the language. At the conclusion of the course, students will be able to talk about everyday life in the past, present and future tense. They will have a greater understanding of the dialects of the Irish language, as well as various aspects of grammar. Students will improve their</td>
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<tr>
<td>104</td>
<td>Lower Intermediate Irish Language &amp; Culture</td>
<td>Students further develop their communication abilities by discussing and writing about various topics drawn from a variety of sources including literature and film. Includes vocabulary expansion and integration and refinement of grammar. Prerequisite: C- or better in 103. Irish 104 fulfills one of the electives in the Certificate in Irish Studies.</td>
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<tr>
<td>110</td>
<td>Irish Language and Culture</td>
<td>IRSH 110 is a 3 credit summer program which will take place over the course of two and a half weeks in Ireland at two locations: Cork and Kerry. There are two main components to the course. The first is a one-week immersion course in the Irish language in the Irish-speaking region of Ballyferriter in County Kerry. The second component of the course will take place in Cork city and its surrounds where students will participate in group work and field trips to sites of historical and cultural significance in the region. No previous experience with the Irish language is required. Fulfills Humanities requirement.</td>
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<tr>
<td>306</td>
<td>Dublin &amp; the Invention of Ireland</td>
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<td>405</td>
<td>Yeats, Eliot, Pound</td>
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<tr>
<td>100</td>
<td>Introduction to Italian</td>
<td>Designed to provide seminary students with an intensive introduction to Italian language and culture for oral and written communication. Students use fundamental principles of vocabulary and grammar structures to talk about daily life and gain insights into aspects of Italian culture through readings, films and Internet activities. Not a replacement for Ital 101.</td>
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<tr>
<td>101</td>
<td>Elementary Italian I</td>
<td>Designed for students with little or no prior experience with Italian. Introduction to the basic principles of language necessary for written and oral communication. Students use fundamental principles of vocabulary and grammar structures to talk about daily life and gain insights into aspects of Italian culture through simple readings and Internet activities. Class meets four days per week. Students who took the language in high school for more than one year.</td>
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</table>
MUST take the language placement test before registering for this or any other language course in order to receive proper credit. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

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<tr>
<td>101M</td>
<td>Elementary Italian I</td>
<td>Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit <a href="http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm">http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm</a>.</td>
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<tr>
<td>102</td>
<td>Elementary Italian II</td>
<td>This is a dynamic language course that emphasizes communication, enabling students to interact in Italian at an elementary level. Students use fundamental principles of vocabulary and grammar structures to talk about daily life and gain insights into aspects of Italian culture through simple readings of authentic materials, movie-based activities, and every-day conversation with their native speaker instructors. Classes meet four days per week. Prerequisite: C or better in Italian 101, appropriate placement score or equivalent. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit <a href="http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm">http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm</a>.</td>
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<tr>
<td>102M</td>
<td>Elementary Italian I</td>
<td>Students build on what they have learned during the first two semesters of Italian. They improve their communication skills by discussing and writing about various topics drawn from readings and film focused on Italian culture. This course includes review and expansion of grammar and vocabulary. Class meets three times per week. Prerequisite: C or better in Italian 102, appropriate placement score or equivalent. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit <a href="http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm">http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm</a>.</td>
</tr>
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</table>
104  Intermediate Italian II

Italian 104 is a communicative language course aimed to develop oral and written proficiency at the Intermediate level. Students achieve cross-cultural understanding by reading and discussing a wide selection of texts and multimedia materials. Grammar review and vocabulary expansion are also provided to promote progress in the four area skills of Reading, Listening, Speaking and Writing. Prerequisite: C- or better in Italian 103, appropriate placement score or equivalent. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

120  Surfing Venice and its Splendors

In this course, students will explore and study Venice's rich history and culture. Amongst the many beauties of the city, they will visit the byzantine basilica of Saint Mark, Santa Maria di Frari, the Ghetto, the Ducal Palace and understand the delicate equilibrium between modernity and tradition of what is perhaps one of the most unique urban spaces in the world. There will be visits to several museums and monuments. Students will conduct a small research project in the city, and prepare and lead the tour of one of the historical sites for the entire group.

130  Introduction to Italian Culture and Language

Introduction to Italian Culture and Language Italy is famous for its many contributions to the world we know today. Its art, architecture, fashion, music, literature, and film are a few of the most widely recognized. This class will overview Italian culture and history by exploring 5 key cities: Rome, Florence, Venice, Milan and Naples. Along the way, students will also get an introduction to basic Italian language in such contexts as greetings, ordering in a café and restaurant, and shopping. Primarily taught in English with basic language instruction in Italian. Fills CUA Humanities requirement.

203  Advanced Italian I: Talking About Culture

This course emphasizes the development of conversational skills, vocabulary expansion, while deepening students' knowledge of current Italian literary, social, and cultural events through the study of Marco Tullio Giordana's 2002 film The Best of Youth. It also develops effective written skills in various contexts and
prepares them for written assignments in upper division Italian courses. From a cultural standpoint, students will concentrate on pivotal Italian historic events occurred in the last thirty years which they will follow as the screening of Giordana's movie progresses. Newspapers and magazines will also be part of the material. [Prerequisite: C- or better in Italian 104, appropriate placement score or equivalent.] Students will read/see these narratives with a pertinent critical approach, focusing on techniques and strategies, such as narration and summary of a story.

204 Advanced Italian II: Talking About Culture
An ideal follow-up of Italian 203 (but the sequence can be inverted), Italian 204 is designed to further develop language skills through discussions of texts, films (The Best of Youth but not exclusively), and contemporary events, debates, writing workshops, and grammar review, while introducing a more complex syntax, both in conversation and writing.

210 Italian Women Artists
This course examines the evolution of female subjectivity in 20th and 21st century Italian culture, film, and literature from Unification and Fascism to modern Democracy through the works of major female writers and filmmakers. In the first module of the course, students study how Italian women writers Sibilla Aleramo, Anna Banti, Elsa Morante, Dacia Maraini and the Nobel prize winner for literature Grazia Deledda perceive societal changes in their novels. The second part examines such changes through the lens of female filmmakers, Cristina Comencini and Francesca Archibugi amongst others. Discussing and analyzing the literary and cinematic narratives of the Self, identity, relationships and sisterhood, gender and maternity, politics and family will be the core of our work. Taught in English. Satisfies literature and humanities requirements. Cross-listed with Media Studies MDIA 210.

211 French and Italian Women Writers
This women¿s studies course focuses on the genre of the novel as seen through the work of key French and Italian women writers. At the core of the novels studied are the themes of relationships and a sense of history, real and imaginary. Works by Colette, Simone de Beauvoir, Marguerite Duras, Julia Kristeva, Anna
Banti, Annamaria Ortese, Elsa Morante, and Dacia Maraini will be studied chronologically according to the use of narrative techniques and the construction of Self. A comparative analysis will reveal how gender and class cut across women's definition of themselves and their personal and public lives, influencing their literary texts. Taught in English. Enrollment in an additional one-credit discussion section, ITAL 311D: French & Italian Women Writers Discussion, is mandatory for those with a French major or minor or an Italian Studies minor.

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<td>211D</td>
<td>French and Italian Women Writers Discussion</td>
<td>This is a one-credit discussion; mandatory for those with a French major or minor or an Italian Studies minor and must be taken in conjunction with either French 311 or Italian 311.</td>
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<tr>
<td>220</td>
<td>The Splendor of Rome in Literature &amp; Film</td>
<td>Famous twins Romulus and Remus were merely the first two artists who shaped Rome, one of the most beautiful, complex, and recounted cities in the world! The Eternal City, as it is often referred to, is the physical embodiment of a complex identity as it the point of reference for many artists and travelers who have journeyed and relentlessly tried to construct images for its beauty. During this virtual walk through Rome's (particularly modern) history, students will encounter works revealing the singular allure of the space of the city that is twice a capital. From the work of world-renown directors Federico Fellini and Vittorio De Sica to that of writers Alberto Moravia and Amara Lakhous, students will enjoy the dolce vita (sweet life) and the cultural import of Rome in poetry, in music, in the visual arts, and cinema. Taught in English. Same as MDIA 307. Satisfies requirements for HUM and LIT.</td>
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<tr>
<td>221</td>
<td>Mapping Italy: Mapping Rome</td>
<td>This course is taught in Washington for one week and in Rome, Italy, for three weeks. It addresses the issue of the cultural palimpsest characterizing the history of the Italian Peninsula, and more specifically the city of Rome. During the first week, students will study rudiments of Italian language to enable them to do simple activities once in Rome. They will also study the geography of the country as a brief introduction to its history. Once in Rome, students will dissect the strata of the Eternal City as a way to discover</td>
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different periods and their historical references in literary fiction set against its backdrop. They will examine public spaces designed according to academic criteria versus originality, creativity, and exuberance as leading factors in the creation of artistic works. During the fourth week, students will appreciate the global and multicultural aspect of the city. Two travels are planned, one to Florence and the other to Venice.

226 Fascism, Racism, and War in Italian Literature

This course offers an analysis of the complex legacy of Risorgimento in the 20th century Italian nation. Immediate prospects of prosperity for the young country had to face, in fact, the reality of fascism, the rise of the figure of dictator Benito Mussolini to a public myth, racism, two wars and the period called Resistenza. By braiding the reality of historical facts and the reality of artistic artifacts, namely history and literature, students learn and examine representations of some of the most complex events leading up to the republic of 1946 and a new Constitution. Mussolini’s political speeches will be analyzed and measured against the background of a young country still in dire need of a political compass, not entirely devoid, however, of the intellectual ability to reject totalitarianism as philosopher Benedetto Croce did throughout his career. Racism and resistance to the regime as evidenced by the novels by Italo Calvino and Beppe Fenoglio will constitute some of the enlightening readings of the semester along with Primo Levi’s reflections on his experience in the Auschwitz Lager in If This is a Man. Taught in English. Satisfies requirements for humanities, and literature.

227 The Contemporary Italian Novel

There is no other genre more comprehensive and interesting than the novel! Italian culture and society come together when reading Italian literary narrative. In this course, students will read novels published in the last twenty years from Italo Calvino onward in order to analyze the effects of the Italian novel tradition and the impact of postmodernism on recent output. Students will be encouraged to analyze the social context of the fiction studied, relating it to developments in Italian society in the postwar and more contemporary period. Students taking this subject will learn to
apply contemporary literary theory of specific texts; to evaluate the importance of specific Italian elements in the novels studied and to be able to discuss novels.

230 Mafia, Politics and Society in Italian Cinema

Social issues have a stronger impact when presented visually. Since Neorealism, Italian directors and scriptwriters have consistently shown a deep interest in their country's socio-political complexities while making spectators aware of possible different readings of reality cinema can always propose vis-à-vis manipulated news. From Sicily-ridden Mafia to political corruption, engaged filmmakers thus fearlessly engage with social inequities, scandals, and unjust deaths. Their tool is the careful construction of narratives of resistance. Students will see and analyze films from the postwar period to the current day. Through films like Divorce Italian-Style and Gomorrah, students gain an understanding of how movies centered on social issues can be at once entertaining and thought provoking. While this course focuses on the way Italian filmmakers deal with the visual representation of social issues, students might apply the learned skills to better grasp also cinematic representations of their own social reality. Taught in English. Satisfies requirements for Humanities. Same as MDIA 308.

231 New Italian Cinema 1980-2005

Cinema is perhaps one of the most important elements that connote and make Italian culture so famous around the world. From La Dolce Vita to La Vita e Bella, Italian films speak to different crowds in different ways. The overall image is one of a country whose citizens are fraught by problems and existential issues that bears always that life must be lived at its fullest, no matter the historical period. At the core of this course lies the study of the techniques and the themes contemporary Italian directors employ in their distinctive engagement to treat and depict the mishaps of an expansive lack of (Italian) identity, massive immigration, unemployment, precarious work, and expanded or dysfunctional families. Taught in English. Satisfies requirements for humanities.

233 The Myth of Childhood in

The goal of this course is to familiarize students with the important theme of
Italian Cinema

childhood in Italian Cinema. In fact, this topic is very frequented by Italian film makers, as the child’s point of view is present in many trends and periods of Italian cinema which often utilizes literary texts as its point of departure to develop new perspectives on childhood and Italian society in its transformations. In this course, students will be offered a unique chance of analyzing the theme of childhood in mainly two periods of Italian cinema. One, the famous period dubbed as Neo-realism, will make up the first part of the semester. We will analyze films by Vittorio De Sica, Luchino Visconti, and Roberto Rossellini. Films from postmodern cinema will constitute the second and final part of the semester. In this part of the course, we will screen films by Gianni Amelio, Oscar winner Gabriele Salvatores, and Cristina Comencini. The idea behind this division is to compare and contrast these two very different cinematic expressions which originate from different periods of Italian society and its history. The result I hope to reach is a fruitful semester after which students will be familiar and comfortable with Italian film reading and related cinematic techniques, with the desire to further pursue studies in both. Taught in English. Satisfies requirements for humanities.

240  Italy and the Renaissance

Italian Renaissance has consistently been a fascinating topic of study throughout the centuries. In this course, students will engage with texts highly representative of the culture of Renaissance, a period in which scholars stressed the importance of the liberty of the human spirit to form new models for the advancement of humankind in the arts, ethics, politics, and science (just to name some fields that thrived during this period). From humanist Petrarch to Boccaccio, from architect Alberti to Leonardo da Vinci, from political theorist Machiavelli to Campanella, important narratives of history, art, and literature will be analyzed to fully appreciate the cultural legacy of Italian Renaissance. Students will be encouraged to pursue their specific interests within the context of the course. Course taught in English. It satisfies humanities and literature requirements.

250  The Italian American

In a country of immigrants such as the United States of America, each ethnic
Experience; A Survey

Component reveals distinct features that construct their identity. Italian migration in the United States is studied from a historical, cultural, and literary standpoint that underscores the importance of the Italian contribution to the making of the country. The process of identity building, the condition of immigrants and the energy drawn from a new economic situation of mobility, have led Italian American artists like Pietro DiDonato and Martin Scorsese to wonderful works of fiction and poetry, film and visual arts. After a historical introduction, Italian American culture will be analyzed in films, TV series, and literature. It fulfills literature and humanities requirements. Cross-listed with MDIA. Taught in English.

260 Dangerous Beauty: Venice and its Treasures

If Marco Polo constitutes the symbol of Venetians¿ renowned interest for traveling and commerce, many foreign artists felt intrigued and bewitched by the mysterious beauty of his hometown, Venice. As it stands, Venice is not merely an ¡Italian city, but a masterpiece that gave inspiration to many. In this course, we will enter the mesmerizing world of the city called La Serenissima (most serene), the most ancient Italian Republic and take delight in the treasures of its ¡dangerous beauty,¿ while listening to Antonio Vivaldi¿s Four Seasons and admiring Andrea Palladio¿s magnificent architecture. Venice is also home to one of the most acclaimed film and arts festivals in the world -the Biennale of the Arts- and we will devote attention also to this aspect of the city. There will be six movie screenings for Fall: Taught in English. Satisfies literature and humanities requirements

303 Italy and Musical Tradition

Many of the most important musical genres originated in Italy: the sonata da chiesa and sonata da camera, which gave birth to chamber music; the concerto grosso, progenitor of the modern concerto; the cantata, and the oratorio. Opera began in Italy (Florence) around 1600, and Italian preeminence in the operatic field persists to the present day, both in the richness of its repertory and the quality of its performers. The course will consider such topics as the influence of the Counter-Reformation on Mass settings, the nature of the concerto grosso, the stylistic distinctions between sacred and secular
music, the importance of melody and drama in Italian stage music, and other topics. Also, the course will introduce students to important, standard musical terminology. Chronologically organized, course topics will be anchored by focusing on a specific composer or work: the development of musical trends and genres is an important aspect of study. Open to all CUA students: music reading or Italian language reading ability is not required.

488  Senior Special Topics Seminar

489  Research Seminar  Students will write a senior thesis, at least 20 pages in length, excluding title page and bibliography. This seminar will continue to strengthen students' research skills learned in ITAL 488, and further develop argumentation strategies, use of textual support, and application of critical and theoretical literature, editing techniques, and oral presentation style. Open to senior concentrators only.

494  Independent Study

ML

250  Medieval Pathways

495  Modern Languages and Literatures Internship

PORT

201  Portuguese Language and Culture I

300  Portuguese for Spanish Speakers

330  Carnival and Samba in Brazilian Literature and Film

In Brazilian society, Carnival and Samba are unique cultural phenomena and have become symbols of national identity. They have not, however, been without controversy. Samba, once an outlawed musical form, rose meteorically to national prominence in the 1930s through unprecedented circumstances and the union of uncommon bedfellows. This musical form provides the background for
the yearly Carnival celebration. Many scholars, however, have criticized Carnival as a mechanism of social control: one week of jubilation and a temporary inversion of the traditional social order justify a year’s worth of poverty and misery. Likewise the treatment of Carnival as a metaphor in literature throughout the 20th century has gone from subtle to overt criticism as Brazil experienced two dictatorships and increased disillusionment over the direction of the nation. This course will be taught in English.

SPAN

101 Elementary
Spanish I

Designed for students with little or no experience with Spanish. Introduction to the basic principles of language necessary for written and oral communication. Students use fundamental vocabulary and grammar structures to talk about daily life and learn about Hispanic countries and their cultures. Students who took the language in high school for more than one year MUST take the language placement test before registering for this or any other language course in order to receive proper credit. Not open to native and heritage speakers of Spanish. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

102 Elementary
Spanish II

Continuation of Spanish 101. Students talk and write about the present, past and future and continue to explore Hispanic countries and their cultures through readings and Internet activities. Prerequisite: C- or better in Spanish 101, appropriate placement score or equivalent. Not open to native and heritage speakers of Spanish. During the summer class meets five days per week. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

103 Intermediate
Spanish I

Students improve their communication skills by discussing and writing about various topics drawn from readings and
short films focused on Hispanic culture. Includes some review and expansion of grammar and vocabulary. Prerequisite: C- or better in Spanish 102 or 112, or equivalent. During the summer class meets five days per week. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

104 Intermediate Spanish II

Continuation of Span 103. Students further develop their communication abilities by discussing and writing about various topics drawn from readings and short films. Includes vocabulary expansion and integration and refinement of grammar. C- or better in 103 or equivalent. During the summer class meets five days per week. Not open to native and heritage speakers of Spanish. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

107 Spanish for Health Care I

This is the first course of a two semester sequence of Spanish for Health Care. Students are introduced to the basic principles of Spanish necessary for working in the field of medicine and health care. Emphasis on developing conversational and written skills needed to deal with medical situations through lectures, cultural immersion activities, role playing, dialogues related to the clinical setting and a community based service learning project. Designed for medical or nursing students; previous experience with Spanish recommended but not required. Native or advanced speakers should enroll in SPAN 207.

107T Spanish for Health Care I (3

This course bills at a special rate. Contact the Department of Modern Languages for information.

108 Spanish for Health Care II

This course is a continuation of Spanish for Health Care I with continued practice of communication, interview, and examination skills. Students will improve their Spanish language skills, familiarize themselves with medical contexts and engage in a service learning project. Students will also develop an
understanding and appreciation of Hispanic cultural attitudes as they relate to health care. Prerequisite: Span 107 or consent of instructor. Native or advanced speakers should enroll in SPAN 208.

108P International Clinical Practicum

108T Spanish for Health Care II
This course bills at a special rate. Contact the Department of Modern Languages for information.

111 Intermediate Spanish for Heritage Speakers
Designed for heritage students with some exposure to Spanish in informal contexts. Students use fundamental vocabulary and grammar structures to talk about daily life and learn about Hispanic cultures in the US and abroad. Span 111 has a special focus on oral proficiency development through conversation and oral presentations. This course allows students to complete the language requirement in one semester. Prerequisite: Heritage Placement Test. Enrollment requirement: Heritage Placement Test

112 Review of Elementary Spanish
Designed for students who have had two or more years of high school Spanish and for those whose study of Spanish has been interrupted for a period of time. Intensive review course that combines the objectives of Spanish 101 and 102 in one semester. Prerequisite: Appropriate score on the SAT II or the CUA placement test. Not open to native and heritage speakers of Spanish. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

113 Intensive Intermediate Spanish
Designed especially for students who wish to complete the language requirement in one semester in order to move more quickly into upper level Spanish classes or study abroad. Intensive course combining the objectives of 103 and 104. Class meets five days a week. Prerequisite: B- or better in Spanish 112 or 102. Spanish 113 may not be taken to replace a D/F in Spanish 103. Not open to native and heritage speakers of Spanish. Undergraduate Language courses 101-113 are subject to an Instructional Fee at the
time of registration. For current Tuition and Fees visit http://enrollmentservices.cua.edu/Student-Financial-Information/Costs.cfm.

120 Discovering Madrid Through the Arts
1-credit trip to the city of Madrid, where students will have the opportunity to see first-hand Madrid's most important monuments and landmarks, as well as contemplate canonical works of art by Velazquez or Goya. Students will visit impressive royal palaces (Madrid, Escorial), follow the literary steps of Cervantes and Perez Galdos, and experience Madrid's famous lively urban culture.

150 Intensive Spanish Immersion Abroad

198 Practical Spanish for Clinical Health Care Professionals

203 Advanced Spanish Conversation & Composition I
This class emphasizes the development of conversation skills, vocabulary expansion, pronunciation & a review of basic grammatical structures, using audiovisual presentations as well as newspaper and magazine articles as a basis for discussion. Required for majors & minors. Prerequisite: SPAN 104 or equivalent. Not open to native and heritage speakers of Spanish.

204 Advanced Spanish Conversation & Composition II
This course emphasizes written expression & the refinement of grammatical competence necessary for students to speak & write on contemporary topics of interest to the Spanish-speaking world. Required for majors & minors; open to other students. Prerequisite: 203 or equivalent or permission of instructor required. Not open to native and heritage speakers of Spanish.

205 Cultural Perspectives of Spain
The first part of this course will focus upon contemporary Spanish language, politics, and culture, followed by an analysis of the rich history and cultural diversity of Spain. The second part of the course will present outstanding achievements in literature and the arts over the centuries. Topics of discussion will range from prehistoric art
through the religious fervor of the Reconquista, the Golden Age splendor of the Renaissance, and the decadence of Spain at the end of the Hapsburg Dynasty, ending with a discussion of the causes and repercussions of the Spanish Civil War, the rise of democracy and Spain's inclusion in the European Union. Taught in Spanish. Prerequisite: 104

206 Topics in Latin American Culture
Examines diverse topics and debates within Latin American culture from sociohistorical, political, artistic and literary perspectives. Topics will vary and may include issues such as gender roles and the family, the urban experience, revolutionary and indigenous movements, and globalization and hybrid identities. Open to minors. Majors may take either 205 or 206 (both may count with consent of adviser). Prerequisite: SP 203-204 or SP 210-211 or consent of instructor.

207 Advanced Spanish for Health Care I
This is the first course of a two semester sequence of Advanced Spanish for Health Care which emphasizes more oral communication, medical terminology, and cross-cultural awareness. It provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. It uses a great variety of reading materials as a starting point for conversation related to the clinical setting and oral presentations in class. Includes a service-learning component. Designed for medical or nursing students; previous experience with Spanish required. Prerequisite: SPAN 108 or consent of instructor.

208 Advanced Spanish for Health Care II
This course is a continuation of Advanced Spanish for Health Care I with continued practice of conducting medical assessments in Spanish, such as the registration interview, health history and risks, and physical assessment. The course includes structural review and realistic, practical dialogues dealing with the different situations that medical personnel encounter in the course of their work. Designed for medical or nursing students; previous experience with Spanish required. Includes a service-learning component. Prerequisite: SPAN 207 or consent of instructor.

210 Spanish for Heritage Speakers I
Designed for heritage students with some exposure to Spanish in formal and/or informal contexts. Students use the target
language to communicate ideas on topics related to the community and of general interest. Span 210 has a special focus on oral and written proficiency development through vocabulary building, grammar review, spelling and punctuation practice, and writing strategies. Required for heritage speakers who major or minor in Spanish. It fulfills the humanities requirement. Prerequisite: SPAN 111 or Heritage Placement Test. Enrollment requirement: Span 111 or Heritage Placement Test

211 Spanish for Heritage Speakers II Designed for students who have been exposed to Spanish in formal and informal contexts. Students use the target language to communicate and debate ideas on topics of factual and more abstract nature. This course emphasizes written expression (creative and academic), reading (narrative, drama, essay), and conversation. It expands on refining grammatical competence and vocabulary building necessary for students to effectively read and write on topics of interest to the Spanish-speaking world. Required for heritage speakers who major or minor in Spanish. It fulfills the humanities requirement. Prerequisite: SPAN 210 or Heritage Placement Test. Enrollment requirement: Span 210 or Heritage Placement Test

213 Performing US Latino/a Identity Interdisciplinary study of the performance of US Latino/a identity through the study of literature, music, visual arts, and media arts in the 20th and 21st centuries. We will examine literary texts, music, musicals, films, visual arts, and TV shows and other media arts by major US Latino/a and non-US Latino/a figures such as Hector Tobar, Gloria Anzaldúa, Esmeralda Santiago, Oscar Hijuelos, Sandra Cisneros, Amparo Escandón, Celia Cruz, Selena, Rubén Blades, Ritchie Valens, Gregory Nava, Luiz Valdés, Lin-Manuel Miranda, George Lopez, José Antonio Burciaga, Yreina Cervantez, among others. This course fulfills literature and humanities distribution requirements; it will be conducted in English.

215 Spain Through Art, Music and Literature This innovative and interdisciplinary course takes the student to a cultural and literary journey through Spain by examining the historic, geographic and generational diversity of various Spanish
artistic forms from the Middle Ages to modern times. Lectures and class discussion will complement a wide spectrum of audio-visual material that will show the major characteristics of early Iberian iconography, the Renaissance works of Luis de Morales, the mannerism style of El Greco, the baroque portrait artistry of Diego Velázquez, the revolutionary and visionary Rococo expressions of Francisco Goya, the Impressionism and Post-Impressionism of Sorolla, and the major works of the 20th century by Picasso and Dalí. The course will furthermore offer a discussion of the origins of Spanish music and present various samples of the vibrant and long history of music in Spain from the Gregorian chant and the xarchas to flamenco and regional folk music to contemporary pop music. Completing the course will be a reading and textual analysis of key parts of major literary texts, among them the Cid, La Celestina, Lazarillo de Tormes, and the more modern works by Galdós, Valera, Unamuno, Ortega y Gasset, and Camilo José Cela.

225 Magic in German and Hispanic Literature and Film

This course explores the concept of "Magical Realism," the merging of reality with magical elements, as it evolved in the art and literature in German and Spanish speaking countries. Through a variety of texts, students will develop an understanding of the concept and its different representations. Critical questions of translation, regionalism, and cultural identity will be discussed. Readings include works by such acclaimed authors as Gabriel García Márquez, Günter Grass, Mario Vargas Llosa, Ernst Jünger, Jorge Luis Borges, Alejo Carpentier, Marie Luise Kaschnitz, Laura Esquivel, and Patrick Süskind. Films include Un chien andalou (Luis Buñuel; Salvador Dalí, 1929), Aguirre. Der Zorn Gottes (Werner Herzog, 1972), Como agua para chocolate (Alfonso Arau, 1992). In English. Fulfills the humanities and literature requirement.

240 From Court to Modernity: Madrid Through the Arts

This course is intended to provide an introduction to the rich cultural and artistic history of Spain's capital city, Madrid. Home to the Habsburg and the Bourbon monarchies, this city served as inspiration for the unique style of Velázquez, Cervantes, and Goya. The majestic Monastery of El Escorial, the Plaza...
Mayor, the Paseo del Prado, or some of the most impressive Royal Palaces in Europe (Madrid, Aranjuez, La Granja) bring back memories of a vast empire that extended from the Mediterranean to the Philippines. A city in decline at the turn of the 19th to the 20th century, the Gran Vía haunted the imagination of decadent artists with its bohemian tertulias and literary cafes, while also welcoming some of the most important avant-garde artists in Europe ¿Lorca, Dalí, Buñuel, to name just a few¿ at the Residencia de Estudiantes. ¿The most Spanish of all cities¿, as Hemingway would call it, Madrid has forged a culture of ¿Spanishness¿ that today's most acclaimed Spanish filmmaker, Pedro Almodovar, has reconstructed to put Spain's capital back on the world map of contemporary culture. The course is taught in English.

267  Spanish as a Minority Language

The main goal of this course is to provide students with a principled way of understanding the issues surrounding the status of Spanish as a minority language in the US and how this affects its communities and individuals. The course includes an introduction to general theories of and approaches to language contact, minority languages and group identity, but it focuses on the particular situation of the Spanish language in the US. It covers issues of language policies, language maintenance/loss, heritage language acquisition, and the notion of ¿standard¿ vs. ¿sub-standard¿ language. This course is especially recommended for students who wish to enrich their knowledge and comprehension of the Spanish speaking communities in the US and wish to comprehend in more depth the issues involved in situation of languages in contact. No previous knowledge of linguistics is necessary. Students will complete an individual research project. English is the language of instruction but knowledge of Spanish is recommended.

271  Spanish & Latin American Literature in Translation

This course introduces some of the more representative modern/contemporary writers from the Iberian Peninsula and Latin America to an English-speaking audience. Authors may include a selection of the following: Isabel Allende, Gabriel Garcia Marquez, Lygia Fagundes Telles, Ignacio de Loyola Brandao, Javier Marias,
and Jose Saramago, among others. Throughout the semester we will cover a variety of topics and genres from an interdisciplinary perspective as we explore the connections between literary and artistic production and important issues in contemporary society. Topics will vary (consult adviser for details). Taught in English.

274 Costa Rica's Civilization and Culture
Interdisciplinary study of Costa Rica's civilization and culture (literature, art, music, film, folklore, history, etc.). Will be taught in English. Spanish majors will receive credit if completing readings, written assignments and additional discussion sessions in Spanish. Fulfills Humanities and Literature requirements.

277 Cultural Competency Awareness in Health Care
This course is an on-line asynchronous course combined along with scheduled discussions with the professor and threaded discussions with peers. The objective of this on-line course is to develop cultural awareness and sensitivity skills along with Medical Spanish language acquisition that will help students provide competent and excellent healthcare to Hispanic populations. This course is taught in English and there will be nuances of Spanish to better explain the cultural material.

277T Cultural Competency Awareness in Health Care
This course bills at a special rate. Contact the Department of Modern Languages for information.

300 Thinking Critically
This course is designed to introduce the students to the fundamental concepts and terms for the study of literature, film, and other cultural media in Spanish. A substantial part of the course work will be devoted to the careful reading, analysis, and discussion of works of fiction and non-fiction narratives, drama, poetry, and film, while also developing the oral and written communication of the students in the target language. The course content includes Spanish and Latin American literature, film, and testimony, as well as secondary readings in Spanish.

301 Society and Culture in the Spanish-Speaking World
This course provides students with the necessary historical background and social and cultural context to analyze contemporary issues in the Spanish-speaking world. Students will study the appropriate historical and contextual
framework in order to critically analyze contemporary issues. By completing a 
series of modules students will become familiar with both the key historical events 
and the contemporary debates in the Spanish-speaking world. Required for 
majors and recommended for any students who will enroll in 300-level and higher 
courses. Fulfills humanities requirement. Prerequisite: 203, 204, or 211.

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<th>Course</th>
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<tr>
<td>302</td>
<td>Mapping the Hispanic Worlds: Contemporary Issues, Trends and Debates in the US and Abroad</td>
<td>Development of techniques for formal public speaking in Spanish. Research, composition and delivery of oral presentations for varied audiences and purposes. Includes strategies for organizing and presenting information, the use of rhetorical patterns for informative and persuasive goals, techniques to reduce speech anxiety and the effective use of voice and body for clear and successful presentations in Spanish. Prerequisites: SP 204 or consent of instructor. Fulfills Humanities requirement.</td>
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<tr>
<td>304</td>
<td>Public Speaking: Strategies for Oral Communication in Spanish</td>
<td>Designed for heritage students who have been exposed to Spanish in formal and informal contexts. This course focuses on the development and practice of techniques for formal public speaking in Spanish. It includes strategies for organizing and presenting information, rhetorical devices and vocabulary expansion, techniques to reduce speech anxiety, and effective body language for a successful oral presentation in Spanish. It fulfills the humanities requirement. Prerequisite: 210 or Heritage Placement Test. Enrollment requirement: Span 210, Heritage Placement Test or Consent of Instructor.</td>
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<tr>
<td>305</td>
<td>Public Speaking for Heritage Students</td>
<td>An overview of the essential principles of Spanish pronunciation and intonation including the International Phonetic Alphabet. Students raise their awareness of the sound system of Spanish and improve their pronunciation, making it more authentic and eliminating serious</td>
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<td>306</td>
<td>Spanish Phonetics</td>
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### 307 Communication and Culture in Spanish-English Health Care Settings

This course is the first part of a two-course sequence designed for heritage speakers and advanced level students of Spanish who have a background in the health sciences. It presents a foundational and practical approach to working in bilingual settings (hospitals, clinics and health care organizations.) It will acquaint students with standard Spanish terminology and dialects and their equivalents in English, which are likely to occur in health care settings. It examines patient-provider communication through written and oral materials. The practical, legal and ethical dimensions involved in bilingual and multi-lingual health care communication will also be covered.

### 308 Applied Spanish in health care education from childhood to advanced years

This course is the second part of a two-course sequence designed for heritage speakers and advanced level students of Spanish who have a background in the health sciences. It consists of written communication techniques and role play activities geared toward education and patient care from childhood to advanced years. Includes a four-hour service-learning component in which students use knowledge acquired in class. Prerequisite: Instructor consent.

### 309 Taking Laughter Seriously: Humor in Latin American Cultures and Literatures

How do Latin American artists use humor in their artwork? How does humor affect readers' perceptions of reality? How does humor become at once an aesthetic experience and a tool of resistance and political criticism? This interdisciplinary course will explore expressions of humor in Latin America with special focus on the Southern Cone's cultures and literatures. By analyzing the use of laughter as a pliable tool of subversion and conservatism, we will study different functions and scopes that have shaped humor in culture and literature during the 20th century. This course strives to enhance students' understanding of the Southern cone cultures through analysis of short stories, essays, poetry, comic strips, and films. Readings will include texts by Pablo Neruda, Macedonio...
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<td>310</td>
<td>Contemporary Hispanic Issues</td>
<td>This course is intended to improve language proficiency (writing, conversation, and reading) through the intensive study of current issues pertaining to Hispanic cultures. This is an interdisciplinary course that covers a wide variety of texts (literature, journalism, visual arts, film, music). It includes a community engagement component. Topics will vary. Prerequisite: SPAN 204 or 211.</td>
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<tr>
<td>312</td>
<td>US Latino/a Literature, Film, and Music</td>
<td>Interdisciplinary study of US Latino/a cultural production through the study of literature, film, and music in the 20th and 21st centuries. We will closely examine readings, films, and songs in Spanish, English, and Spanglish, by major US Latino/a figures such as Hector Tobar, Gloria Anzaldúa, Esmeralda Santiago, Oscar Hijuelos, Alejandro Morales, Sandra Cisneros, Amparo Escandón, Celia Cruz, Selena, Rubén Blades, Ritchie Valens, Gregory Nava, Luiz Valdés, among others. This course fulfills SPAN310 major requirement; counts towards majors and minor in Spanish. Prerequisite: SPAN 204 or 211.</td>
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<tr>
<td>316</td>
<td>Advanced Writing and Grammar for Heritage Speakers</td>
<td>This course is designed for Spanish Heritage students who would like to pursue a minor or major in Spanish or who would like to further improve their writing and reading skills in Spanish. Through the readings of a variety of texts and weekly writing exercises, this course seeks to strengthen the student's confidence in the language and to expand vocabulary and grammar structures used in formal and professional settings.</td>
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<tr>
<td>321</td>
<td>Portraits of Spain: Literature and Culture in the Medieval and Early Modern Eras</td>
<td>Survey of the major authors and a close reading of representative selections from 1100 to 1700, with attention to the development of literary genres in the context of the changing culture of Spain and colonial Latin America; Middle Ages and Renaissance; Cervantes and Baroque. Conducted entirely in Spanish with class discussions and extensive practice in writing commentaries on texts. Prerequisites: 300 or 310 or permission of</td>
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<td>324</td>
<td>Mysticism in Literature and Film</td>
<td>This course provides a socio-cultural-historical and religious background to the mystical literature of Golden Age Spain as well as a close reading and critical interpretation of selected writings of St Teresa of Avila and John of the Cross with parallel viewing of documentary and cinematographic representations of ascetic and mystical life.</td>
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<td>325</td>
<td>The Habsburg Dynasty in Spain: Politics and Past-Times</td>
<td>This cultural-studies course will focus upon the intersection between politics, culture and religion during the Habsburg Dynasty in Spain (1506-1700). It will provide students with an interdisciplinary approach to this complex period in Spanish history through the presentation and analysis of political intrigues, courtly practices and past-times. Students will learn that the royal court and religious festivals were spaces of political and social exchange, negotiation and multiculturalism.</td>
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<tr>
<td>333</td>
<td>Understanding How The Spanish Language Works</td>
<td>This course aims at deepening knowledge of the Spanish language by introducing students to different aspects of linguistic analysis: history of Spanish, the sound system (phonetics and phonology), word formation (morphology), and the interaction between language and society (sociolinguistics). The goal is to provide students with both broad and specific knowledge about Spanish that can help them address areas that are particularly challenging in the mastery of Spanish, such as pronunciation, sentence structure and verb/noun morphology. Future Spanish professionals are encouraged to take this course since they will benefit from a deeper understanding of the structure of the language. No previous knowledge of linguistics is expected.</td>
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<td>345</td>
<td>Spanish in the United States: Debunking the Myths</td>
<td>This course aims to validate the Spanish spoken in the United States by providing students with an introduction to the sociolinguistic, linguistic, and cultural factors that influence these varieties of Spanish and Spanglish. Students will use primary texts to analyze linguistic and sociolinguistic features, discuss Latino culture, and summarize linguistic variation in the United States. Students will also investigate the use of Spanish in the public and educational spheres and</td>
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<td>356</td>
<td>Latin/o American Popular Song: Socio-Political Movements</td>
<td>An interdisciplinary study of modern and contemporary Latin American popular song repertoires and their relationship to socio-political movements. It examines songs from the New Song, Mexican corridos, salsa, norteña music, reggaeton, tango, rock, among others. Prerequisite: Span 204 or 211.</td>
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<td>376</td>
<td>20th Century Latin American Poetry</td>
<td>Latin America has one of the most renowned and vibrant poetic traditions in the world, boasting two Nobel Laureates, Gabriela Mistral and Pablo Neruda, both of whom are from Chile. In this course we will study its aesthetic developments beginning with modernismo, the first Latin American poetic movement to influence European writers, and the vanguardia, at the same time we examine the changing role of the poet from romantic figure to socially engaged political actor. Poets covered in the course include: Rubén Darío, Gabriela Mistral, César Vallejo, Jorge Luis Borges, Nicolás Guillén, Pablo Neruda and Octavio Paz, among others.</td>
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<td>380</td>
<td>Film, Culture and History</td>
<td>In this class, the student will examine the influence of history and culture on popular expression, particularly on film. Seminal events in the Spanish-speaking world across a variety of time periods will be explored, including the Cuban Revolution, la Guerra Sucia of Argentina, and the Spanish Civil War. Above all, the student will come to see the indelible imprint historical phenomena leaves on cultural expression. Fulfills Humanities requirement.</td>
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<td>401</td>
<td>Spanish for Business</td>
<td>Business Spanish I is designed to further students’ working knowledge of grammar, vocabulary and communication while introducing essential business terminology and language situations in finance, economic and marketing contexts. The course will also develop students' geographic literacy and cultural understanding for the purposes of conducting business and working effectively in or with the Spanish-speaking world. Prerequisite: SPAN 203 concurrent or equivalent or consent of instructor.</td>
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402 Translation in International Affairs

Provides an overview of traditional and innovative strategies for written and sight translation of different kinds of texts and basic concepts of translation theory. Interpretation and analysis focus on texts dealing with contemporary economic, political, social, environmental, and cultural considerations. Prerequisites: 204 or 211.

412 Encounters: Exploration and Conquest of Latin America

The arrival of Christopher Columbus in 1492 to the Americas marked the beginning of the age of exploration and conquest of the continent. We will examine the cultural encounters between the ancient Latin American civilizations and the Europeans. Rather than a historical survey, this course will focus on the cultural artifacts—poetry, songs, pictorial representations, and chronicles—that both Spaniards and indigenous people of the Americas produced to record these events. Conflicting views and diverse artistic expressions blend to represent the cultural tension inherent in what we will call the aesthetics of the encounter.

415 Latin American Short Fiction

Primarily for Spanish majors, but also for advanced Spanish minors, this course counts as one of the two required 400-level research seminars for the new major in Hispanic Studies, or as the one required 400-level research seminar for the revised SIS major. With a limited number of 400-level research seminars currently available after the course renumbering as part of the curriculum revisions, this is an ideal course that can be repeated by other professors with a different selection of texts in future years. Throughout the course of the semester, students will formulate research proposals, develop bibliography, work through drafts of their papers and also present not only on their research, but also on secondary sources throughout the course of the semester. The primary aim of the course is to help students be better prepared for the successful completion of their senior thesis (489).

425 Memory of the Spanish Civil War

The Spanish Civil War (1936-1939) is considered to be a foundational myth without which it is impossible to understand today’s Spain. Given the centrality of the conflict’s meaning in the country’s past and present, this course
explores the artistic representations (novels, short stories, poetry, drama, movies, visual arts) that emerged during and after the war in an attempt to better understand the political, social, and cultural complexities of contemporary Spain. Through a variety of literary and historiographical readings, movies, and visual materials, this course analyzes the implications of a series of concepts – history, memory, commemoration, nostalgia – that have become indispensable in recent debates about war, reconstruction, and reconciliation. Taught in Spanish.

448 Cervantes & Spanish Golden Age
Following a review of classical, scriptural, and patristic literature, examines the genesis and development of the literary genres in Spain from the Middle Ages to the twentieth century. Poetry, drama, and prose are studied by analyzing fragments of representative literary works. The genres are further examined in relation to the literary production of Cervantes in an effort to show what is traditional and innovative in the great writer and to point out the extent of his influence on subsequent writers in Europe and Latin America. Prerequisites: 300 or 310 or permission of instructor.

460 Spanish Variation in the World
The goal of this course is to provide students with a principled way of understanding why and how Spanish is spoken differently by different groups of speakers around the world, as well as raise awareness about differences among Spanish dialects. Differences are reviewed by examining mainly how vocabulary and pronunciation differ in several dialects. The course provides specific training that will allow students to identify linguistic cues that will help them recognize (and to some extent, use) different Spanish dialects. This course is taught in Spanish. Fulfills the humanities requirement. Prerequisite: Span 300 or permission of the instructor.

485 Legal Translation and Interpretation
In this course students will focus on linguistic, ethical, cultural and procedural aspects of translation and interpretation in legal settings. Students will translate legal documents, information, client brochures, forms and other documents both from Spanish to English and vice versa. Students will also serve as interpreters.
between attorneys and clients, both in clinic and court settings. This course is taught through a partnership between the Department of Modern Languages and the Columbus Community Legal Clinic. Students must have strong written and oral proficiency in both English and Spanish. Prerequisite SPAN 320; instructor permission required.

486 Special Projects in Advanced Translation

Students conduct linguistic and cultural research to develop and implement a translation project for public use. Projects will vary. Prerequisite: Span 402 (previously 320), 485 or permission of instructor.

488 Senior Special Topics Seminar

Required for senior concentrators in Hispanic studies and Spanish for International Service. This course will provide in-depth study of a topic related to Hispanic literatures and cultures. Students will develop strong research skills, such as identifying a problem, defining a thesis, establishing a coherent methodological approach, selecting relevant primary and secondary sources, mastering MLA style, and preparing a paper outline. Specific course content varies. Open only to senior concentrators.

489 Research Seminar

Students will write a senior thesis in Spanish, at least 20 pages in length, excluding title page and bibliography. This seminar will continue to strengthen students' research skills learned in SPAN 488, and further develop argumentation strategies, use of textual support, application of critical and theoretical literature, editing techniques, and oral presentation style. Students will make formal public oral presentation of their research project in Spanish at the end of the semester. The evaluation will be based on classwork, weekly assignments, the final version of the senior thesis, and the formal oral presentation. Required for Hispanic studies and Spanish for International Service. Open to senior concentrators only.

494 Independent Study

495A Spanish Internship

495B Health Care Internship

Spanish for Health Care Internship offers students an opportunity for direct
professional experience in a public or private health care setting. It is a for-credit course with a minimum of 100 hours of supervised service during the academic semester or summer. The course consists of on-site internship, meetings with faculty advisor; various assignments including reports, journals, a dossier, a final presentation, and a reaction paper. Subject to approval by the Spanish for Health Care program director.

Program in Philosophy

Program Coordinator: Matthias Vorwerk, Associate Dean, School of Philosophy

Distribution Requirements

In cooperation with the faculty of the School of Philosophy, the School of Arts and Sciences offers the B.A. degree with a major in philosophy. The School of Philosophy also provides courses to fulfill the distribution requirement in philosophy.

Students in the School of Arts and Sciences taking courses in philosophy must observe the following:

1. PHIL 201 and 202 are prerequisites for all philosophy courses in the areas listed below and are required of all undergraduates enrolled in the School of Arts and Sciences, except for participants in the University Honors Program philosophy sequence.

2. In addition to 201 and 202, students in the School of Arts and Sciences, who are pursuing a B.A. degree must elect two additional courses in order to fulfill the four-course philosophy requirement: one from the area *Logic, Morality, and Action* (Area I) and one from the area *Nature, Knowledge, and God* (Area II).

3. Students are free to elect additional courses from the two areas and any 500-level course, except 505 and 556.

**Required**

**PHIL  Course Title**

<table>
<thead>
<tr>
<th>PHIL</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>The Classical Mind: The Origin and Growth of Western Philosophy</td>
</tr>
<tr>
<td>202</td>
<td>The Modern Mind: Philosophy from Descartes to the Present</td>
</tr>
</tbody>
</table>

**Area I. Logic, Morality, and Action**

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
### PHIL  Course Title

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Reasoning and Argumentation</td>
</tr>
<tr>
<td>303</td>
<td>Biomedical Ethics</td>
</tr>
<tr>
<td>309</td>
<td>Ethics</td>
</tr>
<tr>
<td>310</td>
<td>Philosophy of Art</td>
</tr>
<tr>
<td>311</td>
<td>Contemporary Moral Issues</td>
</tr>
<tr>
<td>332</td>
<td>Political Philosophy</td>
</tr>
<tr>
<td>333</td>
<td>Philosophy of Natural Right and Natural Law</td>
</tr>
<tr>
<td>351</td>
<td>Introduction to Symbolic Logic</td>
</tr>
<tr>
<td>403</td>
<td>Morality and Law</td>
</tr>
</tbody>
</table>

### Area II. Nature, Knowledge, and God

<table>
<thead>
<tr>
<th>PHIL</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>305</td>
<td>Metaphysics</td>
</tr>
<tr>
<td>308</td>
<td>Philosophy of God</td>
</tr>
<tr>
<td>313</td>
<td>Philosophy of Human Nature</td>
</tr>
<tr>
<td>315</td>
<td>Philosophy of Language</td>
</tr>
<tr>
<td>317</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>328</td>
<td>Philosophy of the Social Sciences</td>
</tr>
<tr>
<td>329</td>
<td>Philosophy of Science</td>
</tr>
<tr>
<td>331</td>
<td>Philosophy of Knowledge</td>
</tr>
<tr>
<td>334</td>
<td>Philosophy in the Islamic World</td>
</tr>
</tbody>
</table>

### Major Programs

Students who wish to enter a major program in philosophy must have a 3.0
overall grade point average.

Concentration Program

This program is designed to provide students with a broad philosophical background and the opportunity to do upper-division work in related disciplines. It is appropriate for those students who wish to use philosophy as a preparation for careers in business, industry, government, etc. It can also be used as a preparation for the study of theology.

Requirements for students enrolled in the philosophy concentration major program are:

1. The following eleven courses:
   - 309 Theories of Ethics
   - 331 Philosophy of Knowledge
   - 351 Introduction to Symbolic Logic
   - 353 History of Ancient Philosophy
   - 354 History of Medieval Philosophy
   - 355 Metaphysics I
   - 356 Metaphysics II
   - 453 History of Modern Philosophy
   - 454 Contemporary Philosophy
   - 455 Junior Seminar
   - 456 Senior Seminar

2. A philosophy elective, to be selected from:
   - 310 Philosophy of Art
   - 311 Contemporary Moral Issues
   - 313 Philosophy of Human Nature
   - 315 Philosophy of Language
   - 317 Philosophy of Religion
   - 329 Philosophy of Science
   - 332 Political Philosophy
   - 333 Philosophy of Natural Right and Natural Law
   - 403 Morality and Law
   - or a 500-level course

3. Other courses to fulfill distribution requirements.


Pre-Law Program

This program is particularly appropriate for students who wish to prepare for a career in law or related fields. The curriculum emphasizes those philosophical topics and skills pertinent to the study of law.

Requirements for students enrolled in the philosophy pre-law major program are:

1. The following nine courses:
   - 301 Reasoning and Argumentation
   - 353 History of Ancient Philosophy
   - 354 History of Medieval Philosophy
   - 355 Metaphysics I
   - 356 Metaphysics II
   - 453 History of Modern Philosophy
   - 454 Contemporary Philosophy
2. **Two of the following:**
   - 332 Political Philosophy
   - 333 Philosophy of Natural Right and Natural Law
   - 403 Morality and Law

3. **A philosophy elective, to be selected from:**
   - 309 Theories of Ethics
   - 310 Philosophy of Art
   - 311 Contemporary Moral Issues
   - 313 Philosophy of Human Nature
   - 315 Philosophy of Language
   - 317 Philosophy of Religion
   - 329 Philosophy of Science
   - 331 Philosophy of Knowledge
   - or a 500-level course

4. **Other courses to fulfill distribution requirements.**

5. **Comprehensive examination.**

For information concerning the Bachelor of Philosophy and the Bachelor of Arts program in the School of Philosophy, see the School of Philosophy listings in these *Announcements.*

**Minor Program**

The minor in philosophy consists of six courses, i.e., two courses in addition to the four-course distribution requirement. One of the additional courses must be from Area I and the other from Area II.

**Courses Offered**

A full listing of undergraduate courses offered by the School of Philosophy is found below. Consult *Cardinal Station* for additional information about courses and to determine course offerings by semester.

**Course Catalog for Philosophy**

**PHIL**

339 The Art of Greek and Roman Religion

201 The Classical Mind: The Origin and Growth of Western Philosophy
   An introduction to philosophy, using the original writings of several philosophers from the ancient and medieval periods, with a more general consideration of the history of philosophy. Offered both semesters.

202 The Modern Mind: Philosophy from Descartes
   An introduction to modern philosophy focusing on texts from selected modern and recent thinkers; traces the development of Western philosophical thought from the
seventeenth to the twentieth century. The intent of this course and its prerequisite is to utilize history and the texts of great philosophers to establish the structure and methodology of philosophical thinking. Offered both semesters. Prerequisite: 201, 211 or equivalent.

211 The Classical Mind (Honors) An introduction to philosophy, using the original writings of several philosophers from the ancient and medieval periods, with a more general consideration of the history of philosophy. Offered for Honors program students only. Offered both semesters.

212 The Modern Mind (UH) An introduction to modern philosophy focusing upon texts from selected modern and recent thinkers, traces the development of Western philosophical thought from the seventeenth to the twentieth century. The intent of the course and its prerequisite is to utilize history and the texts of great philosophers to establish the structure and methodology of philosophical thinking. Offered in the spring semester for Honors program students only. Prerequisite: 211 or equivalent.

301 Reasoning and Argumentation An introduction to deductive logic. Topics include rhetoric, dialectic, types of definition, informal fallacies, deductive validity, syllogistic logic, and legal reasoning. Simple inductive procedures also considered. Area I. Offered both semesters. Prerequisites: 201 and 202, or 211 and 212, or equivalent.

303 Biomedical Ethics An introduction to bioethics which examines human nature, moral action, and moral reasoning within the context of medicine and health care. Topics investigated may include reproductive technologies, abortion, experimentation on human subjects, genetic therapy, euthanasia, brain death, doctor-patient relationships, and the just allocation of health care. Area I. Offered both semesters. Prerequisites: 201 and 202, or 211 and 212, or equivalent.

305 Metaphysics An introduction to the philosophy of being for non-majors. Typical topics include the following: the nature of metaphysical inquiry; the basic categories of being; properties common to all beings; the analogy of being; the problem of universals; substance, accident, essence, and existence; God. Area II. Offered both semesters. Prerequisites: 201 and 202, or 211 and 212, or equivalent.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>308</td>
<td>Philosophy of God</td>
<td>A critical examination of the traditional arguments for the existence of God and of their scientific, epistemological, and logical requirements; a discussion of the philosophy of God as conceived by the principal representatives of modern philosophy. Area II. Offered both semesters.</td>
<td>201 and 202, or 211 and 212, or equivalent.</td>
</tr>
<tr>
<td>309</td>
<td>Theories of Ethics</td>
<td>A study of classical and contemporary theories of moral conduct. Special emphasis on problems of moral judgment, justification, and ideas. Area I. Offered both semesters.</td>
<td>201 and 202, or 211 and 212, or equivalent.</td>
</tr>
<tr>
<td>310</td>
<td>Philosophy of Art</td>
<td>Philosophical treatment of a range of art forms that focuses on the nature of creativity, beauty, and representation. Major arts compared and contrasted. Area I. Offered both semesters.</td>
<td>201 and 202, or 211 and 212, or equivalent.</td>
</tr>
<tr>
<td>311</td>
<td>Contemporary Moral Issues</td>
<td>A study of ethical principles and their application to selected moral issues from various fields of contemporary human action. Area I. Offered both semesters.</td>
<td>201 and 202, or 211 and 212, or equivalent.</td>
</tr>
<tr>
<td>313</td>
<td>Philosophy of Human Nature</td>
<td>Comparison and contrast of texts from Plato, Aristotle, Augustine, Descartes, Nietzsche and others on such themes as: nature and convention, freedom, solitude, and community. Offered both semesters.</td>
<td>201 and 202, or 211 and 212, or equivalent.</td>
</tr>
<tr>
<td>315</td>
<td>Philosophy of Language</td>
<td>A philosophical inquiry into the nature and function of language. Studies classical, medieval, and modern philosophers; discusses topics such as meaning, reference, and truth. Area II.</td>
<td>201 and 202, or 211 and 212, or equivalent.</td>
</tr>
<tr>
<td>317</td>
<td>Philosophy of Religion</td>
<td>An examination of philosophical questions that have arisen in the Western tradition regarding such fundamental issues as the relationship between faith and reason; the nature of religious language; rational arguments for and against the existence of God; the problem of evil; the nature and attributes of God; the relationships between God and human freedom, and between morality and religion; the problem of miracles; and the prospect of life after death. Area II.</td>
<td>201 and 202, or 211 and 212, or equivalent.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>323</td>
<td>Logic</td>
<td>Philosophical issues arising in the theory and practices of the social sciences. Special emphasis on the epistemic status of theoretical laws in the social sciences and the role and function of models. Area II. Prerequisites: 201 and 202, or 211 and 212, or equivalent.</td>
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</tr>
<tr>
<td>328</td>
<td>Philosophy of the Social Sciences</td>
<td>Logic of inquiry in the sciences (primarily natural); explanation, prediction, causality, scientific law, induction, and other concepts involved in understanding the scientific enterprise. Offered both semesters. Area II. Prerequisites: 201 and 202, or 211 and 212, or equivalent.</td>
<td></td>
</tr>
<tr>
<td>329</td>
<td>Philosophy of Science</td>
<td>Logic of inquiry in the sciences (primarily natural); explanation, prediction, causality, scientific law, induction, and other concepts involved in understanding the scientific enterprise. Offered both semesters. Area II. Prerequisites: 201 and 202, or 211 and 212, or equivalent.</td>
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</tr>
<tr>
<td>331</td>
<td>Philosophy of Knowledge</td>
<td>A study of knowledge in the context of belief, ignorance, and error, with attention to truth and falsity, justification, explanation, desirability of knowledge, the distinction between useful and liberal knowledge, and relativism. Area II. Prerequisites: 201 and 202, or 211 and 212, or equivalent.</td>
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</tr>
<tr>
<td>332</td>
<td>Political Philosophy</td>
<td>A philosophical examination of action and political life; work, labor, and technology; friendship; privacy and publicness; justice and other virtues; cities, states, and nations; nature and convention; the moral and the legal. Area I. Prerequisites: 201 and 202, or 211 and 212, or equivalent.</td>
<td></td>
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<tr>
<td>333</td>
<td>Philosophy of Natural Right and Natural Law</td>
<td>The discovery of natural right as the origin of political philosophy. Topics include classic natural right in its Socratic-Platonic, Aristotelian, and Thomistic forms, as well as natural right and natural law. Machiavelli and modern natural law and right in Hobbes, Locke, and Rousseau, the attack on natural right in the name of history. Area I. Prerequisites: 201 and 202, or 211 and 212, or equivalent.</td>
<td></td>
</tr>
</tbody>
</table>
| 334         | Philosophy in the Islamic World                  | On the one hand, under the Abbasids (8th-10th centuries) many Greek philosophical texts, and in particular those of Aristotle, were translated from Greek into Arabic. On the other hand, as soon as Muslims felt the need to defend their faith, they elaborated philosophical concepts, as we can observe in Kalâm or theology. As Aristotelian concepts and Kalâm concepts did not always share the same presuppositions tensions arose between some philosophers who closely followed Aristotle and some theologians who found some of Aristotle's views incompatible with Islam. Some
thinkers tried to integrate the two approaches. Philosophers in the Islamic world were from various ethnic backgrounds - few were Arab - and from various religious persuasion - not only Muslims but also Christians and Jews - but they all interacted and often used Arabic as their linguistic mode of communication. They developed interesting and sophisticated new positions and kept a philosophical tradition alive long after the Middle Ages. Some of their texts were translated into Latin in the XIth Century and much influenced the Latin West, through people such as Roger Bacon, Albert the Great, Thomas Aquinas, and Duns Scotus. Area II. Prerequisites: 201 and 202, or 211 and 212, or equivalent.

351 Introduction to Symbolic Logic
Treatment of the general nature of deductive argument, language, and logic; syllogistic (Aristotelian) logic; propositional and predicate logic (first-order). Major emphasis on modern symbolic techniques. Offered both semesters. Area I. Prerequisites: 201 and 202, or 211 and 212, or equivalent.

353 History of Ancient Philosophy
The beginning of philosophy from the pre-Socratics to Plotinus. Emphasis is placed on nature and language as the origin of philosophical problems in Heraclitus, Parmenides and Plato. Key elements of Aristotle's philosophy are presented with an emphasis on categories and the background for metaphysics. Skepticism, Epicureanism, and Stoicism are explored in relation to materialism, fate, and natural law. Concentrators only.

354 History of Medieval Philosophy
The history of philosophy from the Fathers of the Church until the end of Scholasticism. Emphasis is placed upon texts by Augustine, Boethius, Anselm, Bonaventure, Aquinas, Scotus, and Ockham. Topics covered include the nature of being, the existence and attributes of God, the human person, and the problem of faith and reason. The course builds upon the study of ancient philosophy and provides essential background for the study of early modern philosophy. Concentrators only.

355 Metaphysics I
Historical and theoretical analysis of the nature of metaphysical thinking; being; essence-existence; matter-form; substance-accident; person and supposit; efficient and final causality, transcendentals and the problem of evil. Concentrators only.

356 Metaphysics II
Historical and theoretical analysis of the
nature of metaphysical thinking; being; essence-existence; matter-form; substance-accident; person and supposit; efficient and final causality, transcendentals and the problem of evil. Concentrators only. Prerequisite: 355.

362 Professional Ethics in Engineering
An examination of professional activity as essentially related to human fulfillment, both personal and social. Also treats, using case studies, standards for good judgment in matters specific to engineering, including risk assessment, whistleblowing, and environmental protection. Offered only for juniors and seniors in the School of Engineering.

374 Ritual Language and Action
A survey of basic speech techniques and drama skills applied to the language and action of the liturgy. Students learn through lecture, classroom discussion, and ongoing development of skills and group critique. Leading prayer in the seminary community also serves as a practicum. For seminarians only.

375 Liturgical Readings
Through classroom discussion and ongoing practicum, students learn the foundations for and the skills of proclaiming the Word of God in the liturgical setting. Theological and practical skills learned in this course in the seminary community and as readers at The Basilica of the National Shrine of the Immaculate Conception. For seminarians only.

403 Morality and Law
A study of the relation between law and morality and its consequences for the resolution of human conflict. Emphasis on the issues between natural law/right theory and its diverse critics. Topical problems deal with the legal enforcement of morals, punishment, discrimination. Area I. Prerequisites: 201 and 202, or equivalent.

422 Hist of Contemp Phil

453 History of Modern Philosophy
A treatment of the main philosophers of the rationalist, empiricist, and Kantian traditions, from Descartes through the nineteenth century. Concentrators only. Junior standing required.

454 Contemporary Philosophy
Beginning with the nineteenth century, a treatment of the roots of contemporary philosophical movements such as analytic philosophy, on the one hand, and phenomenology and existentialism, on the
other. Explores the implications of these movements in twentieth century philosophy. Authors treated may include Frege, Husserl, Nietzsche, Peirce, Wittgenstein, Heidegger, Quine. Concentrators only. Junior standing required.

455 Junior Seminar
Juniors deepen their philosophical experience through a careful reading of Plato’s Republic, discussing its relevance for metaphysics, epistemology, ethics, political philosophy, aesthetics, or other related areas. While principally studying this foundational philosophical text, the students will also refine the skills required for higher level studies and exams such as the senior comprehensive examination. A series of short papers will be required. For concentrators only.

456 Senior Seminar
Seniors coordinate their previous philosophical experience through a study of philosophers from one or more historical periods. The topics for the Seminar are chosen according to the special interests of the faculty member teaching it. Texts are chosen because they are revealing of key philosophical issues related to material covered in the regular philosophy curriculum. The Senior Seminar assists the students in preparing for the senior comprehensive examination in philosophy. For concentrators only. Prerequisite: PHIL 455

498 Undergraduate Comprehensive Examination

Department of Physics

Professors
Steven B. Kraemer, Chair; Ian Pegg; Lorenzo Resca; Daniel I. Sober

Professors Emeriti
Hall L. Crannell; Jack R. Leibowitz; Pedro Macedo; Paul H. E. Meijer; Herbert M. Uberall; Carl W. Werntz

Adjunct Professors
Arthur Aikin; Michael Bell; Natchimuthukonar Gopalswamy; Theodore Gull; Yoji Kondo;

Research Professors
Vladimir Krasnopolsky; Donald J. Michels; Leon Ofman; Frederick C. Bruhwiler

http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
The study of physics is an attempt to understand the physical universe in as fundamental a way as possible. It examines the mathematical relationships that exist among the physical entities of the world and, in particular, tries to discover the general principles that govern the behavior of the microscopic and macroscopic universe. Majors are prepared to enter graduate work with a firm grasp of the fundamentals. Introductory and special purpose courses are provided for students specializing in a wide variety of disciplines.

**Major Program**

*Prerequisites.* PHYS 215, 216, 225, 226, 506; MATH 121, 122, 221, 222.

*Required.* PHYS 451, 452, 511, 512, 525, 531, 532, 535, 536. Additional courses in mathematics, physics, and allied fields are selected with approval of the student's adviser. The exact number of such courses depends upon whether the student is pursuing a B.A. or a B.S. curriculum.

**Courses Offered**

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PHYS 101</td>
<td>20th Century Physics I</td>
<td>A presentation using relatively little mathematics of basic physics as understood at the beginning of the 20th Century. Major advances in physical thought since 1900 are emphasized. Intended for non-concentrators.</td>
</tr>
<tr>
<td>PHYS 103</td>
<td>Astronomy</td>
<td>A descriptive course in astronomy and scientific cosmology intended for nonconcentrators. Observing nights and field trips are an integral part of the course.</td>
</tr>
<tr>
<td>PHYS 104</td>
<td>Search of Extraterrestrial Life</td>
<td>Recent discoveries of planets around nearby stars and possible fossil evidence from Mars has changed science's perspective on extraterrestrial life. Course is aimed at nonscience majors; addresses topics such as the connection between life and the evolution of stars, the origin of the solar system, origins of life on earth, possibilities of life on neighboring planets and evidence for other solar systems, interstellar travel, UFOs.</td>
</tr>
<tr>
<td>PHYS 122</td>
<td>Sound &amp; Light in Nature &amp; Arts</td>
<td>Designed for nonscience concentrators interested in music, high fidelity, vision, color, and the physical aspects of the arts.</td>
</tr>
<tr>
<td>PHYS 177</td>
<td>Freshmen Seminar: The Atomic Age</td>
<td>Examines the scientific discoveries, the social and political developments, and the ethical problems during the fifty-year period leading up to the dropping of the first atomic bomb on Hiroshima in 1945.</td>
</tr>
<tr>
<td>PHYS 191</td>
<td>The Newtonian Revolution</td>
<td>For honors students; examines the changes that took place in mathematics, physics and astronomy from 1500 to 1700. Copernicus, Kepler, Galileo, and Newton in the context of their departure from Greek and Medieval science. Social and philosophical consequences considered.</td>
</tr>
<tr>
<td>PHYS 192</td>
<td>The Einstein/Bohr Revolution</td>
<td>For honors students; examines the development of quantum mechanics and relativity. Studies the evolution of key concepts which arose out of the failures of classical physics. Planck, Einstein, Bohr, and their contemporaries discussed as scientific figures and as philosophical innovators.</td>
</tr>
<tr>
<td>PHYS 194</td>
<td>Space, Time, and Einstein's Theory of Relativity</td>
<td>Using only a bit of algebra and geometry, presents an elementary but thorough exposition of Einstein's theory. Introduces just enough elements of classical physics to focus on the startling implications of the</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>197</td>
<td>The Universe: The First 15 Billion Years</td>
<td>Examines how new ideas and results from particle physics, astronomy, geophysics, and biology point to a Universe that was unthinkable a decade ago. How has the physical Universe changed over the 15 billion years since the Big Bang? What are the conditions necessary for Life in the Universe? What factors lead to advanced life and intelligence? For honors students and physics majors with instructor’s permission.</td>
</tr>
<tr>
<td>199</td>
<td>Newton to Einstein &amp; Beyond</td>
<td>For honors students and physics majors with instructor’s permission. Discusses the evolution of our understanding of the universe from the classical Newtonian view to the quantum revolution inspired 100 years ago by Einstein and Bohr to the current “standard model”. Prerequisite: Modest math-science sophistication.</td>
</tr>
<tr>
<td>205</td>
<td>College Physics I</td>
<td>Mechanics, heat, and sound. Topics of interest to biology concentrators, premedical and computer science students.</td>
</tr>
<tr>
<td>206</td>
<td>College Physics II</td>
<td>Electricity, magnetism, and light. Topics of interest to biology concentrators, premedical and computer science students. Prerequisite: 205 or equivalent.</td>
</tr>
<tr>
<td>215</td>
<td>University Physics I</td>
<td>An intensive calculus-based course in mechanics, heat and sound. Although intended primarily for mathematics, science, and engineering students, open to all qualified students. Prerequisite or concurrent: MATH 122.</td>
</tr>
<tr>
<td>216</td>
<td>University Physics II</td>
<td>An intensive calculus-based course in electricity, magnetism, and light. Intended for mathematics, science, and engineering students but open to all qualified students. Prerequisites: PHYS 215 &amp; MATH 122.</td>
</tr>
<tr>
<td>225</td>
<td>Introductory Mechanics Laboratory</td>
<td>A laboratory course stressing concepts and measurement techniques for velocity, acceleration, friction, and momentum and energy conservation. Prerequisite or concurrent: 205 or 215.</td>
</tr>
<tr>
<td>226</td>
<td>Introductory Electricity Laboratory</td>
<td>Measurement techniques for DC and AC currents and voltages. Prerequisite or concurrent: 206 or 216.</td>
</tr>
<tr>
<td>240</td>
<td>Sun and Earth: Concepts &amp; Connections</td>
<td>Life on Earth relies upon the warming rays and influence of the sun. Exploring this idea is the linchpin for the study of basic theory regarding the nature of space and time. For honors students only.</td>
</tr>
</tbody>
</table>
principles of physical science. Hands-on experiments, computer simulations, analysis of sun-earth data available on the internet, and seminar discussions are integrated into an inquiry-driven curriculum to illustrate modern effective methods for teaching elementary science. Intended for early childhood and elementary education majors.

406 Introduction to Modern Physics

411 Mathematical Physics I A selection of topics in applied mathematics of interest to scientists and engineers. Topics include vectors, matrices, complex numbers, variables and functions, Fourier series. Same as MATH 511. Prerequisite: MATH 222 or equivalent.

412 Mathematical Physics II A selection of topics in applied mathematics of interest to scientists and engineers. Topics include ordinary and partial differential equations, Fourier and Laplace transforms, and special functions. Same as MATH 512. Prerequisite: MATH 222 or equivalent.

425 Thermodynamics & Statistical Physics

428 Optics The electromagnetic wave nature of light is examined. Those aspects of physical optics pertinent to recent developments are treated. Prerequisites: PHYS 506 or equivalent; MATH 222.

431 Quantum Theory I

432 Quantum Theory II

435 Analytical Mechanics

436 Electricity and Magnetism

437 Intermediate Nuclear Physics Interaction of nuclear radiation with materials; nuclear detection techniques; measurements of nuclear properties; conserved quantities in strong and weak nuclear interactions; nuclear models; alpha, beta, and gamma decay; nuclear reactions. Prerequisite or concurrent: PHYS 532.

440 Materials
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>441</td>
<td>Introduction to Nanotechnology and Device Characterization</td>
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</tr>
<tr>
<td>443</td>
<td>Introduction to Astrophysics</td>
<td>An introduction to observational astrophysics, radiative transfer, and the universe. Emphasizes reduction of observational data, simple modelling of stars, the interstellar medium and extragalactic sources. Prerequisite: PHYS 506 or equivalent.</td>
</tr>
<tr>
<td>451</td>
<td>Senior Seminar</td>
<td>Required of and open only to senior physics concentrators.</td>
</tr>
<tr>
<td>452</td>
<td>Senior Seminar II</td>
<td>Required of and open only to senior physics concentrators.</td>
</tr>
<tr>
<td>460</td>
<td>Data analysis tools &amp; satellite instrumentation</td>
<td></td>
</tr>
<tr>
<td>465</td>
<td>Intermediate Solid State Physics</td>
<td></td>
</tr>
<tr>
<td>468</td>
<td>Introduction to Condensed Matter Physics</td>
<td></td>
</tr>
<tr>
<td>469</td>
<td>Introduction to Biophysics</td>
<td>The course covers concepts and techniques from experimental and theoretical physics useful in analyzing biological problems at the molecular, cellular, whole organism, and eco-system levels. The course is suitable for first-year graduate students and advanced undergraduates. Pre-requisites: permission of instructor.</td>
</tr>
<tr>
<td>475</td>
<td>Experimental Techniques and Modern Detectors</td>
<td>This is an experimental course designed to provide an introduction to experimental techniques, detector design, and evaluation of detector components of medical, nuclear, particle, and high energy physics. This course is suitable for first-year graduate and advanced undergraduate students</td>
</tr>
<tr>
<td>492</td>
<td>Readings in Physics</td>
<td>Prerequisite: Permission of chair.</td>
</tr>
<tr>
<td>493</td>
<td>Advanced Research</td>
<td>Enables credit to be given for research work in either on- or off-campus</td>
</tr>
</tbody>
</table>
Practice laboratories. Report required. Prerequisite: Permission of instructor.

498 Undergraduate Comprehensive Examination

Department of Politics

Professors Claes G. Ryn; Wallace Thies; David Walsh; John Kenneth White

Professors Emeriti Charles R. Dechert; Joan B. Urban

Associate Professors Dennis Coyle, Chair; Matthew Green; Phillip Henderson; John A. Kromkowski; Maryann Cusimano Love; Christopher Damton; James P. O'Leary; Stephen Schneck; Andrew Yeo

Assistant Professors Dorle Hellmuth

Lecturers Lee Edwards

Director of Off-Campus Programs Diana Rich

The Catholic University of America's Department of Politics offers a B.A. degree in politics. The faculty share a strong commitment to theoretical, historical, institutional, and constitutional approaches to the study of government and politics. In political theory, the department has special strengths in the history of Western political thought, American political thought, Christian political thought, culture and politics, constitutionalism, and contemporary political thought. In American government and politics, the department offers in-depth perspectives on the American presidency, Congress, the Supreme Court, constitutional law, U.S. political leadership, American political development, the values divide in American politics, and political parties and elections. In the field of world politics, the department offers broad expertise in such areas as American foreign policy; international relations; comparative government and politics; international political economy; European security; national security policy; modern Russia; Russian foreign policy; East Asian security; U.S. relations with China, Japan, and Korea; Latin American Politics; and U.S. Foreign Policy toward Latin America.

Major Program

Politics majors must successfully complete three introductory courses: Politics 111, Introduction to American Politics; Politics 112, Introduction to Comparative Politics; and Politics 211, Introduction to Political Theory. In
addition, Politics 212, Introduction to International Relations, is required for all students specializing in world politics.

Each major takes at least 12 but not more than 14 courses in politics. Students are encouraged to take a broad range of courses and must pass a senior examination covering all three of the subfields of politics. In addition, each major will select an area of specialization within the department in either American Government, Political Theory, or World Politics (which includes International Relations and Comparative Politics) from which the second part of the senior examination will be drawn. The department also offers special programs, including a program in pre-law (see below).

In the senior year, a politics major must demonstrate a capacity for systematic writing and thinking in a substantial research paper, often completed within an advanced course in the student's specialization. Each politics major works closely with a member of the faculty to develop, revise, and refine the senior research paper. Qualified students may satisfy this requirement by writing a senior honors thesis over the course of the senior year. A student who is interested in the thesis option should consult with the department undergraduate coordinator and a prospective director in the spring of the junior year.

Parliamentary Internships and International Studies

The department offers a variety of opportunities for internships and study abroad. These include programs in British politics in London, Irish society and politics in Dublin, and European studies in Leuven, Belgium. The British and Irish programs include internships within the respective parliaments, together with regular coursework in politics and other subjects. Internships in the European Union are a included in the Leuven program. The European Studies Program focuses on European political and economic integration, comparative government, the institutions of the European community, and European culture.

Washington Area Internships

Students who wish to undertake academically supervised field work in Congress, one of the executive agencies, a political party or an association having a political impact on public life may register for an internship course (Politics 495A or 495B). An undergraduate student may take two internships for credit, which may be applied to the 12-course concentration in politics. Only students with junior or senior standing are eligible to take an internship course.

Pre-Law Concentration

Students planning a career in law may wish to complete the department's pre-law sequence. In addition to the regular specialization requirements in American government, world politics or political theory, students complete a four-course sequence in public law. Each course in this sequence also counts for one of the other specializations.

In addition to the department's three introductory courses (see above), pre-law students are required to take POL 220, Introduction to Law and Politics. POL 220 should be taken first, but may be taken concurrently with another public law course.

Pre-law students must also take two public law courses at the 300 or 400 level, including at least one semester of Constitutional Law (POL 323 or 324). Pre-law students also must take an approved 500-level seminar.
course, typically during the senior year. Courses may include POL 507, The Supreme Court; POL 553, Constitutional Theory and Interpretation; POL 578, Advanced Topics in Public Law; or other courses designated at the time of registration.

For further information, or for advice on preparing and applying for law school, contact the department's pre-law sequence advisor, Professor Dennis Coyle (Coyle@cua.edu).

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

The courses below are designated as belonging to one of the three fields of specialization offered by the department. However, many of the courses cut across the boundaries within the discipline of politics and can be applied toward more than one field. Students should consult their advisor as to how particular courses may satisfy requirements in their program.

Course Catalog for Politics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 111</td>
<td>Introduction to American Government</td>
<td>An introduction to the basic institutions and principles of American government with particular attention to constitutional foundations, historical development, and the linkages between those institutions and the public. Required.</td>
</tr>
<tr>
<td>POL 112</td>
<td>Introduction to Comparative Politics</td>
<td>An introduction to the basic principles of government as exemplified by the developed countries of Europe, the post-communist states of Eastern Europe, and developing countries elsewhere. Depending on the instructor, will examine themes of democratization, institutional design (presidential vs. Parliamentary systems, electoral systems), parties and party systems, and/or in the impact of social and economic change on the conduct and evolution of modern political systems. Required.</td>
</tr>
<tr>
<td>POL 202</td>
<td>European Politics</td>
<td>European Politics is designed to help students develop a better understanding of political institutions, actors and processes, both within selected European national states as well as in the context of European Union integration. In addition, the course will focus on prominent issues of contention and areas of cooperation, also as they relate to Europe's role in</td>
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<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
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<tr>
<td>211</td>
<td>Introduction to Political Theory</td>
<td>An introductory survey of Western political thought from Plato to modern times, defining the fundamental issues of politics and their relation to the enduring problems of civilization. Required.</td>
</tr>
<tr>
<td>212</td>
<td>Introduction to International Relations</td>
<td>This course introduces students to important theoretical approaches to the analysis of international relations and applies these approaches to a number of historical and contemporary issues. A sample of topics covered include the causes of war, international institutions, the Cold War, globalization, nuclear weapons, terrorism, and human rights.</td>
</tr>
<tr>
<td>220</td>
<td>Introduction to Law and Politics</td>
<td>Topics include the nature and function of law, theories of justice, constitutionalism, the Supreme Court and legal reasoning, and varieties of law, such as statutory and regulatory law, common and civil law, and public and private law. American Government.</td>
</tr>
<tr>
<td>226</td>
<td>Introduction to Peace Studies</td>
<td>An introduction to the theory and practice of peace making and conflict resolution. Introduces major theories of conflict at local, national, and international levels; introduces theory and techniques of negotiation and conflict resolution; and examines successful and unsuccessful efforts at nonviolent conflict resolution at local, national, and international levels. Required for Peace Studies subconcentrators.</td>
</tr>
<tr>
<td>270</td>
<td>Special Topics in Politics</td>
<td></td>
</tr>
<tr>
<td>285</td>
<td>American Literature and Politics</td>
<td>It is widely understood that ideologies and theoretical ideas influence the ways in which people think about politics. But to a much greater extent than is generally recognized, the imagination plays a distinct role in the development of political thought. This course provides an understanding of the imagination and its contributions to political thinking by examining literary works from American authors.</td>
</tr>
<tr>
<td>300</td>
<td>Introduction to Asian Politics</td>
<td>Characteristics of politics in East Asian nations, namely China, Japan, and Korea. Highlights of geopolitical global affairs.</td>
</tr>
</tbody>
</table>
foundations. Religious-cultural traditions and their influences on political patterns. The impact of the Western penetrations into East Asia, and divergent developments in the three nations. Special role of the United States in East Asia since World War II. Issues of nationalism, Communism, democracy, economic development in contemporary East Asian politics. Major features of interactions among these states and with the world. Problems and prospects. World Politics.

### 301 Introduction to Public Administration, Governance, and Public Service

Students will get an understanding of what careers in government entail and how public administration as a profession is growing. This course explores the origin and development of public administration as a discipline and profession. Lectures examine public service and public policy implementation, namely in city governments. This is a focus on local and national governmental structures and how they implement social policy.

### 302 Contemporary Issues of Public Policy

Permits students to apply the analytical tools acquired in previous courses to the analysis and evaluation of selected current issues of political significance in either domestic or foreign affairs. American Government.

### 303 Introduction to Environmental Political Theory

The course explores the emerging sub-discipline of environmental political theory and its consequences for environmental policy and practice. We survey the historical origins and development of environmental thought in the United States, looking at European thinkers such as Rousseau and the Romantics, as well as John Muir, Thoreau, Emerson, Gifford Pinchot, Rachel Carson, Arne Naess, Aldo Leopold, Wendell Berry and others. We will also look at the importance of particular historical events such as the Hetch Hetchy Dam controversy and the first Earth Day among others. Throughout the class we will also consider contemporary formulations of environmental political theory in light of its history and modern problems. Attention to issues of pollution, national parks, wildlife management and preservation, biodiversity, climate change, animal
rights, agriculture, population, environmentalism's relationship to liberal democracy and capitalism, conservation vs. preservation, the environmental imagination, and many more topics will be surveyed.

305 Person and Polity  Political theory courses usually begin with a given thinker's political or governmental ideas, referring to assumptions about the human person only subsequently, if at all. This course reverses the process and begins by reviewing different conceptions of the human persons; from these understandings, various politics emerge. Texts vary but will include novels, some philosophical anthropology, and works of contemporary political theory concerned with questions of persons and community. Prerequisite: 211. Political Theory.

307 Global Issues  Major issues in the global community (environmental, human rights, arms control, drug trafficking problems, etc.), and the different perspectives by which they are viewed. World Politics.

308 Transnational Politics

310 The US Presidency  A study of this uniquely American institution with attention given to the intentions of the Framers and the importance of the Presidency in articulating national values and shaping American priorities. Emphasis on historical, constitutional, and institutional evolution of the office. American Government.

310A Islam and the Modern World

312 The Civil Rights Movement  A course in the Peace Studies Program, which examines the origins, strategies, tactics, and effects of the U.S. civil rights movement, its global impact on other transnational advocacy networks, human rights, nonstate actors, and the intersection of religion and politics. World Politics. American Politics.

313 Urban Government & Politics  Analysis of urban governance in contemporary America. Examines
urban institutions and economic, cultural, and political contexts as well as processes for resolving conflict and distributing resources. Macro and micro phenomena and approaches to urban life also covered. American Government.

314 American Ethnic Politics
Considers the persistence of ethnicity in the American political culture and its influences on the basic structures and processes of public life. Explores the durability of patterns in the historical experience of the United States and the contemporary agendas of American ethnic groups. American Government.

316 The Congress
Focuses on the institutions that contribute to congressional lawmaking and representation. Concentrates on the electoral connection, constituency representation, incumbency, partisanship and leadership, committee power and purpose, and institutional development. American Government.

317 American Public Opinion
Examines the evolving nature of public opinion in the United States, including the formation of political attitudes, continuities and discontinuities in American public opinion, the myths and realities of polling, and the effects of public opinion polls on the operations of the American polity. American Government.

320 Comparative World Media
Examines the impact of the mass media on the politics and policy of major nations around the world, including the United States, the former Soviet Union, Eastern Europe, and China. Particular attention to the political role of global media like VOA, BBC, CNN, and Radio Moscow. World Politics.

322 Federalists and Anti-Federalists

323 Constitutional Law I
Using a case-law approach, examines the development of leading constitutional doctrines by the Supreme Court, with an emphasis on the policy consequences of court decisions and on the court as a political body. Concentrates on federalism, separation of powers, property rights, and privacy. American Government.
324 Constitutional Law II
Using a case-law approach, examines the development of leading constitutional doctrines by the Supreme Court, with an emphasis on the policy consequences of court decisions and on the court as a political body. Concentrates on free speech and freedom of the press, the religious clauses, and the equal protection clause. Students who have not had 323 should see the instructor. American Government.

325 The Future of Europe

326 Politics of the Middle East
surveys twentieth-century politics of the Middle East from the colonial period through decolonization, independence movements and nation-building, authoritarian states, rentier economics and poverty, modernization, intra-regional conflicts and alliance-making, to the rise of Islamist parties, democratization and the "Arab Spring." This course counts towards the minor in Islamic World Studies as well as the certificate program.

327 Nationalism and Islam: Post-Colonial Movements
Nationalism & Islam: Post-Colonial Movements (3 credits) compares roles and reactions of Muslim movements to nation-building paradigms and projects in the Middle East and Southeast Asia since decolonization; Islamist parties and non-party movements in response to modernization in the twentieth century and globalization in the twenty-first century; projects of legal, educational and economic reform from third ways in the Nasser/Period to neoliberalism (Suharto/Sadat) and Islamization.

328 Catholic Social Teaching and Global Politics

330 Counterinsurgency, Stabilization and Reconstruction
This course will critically examine counterinsurgency and "small wars," drawing both on academic research and current doctrine. Topics will include counterinsurgency strategy (theory and practice) and critiques of the approach, as well as different approaches to post-conflict reconstruction. It will also consider the historical evolution of American and European approaches.
The course will also address important case studies, including Southeast Asia, Central America, and Afghanistan and Iraq.

333 Democracy and Democratization

338 The Art of the Interview

The course proceeds from the premise that anyone who asks questions is an interviewer. Specifically targeted to media studies, politics, and business students, the course demonstrates through observation, discussion, and practice that there is a philosophy and set of skills which can be learned, and which together raise ordinary conversation to the level of professional interviewing.

342 British Government and Politics

343 Italian Politics (Rome)

344 Brazil in World Affairs

350 Latin American Politics

351 The French Colonial Project and the "Civilizing Mission"

This course offers a description and reflection on the French colonization and decolonization process from the Third Republic to the present. Particular attention will be paid to the ideology of colonialism and its consequences regarding the integration of minorities into mainstream French culture and society. Starting with a series of introductory lectures, the course will rely heavily on student participation. In addition, several contemporary French films about the issues at hand will be screened and discussed. Course taught in English; films with English subtitles.

356 Contemporary Islamic Political Theory

357 Plato's Other Works

359 Ancient & Medieval Political Thought

A survey of the theorists who formed the tradition of Western political thought, utilizing representative
selections from their works. Thinkers include Plato, Aristotle, Cicero, St. Augustine, and St. Thomas Aquinas. Political Theory.

360 Modern Political Thought

The history of modern political thought based on selected readings from the authors themselves. Thinkers include Machiavelli, Hobbes, Locke, Rousseau, Burke, Hegel, Marx, and Nietzsche. Political Theory.

361 American Politics in Film

In this course, we will study how films have portrayed, opposed, and even shaped American political institutions and culture. We will examine how films can capture political beliefs or criticize existing policies. Such films as Mr. Smith Goes to Washington, High Noon, The Exorcist, I Robot, and various others from a broad spectrum of genres will be used to explore how politics is reflected in or condemned by popular media. The course will touch on various political topics, including campaigns and elections, political machines, conspiracy, political institutions and offices, and idealistic approaches to politics. Grading for the course will include discussion, several short writing assignments, and a final exam.

363 Politics of the 60's

Examines the major events and personalities of this turbulent decade which continues to affect American politics and institutions to this day. Particular attention to the civil rights movement, the rise of the New Left and the New Right, the deaths of President Kennedy and Martin Luther King, and the Vietnam War. American Politics.

365 Post-Cold War Interventionism in U.S. Foreign Policy

372 Politics and Culture in France and the United States

This course is intended to introduce students to the great sweep of political history and culture in two self-styled exceptionalist countries that share so many political values yet are so fundamentally different. Prior introductory courses in Politics and French are helpful but not required; no prior knowledge is assumed. The course will also provide background for an anticipated future summer short-course in Paris.
375  The French "Exception" from Clovis to Hollande

The purpose of this course is to show that France has always considered itself a privileged country, apart from all others in the West, and endowed with a universal destiny. Following an interdisciplinary approach, the theme of Exceptionality will be developed along French history through examples in popular culture, literature and arts, politics and society. The course will be taught in English. No prerequisites. Counts for humanities credit.

376  U.S. Foreign Policy Perspectives in the 21st Century

400  American Political Parties

Examines the vital role political parties play in the American polity. Three aspects of parties are carefully examined: their roles in shaping how governments operate, how party organizations (such as the Democratic and Republican National Committees) lend institutional support to candidates, and how party conditions frame electoral politics. American Government.

400A U.S. Foreign Policy in the Middle East

This course examines significant events that have guided the conception and application of United States foreign policy towards the Middle East from the collapse of the Ottoman Empire and the subsequent fragmentation of the region into nation-states, to the fallout from the attacks on New York City and Washington, D.C. on September 11th, 2001 and the polarization of the region thereafter. The course also discusses the major ideational and ideological trends in the United States and how they affect U.S. foreign policy in the region.

400B Comparative Politics of the Middle East

401  Mass Media and American Politics

This course examines the pervasive influence of the mass media on American politics. Students will learn about the role of the media in agenda setting, influencing campaigns, media effects on political institutions, and how political leaders use the media to promote their goals. American Government.
402 The Values Divide: American Politics & Culture in Transition
This course explores the shifts in American values that have occurred since the 1960s, why values matter in U.S. politics, the divisions between Democrats and Republicans in their responses to these values shifts, and how the present values divide is expressed in not only our political life, but in our social and cultural lives.
American Govt.

403 Poverty, Social Welfare, and Public Policy
Examines the historical and contemporary origins of poverty in the United States and beyond, the circumstances surrounding the development of the modern "welfare state", and alternative response to the problems of poverty and social welfare around the world. Students required to participate in a service learning experience as part of the course work.
American Government, World Politics.

403B Crucial Cultural & Political Differences between France & America two centuries after Tocqueville
This class analyzes the core cultural and political differences between the French and the American democracies as they have been shaped through the historical process from their foundation to the present. Based on Alexis de Tocqueville's two main works, Democracy in America and the Old Regime and the Revolution, it will focus on specific notions such as: the relationship between religion and politics, the work ethics and the market economy, the role of the civil associations in the fabric of the social bond, the power of the central state. After a series of introductory lectures, the class will rely strongly on students' participation and initiatives. The course will be taught in English.

404 Law and Morality
Is it wrong for the law to enforce morality? Can you have a right to do wrong? Should the Constitution be interpreted in the light of morality, or be condemned for its moral flaws? Serious disputes about law revolve around these questions. A survey of leading legal theorists finds that their answers imply distinctive understandings of moral truth, human nature, and even the nature of ultimate reality. Formerly titled "Jurisprudence." Political Theory.

405 National Elections
Offered in the first semester of national election years, looks at presidential
and congressional elections by examining the role of voters, parties, candidates, and the media, with particular emphasis on recent elections. American Government.

405A  Constitutional Democracy

407  U.S. Political Leadership to 1912

This course will make extensive use of biographical, historical, and political perspectives on leadership in American government with special attention to the founding era and development of nation from 1789 to 1840 and to Lincoln’s leadership during the Civil War. Abraham Lincoln, George Washington, Thomas Jefferson, John Marshall, John Quincy Adams, and Henry Clay are the primary subjects examined in this course. Using a broad historical sweep, we will assess these prominent American political leaders in the context of personality, constitutional philosophy, leadership skill, and institutional setting.

408  Congressional Leadership

Examines the theoretical and historical origins of the constitutional separation of powers, the legal and theoretical meaning of the separation of powers, and the historical and political consequences of the constitutional structure for interbranch relations and policy making. Topics include divided government, statutory interpretation, control over bureaucracy, and presidential power. American Government.

410  American Political Thought I

This course examines a number of important historical figures, ideas, governing documents, and events from the American colonial period through to the end of the 1850s. The readings and lectures reveal rich and conflicting traditions of American political thought prior to the American Civil War. Among other things, different views on the relationship between religion and politics in America, the Declaration of Independence, the 1787 U.S. Constitution, the relationship between the national government and the States, and the issue of slavery are studied. The course concludes with readings from Tocqueville’s Democracy in America. The course also imparts a deeper awareness of
what can be called America’s unwritten constitution, i.e., the underlying ideas about human nature and politics that drive American political thought.

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<tr>
<th>Course Code</th>
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<th>Description</th>
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<tbody>
<tr>
<td>411</td>
<td>American Political Thought II</td>
<td>Survey of American political thought from the Civil War to the present. The course pays particular attention to constitutional theories and disputes during the Civil War, the Progressive Era, and the present. Attention is also given to the emergence of Liberalism and Conservatism as ideological movements in American politics. Authors and figures to be covered include Lincoln, Brownson, Bellamy, Croly, Wilson, Roosevelt, and Reagan.</td>
</tr>
<tr>
<td>412A</td>
<td>Homeland Security</td>
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<tr>
<td>413A</td>
<td>Power in American Politics</td>
<td>The course examines the nature and role of power and influence in American politics. Topics include theories of political power, power and American political culture, the establishment of constitutional government, the power and influence of political institutions, political participation, and economic status and inequality. American Politics.</td>
</tr>
<tr>
<td>419</td>
<td>Interest Groups &amp; American Politics</td>
<td>Investigates the origins, maintenance, and behavior of interest groups operating in the American political system; includes the political theory of interest groups, the determinants of group influence (membership, financial capability, and leadership and electoral resources), the tactics of influence, and the effects of interest groups on national governance. Particular focus on the dilemmas for a democracy posed by interest groups. American Government.</td>
</tr>
<tr>
<td>420</td>
<td>Contemporary Issues in Congress</td>
<td>This undergraduate course uses field research, participant observation and reading and is designed to foster and enable our understanding of the process of government, legislation and representation through attention to theory and practice, information and data collection, institutional and organizational analysis and the use of interviewing and focused reading on contemporary issues in Congress.</td>
</tr>
</tbody>
</table>
| 423         | Politics & Military                      | Examines the meaning of national...
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>424</td>
<td>Strategy</td>
<td>security during and after the Cold War, with special emphasis on the evolution of U.S. national security policy.</td>
</tr>
<tr>
<td>424</td>
<td>Contemporary Issues in State and Local Government</td>
<td>Examines the constitutional foundations of subnational governance and explores the executive, legislative, and judicial consequences of national, state, and local interactions regarding regulations and resources. American Government.</td>
</tr>
<tr>
<td>426</td>
<td>Al Qaeda and its Affiliates</td>
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</tr>
<tr>
<td>427</td>
<td>US Leadership Since 1912</td>
<td>This course will make extensive use of biography, history, and political science to study U.S. political leadership since 1912. Selected Presidents, Congressional Leaders, and Supreme Court Justices will be assessed in depth for their impact in shaping the institutions, debates, and policies of their day. Prerequisites: Not open to students who have completed Politics 520.</td>
</tr>
<tr>
<td>428</td>
<td>Conservatism and American Politics</td>
<td>The ideas of conservatism with special reference to contemporary American politics, including foreign policy. Relates conservatism to the American political tradition, the U.S. Constitution, and the two parties. Varieties of American conservatism compared to liberalism and leftism. Theory, American Government.</td>
</tr>
<tr>
<td>431A</td>
<td>East Asian Security</td>
<td></td>
</tr>
<tr>
<td>432</td>
<td>Russian Foreign Policy, 1968 - 2008</td>
<td>The purpose of this course is to stimulate students' thinking about Russian perspectives on what the Cold War was about and why it ended the way it did and to offer Russian perspectives on the world order since the breakup of the Soviet Union in 1991. With regard to the Gorbachev reforms that contributed to the end of the Soviet regime, the emphasis will likewise be on the internal dynamics that undermined the communist order.</td>
</tr>
<tr>
<td>436</td>
<td>United States, China and International Relations of East Asia</td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>437</td>
<td>Countering Terrorists and Radicals</td>
<td>This course is designed to introduce students to the various counterradicalization and counterterrorism approaches that have been adopted by European countries (among others, the UK, France, Germany, Spain, the Netherlands, and Denmark) and the United States after 9/11. It will focus on the legal reforms and institutions countries have introduced to counter Jihadi terrorism, as well as more recent efforts to prevent Muslim radicalization in the first place.</td>
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<td>438</td>
<td>Power, Ethics &amp; Constitutionalism</td>
<td>Examines the moral dimension of politics with emphasis on the relationship between constitutional government and its moral and cultural preconditions, the &quot;unwritten&quot; constitution. Discusses different notions of power. Gives special attention to the American political tradition and contemporary American politics. Explores threats to and prospects for American constitutionalism. Political theory. American politics.</td>
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<tr>
<td>439</td>
<td>Who Are We? Modern Lit, Film, &amp; Pop Culture</td>
<td>What is the human condition? How do we know truth? Art, including literature, film, and pop culture, is well equipped to answer these questions. Sometimes images, metaphors, and symbols can better illuminate human nature, politics, and self-understanding than political treatises alone. In this class we will examine films including <em>Apocalypse Now</em> (1978), <em>The Lives of Others</em> (2007), <em>Life is Beautiful</em> (1998); novels including <em>Fight Club</em> by Chuck Palahniuk, <em>Animal Farm</em> by George Orwell, and <em>The Road</em> by Cormac McCarthy; and aspects of popular culture including relevant television series such as <em>House of Cards</em> and various prominent celebrities such as the Kardashians and the Duck Dynasty Robertsons, among others. The aim is to understand how imaginative representations of reality reflect a people's politics. Counts for Political Theory.</td>
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<tr>
<td>440</td>
<td>Russian Defense and Security</td>
<td>In this course I intend to provide a close look at Russia's national security policy from 1992 to the present, and to offer a survey of key</td>
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elements of the Russian government linked to the country’s security policies, like the Kremlin’s Security Council, the Defense Ministry, the Ministry of Interior, the Federal Security Service (FSB) and the Foreign Intelligence Service (SVR). I would also cover the country’s defense doctrine and its military forces, including the Defense Ministry’s Russian Armed Forces (Ground Forces, Air Force, Navy, Strategic Missile Forces, the GRU military intelligence, Airborne Troops and Space Forces), the Internal Troops and paramilitary forces of the Ministry of Interior, the Border Troops of the FSB, the various special forces of the Defense and Interior Ministries, and of the FSB and Foreign Intelligence Service. I will discuss Russian civil-military relations in the post-Soviet period, the issue of military reform and modernization of the armed forces in light of the defense challenges of the 21st century, international military cooperation with and arms exports to countries such as Algeria, Libya, Syria, India, China, Vietnam, Indonesia and Venezuela, the First and Second Chechen Wars, and the War of Georgia of 2008. The course will cover also Russian defense and security policies in terms of NATO’s expansion and its agreed missile defense system, the war in Afghanistan, and with regard to regional multilateral defense and security organizations such as the Collective Security Treaty Organization (CSTO) and Shanghai Cooperation Organization (SCO). Finally, I will wrap up the course by contemplating the aims sought by the Kremlin in terms of its security and defense policies, and where Russia is heading militarily taking these factors into consideration.
form of entertainment. This course will consider the extent to which American films provide a unique perspective on the self-understanding of America. Films intended for a mass audience must somehow interpret society to itself. They are representative creations in a way that is parallel to political representation. In that sense films, in the hands of the best creators, aim at a truth the audience can recognize as authentic. What is the political self-understanding they depict?

445  US Foreign Policy
An introduction to the institutions, processes, and debates of United States foreign policy making. Formal constitutional powers as well as informal types of power exercised over foreign policy by the various branches of government; theories of how the foreign policy making process works; the decision making process; tensions between democracy and foreign policy; the media and U.S. foreign policy; current debates in U.S. foreign policy. World Politics.

446  European Integration
Covers the developments of European integration after World War II. The history, the institutions, and the policies of EC-EU with special focus on institutions and their interplay in the decision-making mechanism. Future prospects of EU with regard to its enlargements to Eastern European countries. The future of transatlantic relations. World Politics.

447  War & Peace in the Nuclear Age
Based on the thirteen-part PBS series with the same title. Stresses the evolution of American thinking on the role of nuclear weapons in peace and war and the impact of nuclear weapons on political and military affairs. World Politics.

448  Religion & World Politics

454  Comparative Foreign Policy
This course is designed to introduce students to the foreign policy institutions, decision-making processes, pillars, issues, and perspectives of various Western and non-Western countries. Case studies will include, among others, China, Iran, Russia, Pakistan, India, Turkey, the
UK, France, Germany, and Brazil.

455 American Political Development
An examination of political change and institutional development in American national government. Topics include theories of American political development; the origins of Congress, the President, and the Supreme Court, and significant changes in each over time; and how the political interactions between institutions have shaped their development and that of the American state.

456 Congress and Foreign Policy

457 War in the Modern World
This course provides an introduction to war as a political and social phenomenon and as a force in the international system. Major themes include: the development of leading ideas about war; the mutual interactions of politics, society, and warfare; the impact of military doctrine on war fighting; allocation of resources and coordination of effort among land, sea, and air forces; national strategic cultures, and their implications for strategic practice.

459 Human Rights Politics in Asia

460 International Conflict Resolution

463A Russia Under Yeltsin, Putin, and Beyond

469 Terrorism, Counterterrorism and Civil Liberties after 9/11: European and U.S. Approaches

470 Communism Theory and Practice
Communism is a term often used but rarely well understood. If you're curious about what it actually was, how it came to capture the imaginations of roughly half the globe, and why such a seemingly well intentioned ideology almost invariably ended tragically you should sign up for this course. We will use a combination of philosophical and historical texts balanced with memoirs, movies, and art to explore the tension between utopian political blueprints and
### Fall 2015:

**Advanced Special Topics in Politics**
- **Description:** The goal of this course is to develop the capacity to engage critically on political issues. There will be short articles and excerpts that will be read closely in order to appreciate their substantive points and argumentative structure, and to become familiar with fundamental ways of thinking about politics, society and the person. The emphasis will be on the preparation and presentation of reasoned arguments by students, and the ability to self-critique and critique others in a constructive fashion. Students at any level of studies should benefit from the course.

**Politics and Literature**
- **Description:** Comedy as Critique: This course will address the serious lightness of comic texts that drew out the most embarrassing, unexpected, and unacknowledged defects of the regimes from which they came. Authors include Aristophanes, Voltaire, Krzhizanovsky, Kafka, Delillo.

**Environmental Politics**
- **Description:** This undergraduate course will introduce students to some of the major problems and issues in environmental politics and policy, and to the different national and theoretical perspectives by which these issues are viewed.

**Congressional Internship**
- **Description:** A combination of lectures, discussions, and internships arranged for students in congressional offices and committees.
The Washington Internship is a seminar offered in conjunction with an approved internship which is typically 12-15 hours at the site each week. Students write descriptive, analytical and reflective essays and present progress reports regarding their internships which assess managerial problems and dilemma solving techniques, policy issues and conventional explanations in light of the practices and rationales observed at the internship.

For qualified students, with permission of the department. Faculty supervision in the researching and writing of a major research paper.

For qualified students, with permission of the department. Faculty supervision in the researching and writing of a major research paper.

The Department of Psychology

Professors

James F. Brennan; Carol R. Glass; James H. Howard Jr.;
David A. Jobes; Martin A. Safer; Marc M. Sebrechts, Chair;
Barry M. Wagner

Emeriti

Diane B. Arnkoff; James O'Connor; Bruce M. Ross; Antanas
Suziedelis; James E. Youniss

Associate Professors

Sandra Barrueco; Deborah M. Clawson; Marcie Goeke-
Morey; Brendan Rich

Assistant Professors

Nancy E. Adleman; Kathryn Dugnan (Visiting); Claire Adams
Spears

Research Associates

Jennifer A. Crumlish; Keith A. Kaufman; Edward Metz

Lecturers

Travis Flower; Michael Miller; Rashelle Musci; John
Parkhurst; Jonathan Segal

The Department of Psychology, one of the first established in the United States, was founded in 1891 by Edward Pace upon his return from study
with Wilhelm Wundt in Leipzig. From early in its history, the department has combined education in both theoretical and applied aspects of psychology.

The B.A. program in psychology is designed to give students a thorough background in psychological theory and methodology and to acquaint them with a variety of content areas such as developmental, social, personality, clinical, perception, cognition, and neuroscience. This program gives the major an excellent preparation for graduate training in psychology. It also provides preparation for graduate work in other social science domains such as education, sociology, and political science, as well as for professional training in medicine, physical therapy, business, social work, and law. There are many areas of employment for psychology majors with a B.A. degree, including advertising, management, mental health, child development, forensics, communications, education, marketing, personnel, human resources, and government.

Psychology majors are required to take a total of 12 courses in psychology, including General Psychology (PSY 201), Introductory Statistics (PSY 322 or HSSS 203, includes lab), General Research Methods in Psychology (PSY 350, includes lab), which are prerequisites for Senior Seminar (PSY 451). Out of the eight remaining electives in psychology, one course must be selected from each of four content areas: experimental, clinical, developmental, and social/personality psychology. In addition, one of these eight electives must be a 370-level course together with its corresponding 470-level laboratory section, to be taken after completing PSY 322 and 350.

Students have the opportunity to earn course credit for hands-on research experience (Research Apprenticeship, Independent Study) and for Psychology Internships at numerous sites in the Washington, DC area. Juniors with at least a 3.7 GPA who are involved in ongoing research with a department faculty member may apply to do a Senior Thesis (with Department consent).

Students must maintain a 2.0 overall grade point average, and earn grades of C- or better in all psychology courses. Undergraduate psychology requirements and information on the department and on careers in psychology are given in the Psychology Undergraduate Handbook, available from the Department of Psychology and on the departmental Web site: http://psychology.cua.edu. Courses are numbered as most appropriate for, but not limited to, the following students: 200 level, all students, no prerequisites; 300 level, all students, most with PSY 201 as prerequisite; 400 level, juniors and seniors with PSY 201 as prerequisite; 500 level, juniors and seniors (and also masters-level students) with PSY 201 as prerequisite; 600 level, most appropriate for graduate students but open to juniors and seniors by permission.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>PSY 201</td>
<td>General Psychology</td>
<td>A study of the field of psychology, its nature and scope. Topics include growth and</td>
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http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
development, motivation and emotion, cognition and learning, sensation and perception, abnormal psychology and psychotherapy, mental abilities, personality and social psychology.

207 Early Childhood Development

This course closely examines the development of children during the first five years of life -- from in utero through the infant, toddler, and preschool years. Students will learn about typical and atypical functioning and growth across cognitive, socioemotional, behavioral, and physical abilities. A particular focus of the class will be on deepening students' understanding of contributing factors to young children's development, including genetics, families, preventions/interventions, and public policies.

220 Psychology of Visual Art

An examination of the role that psychology plays in assessing, interpreting, and understanding visual art. Special attention to the nature and relevance of studies in visual perception. Topics include the importance of light and color in constructing images, the properties of painting that provide three-dimensional information on a two-dimensional surface, the nature of illusion, and the meaning of children's "art."

221 Memory at the Movies

This course critically examines the popular understanding of memory as represented in a cross-section of 20th Century cinema. Issues of memory are raised through a discussion of presentations in film, and these views are analyzed in light of empirical psychological studies and neurological findings. Topics to be explored include autobiographical memory, brainwashing, amnesia, brain injury, repression, and false memories.

222 Psychology and Technology

Explores the role of psychology in our increasingly technological world. Focuses primarily on information/computer technology, but biomedical technology is considered as well. Approaches issues from several perspectives: the social history of technology; the influence of technology on psychology; how cognitive psychology has helped make technology more "user friendly"; and the psychological impact of technology. Lectures cover issues such as privacy, communication, information overload, genetic intervention, and software personal agents.

224 Psychology of Examines the ways in which psychology has
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<th>Course Code</th>
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<tr>
<td>225</td>
<td>Psychology of Aggression &amp; Violence</td>
<td>Examines interpersonal, intergroup, and international violence and aggression. Covers physiological, motivational, learning, cognitive, interpersonal, structural, and ecological factors. Discusses aspects of the psychology of nonviolence. Summer sessions only.</td>
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<tr>
<td>226</td>
<td>Close Interpersonal Relationships</td>
<td>In this course, students will examine how we come together and get along in adult intimate relationships. Topics such as attraction, friendships and intimacy, love, relationship stresses and strains, communication, conflict, loneliness, divorce, and maintaining and repairing relationships will be explored.</td>
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<tr>
<td>228</td>
<td>Modern Look at Freudian Psychology</td>
<td>Examines the work of Sigmund Freud (founder of psychoanalysis) and those who have followed in this tradition. Thoroughly explores the historical development of psychoanalysis and examines the far-reaching impact of Freud and psychoanalysis on contemporary psychology (psychotherapy), philosophy, culture, art, and literature.</td>
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<tr>
<td>232</td>
<td>Psychology of Stress &amp; Coping</td>
<td>Covers physiological, developmental, and social psychological causes of stress, as well as strategies for coping with stress. Topics include the interrelationship of physical and psychological causes of stress, learned helplessness, the role of lack of predictability and control, and the role of life crises and transitions. Taught as a seminar, combining in-class and online student-teacher interaction. Summer sessions only.</td>
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<tr>
<td>240</td>
<td>The Aging Mind</td>
<td>This is a survey of the many ways in which mental function changes in healthy aging. Topics include perspectives on lifespan development; the aging brain; changes in perception, learning, memory, language and problem solving; the role of lifestyle factors (exercise, diet), genetics, and the environment; dementia and age-related memory loss as well as compensation for loss. The primary focus is on reviewing our scientific understanding of these issues, but</td>
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</table>
the practical implications of this knowledge for life in an increasingly aging world are also considered.

243 Sport Psychology

An introduction to the psychological principles that relate to sport involvement and performance. Foci include performance maximization, anxiety in performance, and motivation, all in a variety of competitive and recreational circumstances.

245 Vocational Psychology

A study of the evolution of career counseling and vocational psychology theories. Students will learn the major theories of why people work, and will understand how people form identities and find fulfillment in their work. There will be out-of-class, applied learning involving assessment of the student's own career goals.

251 Psychology of Terrorism

This course reviews the psychological (clinical, forensic, political, social) underpinnings of terrorism, and the practical implications for living in a post 9/11 world. Topics include psychological approaches as applied to terrorist motivations, characteristics of terrorist organizations, preparing for terrorist attacks, counter-terrorism strategies, and emerging threats such as weapons of mass destruction and cyberterrorism.

261 Psychology and the Media

Is Facebook ruining social relationships? Is multitasking changing brain functioning? Do violent video games make children into killers? How badly do TV and movies inaccurately portray mental illness? This course explores the ever-changing relationship between the field of psychology and mass media. The course will explore how media images, and technological advances in general, have impacted our culture, the field of psychology, and the development of mental illness. In addition, the course examines how the media portrays specific mental disorders, the roles of psychologists, and psychotherapy.

302 Forensic Psychology

An introduction to forensic psychology, the application of psychology to the legal system. The course describes evaluations of criminal defendants and others involved in the legal system, and expert testimony regarding issues such as competency to stand trial, criminal responsibility, and violence risk assessment. The course also discusses the psychology of criminal behavior, and the roles of psychologists in police departments, prisons, and as trial
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<tbody>
<tr>
<td>303</td>
<td>Industrial/Organizational Psychology</td>
<td>Industrial/Organizational Psychology will explore the relationship between people and work. In particular, we will examine the balance between work and life, the roles individuals have in organizations over the course of a lifetime, and the ways in which performance can be managed, measured, and characterized. Additionally, the organization as an entity will be discussed in the context of responsibilities, ethics, and its role in the lives of individuals and within societies.</td>
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<tr>
<td>304</td>
<td>Brain and Behavior</td>
<td>Introduction to major theoretical concepts and research techniques in physiological psychology and neuropsychology. Topics include sensory, perceptual, cognitive, motivational, and affective processes in human and animal behavior, complemented by readings in established and important emerging areas of research on the brain and behavior.</td>
</tr>
<tr>
<td>305</td>
<td>Social Psychology</td>
<td>An introduction to the study of the individual interacting in a social context. Theories of attitude development and change, social perception, and small group behavior. Analysis of current research and methodology. Applications of social psychology. During the summer only, course is taught as a seminar, combining in-class and online student-teacher interaction.</td>
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<tr>
<td>306</td>
<td>Psychology of Group Behavior</td>
<td>Analyzes the effects of the individual on the group and the group on the individual. Topics include unstructured collective behavior, group formation and development, member characteristics, conformity, cohesiveness, and leadership. Summer sessions only.</td>
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<tr>
<td>307</td>
<td>Child Development</td>
<td>Provides an introduction to basic theories, research methods, and research findings in child development. Addresses development in areas such as perception, cognition, language, personality, and social relationships. Examines development from conception through adolescence.</td>
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<tr>
<td>308</td>
<td>Social Development</td>
<td>In this course students explore the important theories, methods, and findings in the field of social psychological development, with emphasis on development from infancy through adolescence. Topics include development of aggression and prosocial behaviors, emotion, self, and temperament, and the influence of parenting/family, peers, television, and schools.</td>
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<td>309</td>
<td>Psychology of Adolescence</td>
<td>Reviews theories and research on the psychological and biological changes of adolescence; changing relationships with parents; developing friendships and intimacy; changes in cognitive development, etc. Review of clinical disorders common in adolescence (depression, eating disorders, delinquency, substance abuse). Stress societal-cultural influences on pubertal and adolescent development.</td>
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<tr>
<td>310</td>
<td>Cognitive Development</td>
<td>This course examines theories, methods, research findings, and controversies in cognitive development from infancy through adolescence. Topics include perception, attention, learning, memory, information processing, theory of mind, language and problem solving. The roles of biology and environment as contributors to these developmental processes are considered.</td>
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<tr>
<td>322</td>
<td>Introductory Statistics</td>
<td>An introductory course in descriptive and inferential statistics as applied to social and behavioral sciences. Logic of quantification. Concepts of variability, probability, significance. Understanding and application of commonly used statistical procedures. Lab to be arranged.</td>
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<tr>
<td>344</td>
<td>Psychology of Learning</td>
<td>This class offers an integrative approach to the psychology of learning. We will discuss topics including non-associative learning, classical conditioning, and instrumental learning, looking at traditional behavioral animal studies and incorporating findings from neuroscience research. The clinical implications of learning theory and research for disorders such as schizophrenia, Parkinson’s disease, and autism will be examined.</td>
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<tr>
<td>345</td>
<td>Clinical Neuroscience</td>
<td>This course integrates brain impairment and clinical implications of schizophrenia, depression, stress disorders, Parkinson’s disease, and other disorders that impose a huge cost to society in terms of individual and family distress and clinical needs. Students will gain insight into recent advances in neuroscience that are relevant to neurological and psychiatric diseases. Key areas of study include behavior, cognition, development and motor functions of normal and abnormal brain function.</td>
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<tr>
<td>350</td>
<td>General Research Methods in Psychology</td>
<td>Introduction to the design, methodology, presentation, and ethics of psychological research. Topics include the measurement of behavior, hypothesis development and testing, the logic of different types of</td>
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</table>
371 Sensation & Perception
Investigation of research and theory of how we experience the objects and events in our environment through our senses. Topics include psychophysics, vision, audition, speech perception, and the chemical senses.

373 Cognitive & Behavior Therapy
An evidence-based approach to clinical psychology emphasizing behavioral, cognitive, and mindfulness- and acceptance-based interventions. Considers theory, techniques, and effectiveness of a variety of therapies, including contingency management, exposure therapy, assertiveness training, rational-emotive behavior therapy, cognitive therapy, acceptance and commitment therapy, and mindfulness-based cognitive therapy.

374 Personality Psychology
Reviews historical and current theories in the study of personality, examining theoretical conceptualizations from an empirical, scientific approach. Students are encouraged to critically analyze issues related to personality theory, assessment, research, and real world applications. Not open to students who have taken PSY 301.

375 Psychology of Memory
Experimental course addresses how we remember things and why we forget. Topics include amnesia, eyewitness memory, memory tricks, and aging, as well as some of the fundamental models of human memory. Approach is cognitive and neuropsychological.

376 Cognitive Psychology
Explores the psychological mechanisms underlying human memory, language and thought. Lectures and readings focus on theoretical and experimental issues in learning, memory, attentional processes, psycholinguistics, and problem solving.

379 Life Span Development
This course examines psychological development from conception to late adulthood. Multiple theoretical perspectives will be discussed, as well as various components of human development (cognitive, psychosocial, physical, etc.). In addition, to learning the key developmental sequences that occur across the lifespan, students will learn about the mechanisms by which these changes occur and how psychologists study them. Additional
emphasis will be placed on examining human development within and across contexts and cultures in order for students to come to a better understanding about biological, psychological, social, and cultural contributors to development.

380 Abnormal Psychology
A survey of different perspectives on behavior disorders; emphasis on (a) different models of abnormal behavior, (b) adult mental disorders, and (c) current research issues in psychopathology. Prerequisites: 201.

381 Clinical Psychology
Designed as an introduction to the field of clinical psychology. Examines the history and development of the field, theories of normal and abnormal human behavior, research methods of clinical psychology, and clinical assessment and treatments provided by clinical psychologists. Specific assessment and treatment techniques will be discussed in depth. Also explores various professional issues (e.g., training, credentials, and ethics), controversies, and future developments.

382 Abnormal Child Psychology
This course reviews psychological disorders in children and adolescents (e.g. autism, schizophrenia, depression, anxiety, behavior problems, ADHD, eating disorders). Emphasis is on exploring the symptoms that best characterize these disorders, their causes, how one assesses and diagnoses these in youth, and effective treatments. Prerequisite: PSY 201

383 Health Psychology
An in-depth study of the role that biological, psychological, and sociocultural factors play in our physical and mental health. Includes analyses of the interaction between physical health and psychological well-being. Health issues are discussed within the context of multi-culturalism and demographics.

384 Community and Cultural Psychology
This class will examine mental health development within the context of local communities and broader societies and cultures. Students will be introduced to clinical and research approaches in community psychology, as well as learn how community psychologists work in the areas of prevention, environmental change, and public policy. The class includes a focus on developing an understanding of various cultural populations and of the role cultural competence plays in the effectiveness of community interventions.
385 Psychology of Brain Injury  
How do disorders of the brain affect our thinking and behavior? Different brain disorders can affect our ability to sense and move, to learn and remember, to speak and understand language, and many other abilities central to who we are. This class will provide an introduction to neuropsychology, the study of the relationship between behavior and the brain, focusing particularly on damaged brain systems. Topics include the causes of neurological disorders, their effects on thinking and behavior, and methods for assessing cognitive difficulties. The course will also explore how well people recover from brain injuries and the degree to which cognitive rehabilitation can help.

386 Developmental Disabilities  
How do neighborhoods, cities, states, and nations influence psychological development? What is the role of organizations (such as mental health agencies, hospitals, community centers, schools, and places of worship) in promoting positive mental health? Conversely, what features in the community lead to mental health difficulties? Further, what are scientifically-validated or promising approaches among community interventions in mental health? These questions and more will be addressed in this course. An emphasis will be placed on the interplay between practice, policy, and research.

387 Community Interventions in Mental Health  
How do neighborhoods, cities, states, and nations influence psychological development? What is the role of organizations (such as mental health agencies, hospitals, community centers, schools, and places of worship) in promoting positive mental health? Conversely, what features in the community lead to mental health difficulties? Further, what are scientifically-validated or promising approaches among community interventions in mental health? These questions and more will be addressed in this course. An emphasis will be placed on the interplay between practice, policy, and research.

407 Psychology of Parenting  
In this active learning course, students will investigate the psychological dynamics involved in parent-child relationships across the lifespan. Contemporary family issues will be explored, such as daycare, fertility, domestic violence and child abuse, parenting in a world of social media, single parenting, divorce, gay parenting, working/stay home parenting, adoption and foster parenting, parenting children with special needs, ¿helicopter¿ parents and ¿boomerang¿ children, and caring for aging parents, among others.

421 Positive Psychology  
This course examines theories and research on positive aspects of human behavior from multiple perspectives within scientific psychology. Topics include happiness, well-being and optimism, as well as the factors that influence them. The course will contrast scientific versus other approaches, and will emphasize how the study of positive
aspects of human behavior can contribute to the field of psychology and to the betterment of our lives. Prerequisites: PSY 201; and either PSY 322 or PSY 350.

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<tr>
<td>446</td>
<td>Cognitive Disabilities</td>
<td>This course will explore selected cognitive deficits from the point of view of behavior and brain function. Cognitive areas examined will include attention, space perception, social cognitive, learning and memory, executive function, and language. Related deficits include developmental disorders such as autism, ADHD, and dyslexia, changes due to typical and pathological aging, such as memory loss and dementia, and psychological disorders such as schizophrenia.</td>
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<tr>
<td>451</td>
<td>Senior Seminar</td>
<td>PSY 451 Senior Seminar (3) Seminar An examination of the relationship between specific courses and broader issues in psychology, between academic psychology and concrete problems. The framework used is that of major themes in psychology, emphasizing how common issues recur in a variety of contexts, with focus on a set of specific controversies. Within the constraints of class size, discussion is encouraged. A required seminar to be taken in the student's final fall undergraduate semester. For Psychology Majors only.</td>
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<tr>
<td>471</td>
<td>Laboratory in Sensation and Perception</td>
<td>Optional laboratory in sensation and perception to accompany 371. For psychology majors only. Prerequisites: 322 and 350; concurrent registration in 371.</td>
</tr>
<tr>
<td>473</td>
<td>Laboratory in Cognitive and Behavior Therapy</td>
<td>Optional laboratory in cognitive and behavior therapy to accompany 373. For psychology majors only. Prerequisites: 322 and 350; concurrent registration in 373.</td>
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<tr>
<td>474</td>
<td>Laboratory in Personality</td>
<td>Optional laboratory in personality to accompany 374. For psychology majors only. Prerequisites: 322 and 350; concurrent registration in 374.</td>
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<tr>
<td>475</td>
<td>Lab in Psychology of Memory</td>
<td>Optional laboratory in psychology of memory to accompany PSY 375. For psychology majors only. Prerequisites: PSY 322 (or HSSS 203) and PSY 350; concurrent registration in PSY 375.</td>
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<tr>
<td>476</td>
<td>Laboratory in Cognitive</td>
<td>Optional laboratory in cognitive psychology to accompany 376. For psychology majors</td>
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<tr>
<td>479 Laboratory in Life Span Development</td>
<td>Optional laboratory in developmental studies to accompany 379. For psychology majors only. Prerequisites: 322 and 350; concurrent registration in 379.</td>
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<td>493 Research Apprenticeship for UG</td>
<td>Work as a volunteer assistant under the supervision of a faculty member in psychology on his or her ongoing research. (Offered each semester - student can take up to four research apprenticeships.)</td>
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<tr>
<td>479 Laboratory in Life Span Development</td>
<td>The Psychology Internship is a supervised career-related professional experience that allows students to integrate information from academic psychology coursework with practice in the workplace. Requirements will include writing assignments that demonstrate this integration of knowledge. Open to juniors and seniors only. Permission of Psychology Undergraduate Director and Departmental Authorization required.</td>
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<tr>
<td>495 Senior Thesis I</td>
<td>Intensive year-long independent research project for seniors, carried out in close supervision and collaboration with a faculty mentor and resulting in a final written thesis. Prerequisites: Prior research experience with mentor. Department Consent required.</td>
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<tr>
<td>498 Undergraduate Comprehensive Examination</td>
<td>A testing fee will appear on your CUA bill to cover the cost of the comprehensive exam.</td>
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</tbody>
</table>

Department of Semitic and Egyptian Languages and Literatures

**Professor Emeritus**  
Rev. Sidney H. Griffith, S.T.

**Associate Professor**  
Edward M. Cook, Chair; Andrew D. Gross

**Assistant Professor**  
Aaron Butts

**Adjunct Associate Professor**  
Janet A. Timbie

**Lecturer**  
Shawqi Talia

**Lecturer**  
Monica J. Blanchard

The Department of Semitic and Egyptian Languages and Literatures is
basically a graduate department. Introductory language courses, however, are open to interested undergraduates. In particular, the two courses entitled "Introduction to Arabic" (241, 242) are designed to accommodate undergraduate students; 6 credits each, these two courses are equivalent to four semesters of the usual introductory and intermediate language instruction. SEM 242 fulfills the school's distribution requirement in foreign language; see the next paragraph below. Courses at the 500 and 600 levels are open to qualified undergraduates. Undergraduate students who have completed the introductory language courses may take the more advanced courses that follow in sequence, for which they should consult the Graduate Studies Announcements.

Foreign Language Requirement

The foreign language requirement for degrees in the School of Arts and Sciences may be fulfilled by satisfactorily completing SEM 242, Introduction to Arabic (6 credits). The prerequisite for SEM 242 is SEM 241 (6 credits), with a grade of at least C-, or departmental placement. SEM 241 does not fulfill the foreign language requirement but counts as a free elective.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Semitics

**SEM**

241 Introduction to Arabic
Elementary grammar and syntax of the classical Arabic of the Quran and of early Islamic literature. Emphasis on mastery of the verb forms and noun types.

242 Introduction to Arabic
Elementary grammar and syntax of the classical Arabic of the Quran and of early Islamic literature. Emphasis on mastery of the verb forms and noun types.

246 Introduction to Modern Standard Arabic
Intensive introduction for undergraduates to reading, writing, and speaking the Standard Arabic of the modern Middle East. 6 credits. Cannot be used as prerequisite for graduate classes in Classical Arabic.

247 Arabic Literature in Translation
This course provides an introduction to Arabic literature, from pre-Islamic to modern times. Genres covered include prose, poetry, novels, short stories, folklore, drama and religious tracts. The selection of texts is meant to present a profile of the social, intellectual, religions and cultural aspects of the Arabic literary heritage.

248 Intensive Intermediate Modern
### Standard Arabic

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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### Introduction to Biblical Hebrew

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>311</td>
<td>Introduction to Biblical Hebrew</td>
<td>Introduction to the phonology, morphology, and syntax of literary Syriac, followed by the reading and analysis of texts.</td>
</tr>
<tr>
<td>312</td>
<td>Introduction to Biblical Hebrew</td>
<td></td>
</tr>
<tr>
<td>331</td>
<td>Introduction to Syriac I</td>
<td></td>
</tr>
<tr>
<td>332</td>
<td>Introduction to Syriac II</td>
<td></td>
</tr>
<tr>
<td>381</td>
<td>Introduction to Coptic Studies</td>
<td></td>
</tr>
</tbody>
</table>

### Department of Sociology

**Professor**  
Sandra L. Hanson

**Associate Professors**  
Enrique S. Pumar, Chair

**Assistant Professors**  
Cindy Soledad Espinoza (Visiting); Evita Bynum (Clinical)

**Adjunct Faculty**  
John Lidi, David Mutchler, Florencio Riguera, Christopher R. Tamborini

The Department of Sociology, one of the oldest in the United States, was founded in the mid-1890s. William J. Kerby and Paul Hanly Furfey were early chairs of the department. Programs are offered at the undergraduate and graduate levels.

The undergraduate program in Sociology, like its graduate equivalent, is organized around three principal areas:

1. Public Policy Analysis, offering courses on inequality and poverty eradication; educational and family institutions and policies in a comparative context; ethnicity and race as major forces that hold society together or split it apart; urban America; disability, sports and gender policies; as well as economic sociology and social change;
2. Criminology and Criminal Justice, offering courses on the sociology of law; international crime and terrorism; global threats and threat management; surveillance and penology; sociology of organizations and law enforcement; and potential social impacts of crime and justice prevention programs.

3. Global Processes, offering courses on globalization involving immigration, race/ethnicity, and gender; political and religious change, civil society and social justice; and comparative analyses of contemporary societies, with special focus on Latin American and European societies.

In each of these areas the special focus is on social justice. Students receive basic training in research methods and theory. Undergraduate education in sociology serves as an excellent conduit to professional positions in law enforcement, public policy, and social research, as well as preparation for successful application to law schools, graduate programs in sociology and social work, and professional schools.

Each major must complete the core curriculum of SOC 101, 102, 202, 301, 352, 452, plus six additional courses in sociology with a grade of C or better in each course. Students are expected to take 202 in the sophomore year, 301 and 352 in the junior year, and 452 in the senior year.

Requirements for a minor in sociology include 101, 102, 202, 352, and two electives in other sociology courses. The Sociology Department also houses a minor in Global Migration Studies.

Each major in sociology will be assigned a departmental adviser who will assist the student in making curricular choices to suit particular educational goals, and who must approve each semester's course selections. Students may elect one or two semesters of Independent Research (495, 496) in order to provide individually tailored programs. Advisers may approve related courses in other departments as part of the twelve courses required for the major in sociology. Up to six hours may be earned in supervised internships. Students planning to pursue graduate studies in sociology are strongly encouraged to enroll in Data Handling in Social Science (513).

The Department of Sociology offers qualified students a five-year B.A/M.A. degree. See the entry for Accelerated Degree Programs above in the School of Arts and Sciences section of these Announcements. The department offers two merit honors. Students who earn a GPA of 3.2 or higher in sociology courses are nominated for the Alpha Jappa Delta international honor society. The graduating senior with the highest GPA in Sociology is awarded the William Joseph Kerby Award.

Courses Offered

A full listing of undergraduate courses offered by the department is found below. Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

Course Catalog for Sociology

**SOC**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>101</td>
<td>Introduction to Sociology</td>
<td>Analysis of the social forces, past, present, and future, that govern behavior and determine social life. Study of major social</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<td>------------</td>
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</tr>
<tr>
<td>102</td>
<td>Global Social Problems and Social Justice</td>
<td>Sociological analysis of selected social problems. Discussion of the causes of social problems, the processes by which they are brought to public attention, and evaluation of attempts to solve them. Faculty.</td>
</tr>
<tr>
<td>177</td>
<td>Freshman Seminar</td>
<td>This course will take a sociological perspective in examining and understanding the wide range of groups, subcultures, and social patterns experienced by students at U.S. colleges and universities. All aspects of student life will be examined. Some topics for consideration will include: Fraternity and sport subcultures; gender issues on campuses; what it takes to get ahead; race and class differences in college experiences; variations across types of colleges (e.g. public vs. private, single sex vs. co-ed); degrees as credentials; the relation between college majors and eventual occupations; and political correctness in campus life. The topics will be explored through lectures, discussions, small group projects, and first-hand observations of campus life.</td>
</tr>
<tr>
<td>201</td>
<td>The Human Condition: Culture, Society, and Personality</td>
<td>Introduction to the social sciences. Exposes students to the notion of culture, its key concepts and propositions. Discusses various aspects of societal institutions, social interaction, and social life, and examines major theories of personality formation and development. Provides an overall view of the interrelations between culture, society, personality, and organism. Faculty.</td>
</tr>
<tr>
<td>202</td>
<td>Research Methods</td>
<td>Introduction to the logic and strategy of the scientific method in the social sciences. Students follow the research process from the formation of hypotheses, through study design, data collection and analysis, to report writing, and gain sufficient familiarity with observation and experimental techniques, field surveys, and documentary evidence to conduct research or evaluate that of others.</td>
</tr>
<tr>
<td>204</td>
<td>Transnational Crime</td>
<td>While most criminal justice academics, professionals, and researchers focus on problems related to domestic criminality, another type of serious criminality occurs at the international level. &quot;International crimes&quot; are violations of international criminal law,</td>
</tr>
</tbody>
</table>
while "transnational crimes" refer to violations of the laws of more than one country. This course covers both types of law violations, and seeks to familiarize the student with the distinct types of causation, victimization, and control problems the global community faces as nation states become increasingly interdependent. Nine specific crimes will be explored: aggression, arms trafficking, art theft and theft of cultural property, drug trafficking, environmental crime, genocide, money laundering, slavery, and terrorism. Causes, social organization, and policy implications will be examined for each.

205 Sociology of Crime and Justice
Analysis of causes and consequences of criminal behavior. Exploration of the racial, socioeconomic, and other factors influencing the definition, treatment, and amelioration of criminal behavior.

206 Families and Society
The structure and functions of families in contemporary America and in other settings. Selecting partners, rearing children; old people, nuclear families, extended families, alternative forms, one-parent families, and childless families.

208 Sociology of Delinquency
Presentation and evaluation of theories of delinquency. Comprehensive coverage of empirical research on diverse forms of delinquent activity. Special focus on the effects of religiosity on delinquent behavior.

225 Sociology of Culture
Surveys the way sociologists have studied the homo sapiens’ capacity to create language, beliefs, values, norms, practices, and material objects, all of which become symbolic tools. Analyzes the different concepts of human culture with discussion of the relationship between culture and social structure. Studies include focusing on the “fine” arts, popular culture, political culture, media culture, and religious culture. Faculty.

226 Peace Studies & Conflict Resolution
The sociological perspective on the interdisciplinary field of peace studies and conflict resolution, which has emerged in the last twenty years. The study of contemporary global and regional wars, local conflicts and violence, and the most recent theories pertaining to these phenomena. The study of nonviolent social movements and their strategies. A required introductory course in the Peace and World Order Studies concentration.
Jackie Robinson: Race, Sports, and the American Dream

Based on the premise that Jackie Robinson transcended sports, and that his arrival was a defining moment in the history of the United States, this course examines how he transformed the American and political scene as an athlete, civil rights leader, and American hero. The course will explore how Robinson's struggles and accomplishments help us understand current events related to race, sports, and American society. It is, in essence, a study of the remarkable transformations that America has experienced in the last half century. It is also an assessment of where we are now and how far we still need to go to make the "American dream" universally attainable.

Sociology of Media

This course takes a sociological approach to understanding the role of the media in contemporary society. The media is examined as an agent of social control and as an important factor in the socialization process. Issues of race, class, and gender as presented in the media are examined. The current world communications revolution will be considered as well.

Religion in the Modern World

In a time of heightened societal interest in religion, covers new forms of social organizations of religious beliefs and practices (e.g., televangelism) and of social movements of clearly religious character (Pentecostal), as well as religious cults, which have taken hold in a variety of countries. Study of various forms of religious activity. The role of contemporary Catholicism in light of the intellectual activity of Pope John Paul.

Human Rights in a Global Society

This course aims to provide students with a multidisciplinary introduction to human rights theory and practice. It starts with the theoretical foundations of human rights, especially the historical, philosophical and political-legal roots of the tradition, then proceeds to the development of universal human rights in the 19th and 20th centuries leading to the Universal Declaration of Human Rights in 1948. Secondly, it discusses the main controversies surrounding current interpretations of human rights, such as: Are human rights standards universal or are they negotiable by certain cultures and societies? Can groups choose to apply only some rights and not others, depending on the circumstances? Must human rights give way to concerns for national security and the needs of the nation-state? We then discuss at more
depth women's rights and economic rights, together with cases dealing with health and human rights. The course ends with the role of NGO's and other civil society organizations in human rights advocacy.

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<tr>
<td>301</td>
<td>Statistics of Analysis for Social Science I</td>
<td>Introduction to social statistics and computer use. Descriptive statistics, univariate inference, bivariate descriptions, and table analysis.</td>
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<tr>
<td>305</td>
<td>Deviance</td>
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<tr>
<td>306</td>
<td>Sociology of Masculinity</td>
<td>This course will examine developments in the study of masculinity as a dynamic social process, exploring non-biological aspects of gender, and introduce students to gender theories and to empirical evidence of gender as a powerful social structure that pervades men's lives. It will familiarize students with issues concerning men and masculinity from a global, historical, life-course perspective. Men's activities and expectations in areas involving work, family, sport, religion and politics will be explored.</td>
</tr>
<tr>
<td>307</td>
<td>Education and Society</td>
<td>This course examines the institution of education through the lens of sociological theory and perspectives. Areas to be analyzed include the connection between social and human capital and educational access; how race, class and status impact stratification and inequality in educational outcomes; higher education as a means of exclusion, inclusion, and perpetrator of cultural and social reproduction; the importance of neighborhood preferences and school district reputations; and, educational reform movements and public policy.</td>
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<tr>
<td>308</td>
<td>Civil Society</td>
<td></td>
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<tr>
<td>310</td>
<td>Police, Law and Society</td>
<td>Historical and contemporary issues relating to the role of police and society. Students will learn about police-minority relations and programs and strategies designed to address poor police-community relations.</td>
</tr>
<tr>
<td>312</td>
<td>Minority Relations</td>
<td>Introduction to minority-majority relations, especially in America. Nature of prejudice and discrimination. Social change in race relations. Emphasis on historical development of blacks, white ethnic groups, and religious groups. Faculty.</td>
</tr>
<tr>
<td>315</td>
<td>Crimes in Urban America</td>
<td>This course examines crime in pre-industrial, industrial and modern societies. Criminal justice and social welfare responses to crime will be discussed as well.</td>
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</table>
as the role of the police, courts, and prisons.

316 World Poverty
The purposes of this course are to raise the students' awareness about the complexity of very compelling moral and social issue: global poverty. Global poverty is about eliminating premature death, hunger, malnourishment, diseases, illiteracy, vulnerability, lack of opportunity, and powerlessness.

317 Criminology
Analysis of theoretical explanations of why people commit crime and the development of laws to control criminal behavior and deviant practices. Criminal justice detection methods and early prevention strategies will be covered in depth.

320 Terrorism and Counter Terrorism
This course introduces students to the historical and current terrorist threats at both national and international levels. Terrorists organizations, their motivations, strategies, tactics and targets will be discussed. The various national and international counter terrorism measures past and present will also be presented in the course.

321 Religion & International Development
This course examines the positive and negative relationships between religion and socio-political-economic development. It first engages the student in constructing a working sociological definition of religion; examining the sources of religion; and analyzing the social organization of religion. This includes viewing religion as a group phenomenon, differentiating the church-sect continuum of religious organization, describing the process of socialization (“becoming religious”) and measuring degrees of religiosity. Through a series of case studies, students discuss internal as external religious conflict; therelationship of religion and politics; religious fundamentalism; religion and economy; religion and the class system; religion and social change; women and religion; religion and human rights; secularization; ecumenism; and relations with nonbelievers.

322 Military and Society
A sociological approach to the study of the military as a “total institution” that is often in tension with the larger society within which it is embedded. The course will examine race, gender, and sexual orientation within the military; strains on military families; changes in authority systems and organizational behavior in war and peacetime; re-integration of service
members into civilian society; and the care of veterans. The course will draw on insights from classical sociological theorists such as Max Weber and Emile Durkheim, as well as empirical research by 20th and 21st century social scientists. Students will review case studies of U.S. military performance in combat conditions during World War II, Korea, Vietnam, the Gulf War, Afghanistan, and Iraq. Topics include change within the military; recruitment, socialization and promotion; handling of dissent and discontent; relations with mass media; authority systems, moral codes, and established values; and the function of religion.

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<tr>
<td>323</td>
<td>Race Relations in Multicultural Societies</td>
<td>This course will introduce students to various ways of thinking about race relations in contemporary society. The course will pay special attention to the context in which race relations evolve; namely, how transnational economic relations reshape the socialization of multiple groups and the group tensions that arise out the competition for resources and cultural identity.</td>
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<tr>
<td>324</td>
<td>Race and Ethnic Relations</td>
<td>Analysis of the social forces past, present, and future that govern race relations and determine disparate life outcomes by race and ethnicity. This course will introduce students to various ways of thinking about race relations in contemporary society. Focus will be on the context in which racialized social structures and race relations evolve, including changes in migration patterns; economics; law and policy; demographics; and globalization. The class will introduce and focus on the sociological perspective that race and ethnicity are socially constructed.</td>
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<tr>
<td>326</td>
<td>Pierre de Coubertin and the Olympic Movement</td>
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<tr>
<td>328</td>
<td>Death and Dying</td>
<td>Examines death and dying from the point of view of the dying person and in the context of medical, legal, family, and religious institutions. Examines attitudes about death and how these vary historically, cross-culturally, and across race, gender, age, and social class groups. A special focus will be on the role of technology in affecting the dying experience.</td>
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<tr>
<td>331</td>
<td>Globalization &amp; Social Movmt</td>
<td>Deals with the most prominent and persistent of all factors of social change:</td>
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revolutions and social movements around the world, and the changes in society which precipitated them. Study of how dramatic events in the twentieth century resulted in concerted efforts of large groups of people to bring about change. Theoretical and empirical aspects of social movements research.

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<th>Course Code</th>
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<tbody>
<tr>
<td>334</td>
<td>Economic Sociology: Capitalism, Globalization and Development</td>
<td>This course presents students with a systematic analysis of the origins, emergence and transformations of modern capitalism. It examines the role of the money, open markets, mass consumption, and the logics of globalization. It introduces most recent critiques of global capitalism. Students will learn about the interfaces and discontinuities between the economy and society, and in particular about economic market integration and its impact on states and societies. Material includes works of Gilpin, Greenfeld, Lindblom, de Soto, Soros, and Weber.</td>
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<tr>
<td>335</td>
<td>Surveillance</td>
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<td>336</td>
<td>Public Policy Around the World</td>
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<tr>
<td>337</td>
<td>International Organizations</td>
<td>This course will explore international political, economic, cultural, and social changes that are currently transforming our world on a global scale, as well as theoretical ideas and research from sociology and related fields to help us make sense of them. Countries are increasingly interconnected by flows of information, trade, money, immigrants, technology, and culture. Trans-national corporations and political organizations (e.g., the UN) have grown in size and influence, as have the organized social movements that lobby or oppose them. The goal of the course is clarify the role of the international organizations and how they affect societies around the world</td>
</tr>
<tr>
<td>338</td>
<td>The Urban</td>
<td>This course will provide an overview of</td>
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http://announcements.cua.edu/2015-2016/undergraduate/artsSciences.cfm
Metropolis contemporary issues in urban sociology, beginning with theoretical models and methodological approaches that sociologists use to examine the city in the American, domestic context, and then focusing on contemporary domestic issues in urban sociology such as: residential and neighborhood preferences, segregation, discrimination, mobility, and integration, gentrification, and home-ownership patterns. While we focus on urban social problems in the U.S. in this course, we will also examine the city in a global and comparative context.

339 Social Consequences of Global Natural Disasters

340 Catholic Social Doctrine and Social Justice This course provides an introduction and examination of global applications of Catholic social thought (CST), featuring 1) an introduction to the main principles of CST through a reading of the major CST documents; 2) an exegesis of the most recent and prominent focuses, on global development and a civilization of love; and 3) application to specific social concerns such as hunger, inequality, water rights, gender, AIDS, immigration, over/under population, or other pertinent topics.

345 Sociology of Sports Sports as a social institution, including professionalization, labor relations, the Olympics, and other issues from a sociological perspective. Interactions with other institutions such as the economy, politics, and religion. Socialization, gender, race, and deviance within sports. The historical significance of sports as an American and international institution. Faculty.

349 Life in Fragments: The Future of Modern Society

350 Computer Applications for Policy Research This course instructs students how to employ different computer applications to support your research and evaluate different policies and programs. At the end of the course, students will be familiarized with how to search data online, how to assess the validity of online data sources, and how to build a database and analyze data utilizing standard software in social science.
The course offers practical skills for students interested in data analysis relevant to public policy issues and it complements other methodology courses in the social sciences.

**351 Inequality: The Intersection of Race, Class, and Gender**

This course will provide a survey of historical and contemporary issues related to class-based, racial, ethnic, gender, and cultural diversity and inequality in the United States. In this course we will examine concepts such as assimilation, discrimination, integration, intersectionality, pluralism, sexism, racism, and segregation.

**352 Contemporary Sociological Theory**

Deals with the social world in a systematic and semantic way. Students will learn how major sociological theories deal with issues of human nature, social change, and the limits to social knowledge. Examines classical concepts of power, class, and culture. Critical evaluation of modern and post-modern theories.

**357 National Security and Civil Liberties**

**360 Introduction to Social Psychology**

This course introduces the student to social psychology, the scientific study of human social influence and interaction. We will examine the various ways people think about, affect, and relate to one another. Topics covered include the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships.

**361 Migration and Immigrant Communities**

**365 Controlling America's Borders: Issues and Problems**

Controlling America's Borders is an undergraduate level course that will examine the many national security, law enforcement, diplomatic, economic, environmental, social and cultural issues surrounding border control, or lack thereof. Included in the course will be a discussion of border control policy, including theory, practical application, and effects. Heavy emphasis will be placed on research into the issues of unlawful immigration and national security as it relates to border control. Particular attention will be paid to the various government agencies responsible for controlling the border, with a focus on the Directorate of Border and Transportation.
Security within the Department of Homeland Security. The course will also address the practicalities of resolving competing pressures such as reducing risk of attack while minimizing cost, facilitating trade, and protecting civil liberties.

371 Deviance and Control

This course is an examination of theories and causes of crime, deviance, and social control. Within the context of theories of crime and deviance, and the perspective of Catholic thought, we will examine types of deviant behavior, the nature and organization of societal reactions, and the processes of personal attribution and the social redefinition of deviance and/or institutional change, through classic cases such as colonial witch hunts and contemporary cases such as homosexual marriage and religious terrorism.

373 Cross Cultural Gender Studies

This course undertakes a survey of gender systems across societies. An examination of gender in the United States, Latin America, Africa, Eastern and Western Europe, Asia, and other countries reveals the extent to which gender is a result of social shaping. Diversity across countries in the way that gender is structured into economic, religious, family, and political institutions is a major focus.

383 Disability Policies

401 Institutions and Organizations

This course introduces the student to a sociological approach to studying organizations. Organization studies include business firms, government agencies, health providers, trade unions, political parties, religious bodies, and voluntary associations. Organizations are social structures invented to accomplish complex tasks in modern society. They are designed, goal-oriented systems with structures and routines but also are engaged in dynamic processes of organizing and re-organizing. Structure and process of organizing will be analyzed in the context of cultural-institutional environment of a society.

407 Pillaging, Murder and Mayhem: A Survey of Violent Crime

In this course, students will learn about various types of violent crimes in both North American context and on a comparative basis with European violent crime rates. The course will expose students to theoretical approaches to understanding the use of violence in crime and to a variety of forms
of violent crimes including occult crimes, serial killers, gang violence and crimes, and domestic terrorism among others. Students will gain an understanding of the root causes of these crimes and of the various control approaches that have been tried including gun control.

408 Religion and Terrorism

Religion and Terrorism is an undergraduate course that will explore the relationship between religious movements and terrorism. After a brief examination of various definitions of terrorism, the course will analyze whether violence motivated by religion always fits within these definitions. Included in the class will be a detailed examination of religious terrorism, and the tactics and strategies employed by terrorists who are motivated by religion. Finally, the class will conclude with an in-depth analysis of religiously motivated terrorism in the modern world.

409 Class and Inequality in American Society

Exploration of society's hierarchical groupings of people on the basis of biological or social differences: economic/class, race/ethnic, sex/gender to accord them status according to these groupings. Analysis of how these groupings become embedded in social structure to form the bases of inequality in society.

413 Gender and Society

This course will examine the different roles prescribed to individuals on the basis of their gender and the gender structures that constrain us. Socialization experiences at various stages in the individual's life cycle (e.g., during childhood, adolescence, middle age, and old age) will be discussed. In addition, we will consider the consequences of gender structure for men's and women's home and family life, education, work roles and achievement and mental and physical health.

420 Race, Housing and Urban Policy

423 Comparative Development and Social Change

How various components of society are rearranged, reorganized, and reconfigured in a variety of cultures, including the United States, the former U.S.S.R., Germany, and Iran. Topics include breakdown of rural life and growth of cities; the undermining of authority systems, moral codes, and established values; the stimulation of discontent; cultivation of new tastes and aspirations; formation of new standards of
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<tr>
<th>Course Code</th>
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<th>Description</th>
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<tbody>
<tr>
<td>424</td>
<td>Conflict and Conflict Resolution</td>
<td>A proseminar treating conflict at various levels of social life as inherent in the social process, but also as increasingly hazardous in a pluralistic yet interdependent world in the nonviolent management and resolution of conflict, and related issues of justice. Some applied projects (field work, role-playing exercises, etc.). Final course in the Peace and World Order Studies subconcentration. Faculty.</td>
</tr>
<tr>
<td>433</td>
<td>Environmental Justice and Ethics</td>
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<tr>
<td>450</td>
<td>Race Relations in Feature Film</td>
<td>This course is intended for a broad range of students - no prior background in films, social science, etc. is required. The course will assess movies that treat Native Americans, slavery, the Civil War, Reconstruction, the &quot;Nadir of American Race Relations&quot; (1890-1920), the Civil Rights Movement and the reaction against it, and three other racial and/or ethnic groups: Jewish Americans, Latinos, and Asian Americans. Readings will provide background for these assessments. Recent trends, including race relations in science fiction films and the impact made by directors from African, Asian, and Native American backgrounds will be discussed.</td>
</tr>
<tr>
<td>451</td>
<td>Senior Thesis Tutorial</td>
<td>Religion, modernity, and social action. This seminar ties together previous sociological education and identifies areas worthy of further study by sociology professionals. For those students who opt to write a thesis rather than take the department's comprehensive exam, guidance is provided during the semester.</td>
</tr>
<tr>
<td>452</td>
<td>Senior Coordinating Seminar</td>
<td>This seminar draws on the students’ prior learning in sociology and other fields in the liberal arts curriculum, and coordinates various approaches to the understanding of reality. Critical analysis in classroom discussions of insights gained from other disciplines which, in turn, serve as a basis for analyzing other approaches.</td>
</tr>
<tr>
<td>460</td>
<td>Political Sociology</td>
<td>Examination of how sociologists study dynamics of power to understand social relations. A focus on modern American social movements (20th century - present) to help explain the principles of political sociology. Particular attention will focus on living; changes in family structure, class structure, religion, education, and industry.</td>
</tr>
</tbody>
</table>
civil and human rights, labor and economic justice and the role of women. Students will also have the opportunity to research and examine a social movement of interest and develop a model "campaign."

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>473</td>
<td>Gender and Globalization This course examines the diversity of gender patterns across societies. We will explore the systematic nature of global processes and their relationship with gendered experiences at all levels --from personal to international.</td>
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<tr>
<td>492</td>
<td>Directed Reading</td>
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<tr>
<td>493</td>
<td>Directed Research</td>
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<tr>
<td>494</td>
<td>Independent Study in Sociology</td>
</tr>
<tr>
<td>495</td>
<td>Internship Independent research under the guidance of a faculty member. The student is expected to complete a paper in an area of special interest. Prerequisite: Permission of adviser. Faculty.</td>
</tr>
<tr>
<td>496</td>
<td>Thesis Guidance Independent research under the guidance of a faculty member. The student is expected to complete a paper in an area of special interest. Prerequisite: Permission of adviser. Faculty.</td>
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<tr>
<td>498</td>
<td>Undergraduate Comprehensive Exam</td>
</tr>
<tr>
<td>499</td>
<td>Selected Topics in Sociology From time to time special topics of interest to faculty and students are offered. Consult the department or course schedule to determine offerings in a given semester. Faculty.</td>
</tr>
</tbody>
</table>

Last reviewed: October 22, 2015