

COLUMBIA COLLEGE

COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK



BULLETIN | 2015-2016

FEBRUARY 26, 2016

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COLUMBIA COLLEGE BULLETIN

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ACADEMIC CALENDAR

The Academic Calendar was correct and complete when compiled; however, the University reserves the right to revise or amend it, in whole or in part, at any time. Registration and Change-of-Program dates are tentative, and students should consult their registration materials. Updated calendar information is available on the Registrar's website (<http://registrar.columbia.edu/event/academic-calendar>).

FALL TERM 2015

August	3	Monday. Last day for new Fall 2015 students to submit vaccination documentation for measles, mumps, and rubella; and to certify meningitis decision on-line. Vaccination documentation is due 30 days prior to registration; students are not permitted to register for classes without this documentation.	11, 14	Friday and Monday. Deferred examination dates.
	3–7	Monday–Friday. On-line registration for Fall 2015 via Student Services Online (SSOL) appointment: continuing students only.	17	Thursday. Last day to join a class off the Wait List via Student Services Online (SSOL). The Wait List tool will close at 9:30 p.m.
	25–27	Tuesday–Thursday. On-line registration for Fall 2015 via Student Services Online (SSOL) appointment: continuing students only.	18	Friday. End of Change-of-Program period. Last day to add courses. Last day to uncover grade for Spring or Summer 2015 course taken Pass/D/Fail. Last day to drop a Core Curriculum course. Must be registered for a minimum of 12 points.
	31	Monday. Orientation begins for entering Fall 2015 students.	21–October 13	Weekdays only. Post Change-of-Program Add/Drop period by on-line appointment via Student Services Online (SSOL).
September	1	Tuesday. Last day to apply or reapply for the B.A. degree to be awarded in October. Applications received after this date are automatically applied to the next conferral date.	30	Wednesday. Last day to confirm, upgrade, or request a waiver from the Columbia Student Health Insurance Plan.
	3–4	Thursday–Friday. On-line registration for Fall 2015 via Student Services Online (SSOL) appointment: first-year students.	October 13	Tuesday. Last day for students to drop individual courses.
	5	Saturday. On-line registration for Fall 2015 via Student Services Online (SSOL) appointment: first-year and continuing students.	21	Wednesday. Award of October degrees.
	7	Monday. Labor Day. University holiday.	22	Thursday. Midterm Date.
	8	Tuesday. Classes begin for the 262nd academic year.	November 2	Monday. Last day to apply or reapply for the B.A. degree to be awarded in February. Applications received after this date are automatically applied to the next conferral date.
	8–18	Weekdays only. Change-of-Program period by on-line appointment via Student Services Online (SSOL): all students.	2	Monday. Academic holiday.
			3	Tuesday. Election Day. University holiday.
			16–20	Monday–Friday. On-line registration for Spring 2016 via Student Services Online (SSOL) appointment: continuing students only.
			19	Thursday. Last day for students to register for R credit, to change a regular course to a Pass/D/Fail course or a Pass/D/Fail course to a regular course, and/or to withdraw from an individual course and receive a notation of “W” on the transcript in place of a letter grade.
			26–29	Thursday–Sunday. Thanksgiving holidays.
December	1	Tuesday. Last day to apply or reapply for the B.A. degree to be awarded in May. Applications received after this date are automatically applied to the next conferral date.		

4	Friday. Last day for new Spring 2016 students to submit vaccination documentation for measles, mumps, and rubella; and to certify meningitis decision on-line. Vaccination documentation is due 30 days prior to registration; students are not permitted to register for classes without this documentation.
7–11	Monday–Friday. On-line registration for Spring 2016 via Student Services Online (SSOL) appointment: continuing students only.
14	Monday. Last day of classes.
15–16	Tuesday–Wednesday. Study days.
17–23	Thursday–Wednesday. Final examinations.
23	Wednesday. Fall term ends.
24	Thursday, through January 18, 2016, Monday. Winter holidays.

SPRING TERM 2016

January	1	Friday. Last day for applicants to the Class of 2020 to apply for admission.
	5–15	Weekdays only. On-line registration for Spring 2016 via Student Services Online (SSOL) appointment: continuing and transfer students only.
	18	Monday. Martin Luther King, Jr. Day. University holiday.
	19	Tuesday. Classes begin.
	19–29	Weekdays only. Change-of-Program period by on-line appointment via Student Services Online (SSOL).
	22, 25	Friday and Monday. Deferred examination dates.
	28	Thursday. Last day to join a class off the Wait List via Student Services Online (SSOL). The Wait List tool will close at 9:30 p.m.
	29	Friday. End of Change-of-Program period. Last day to add courses. Last day to uncover grade for Fall 2015 course taken Pass/D/Fail. Last day to drop a Core Curriculum course. Must be registered for a minimum of 12 points.
February	15	Monday. Last day for new Spring 2016 students to confirm, upgrade, or request a waiver from the Columbia Student Health Insurance Plan.
	1–23	Weekdays only. Post Change-of-Program Add/Drop period by on-line appointment via Student Services Online (SSOL).
	10	Wednesday. Award of February degrees.

	23	Tuesday. Last day for students to drop individual courses.
March	7	Monday. Midterm date.
	8–11	Tuesday–Friday. Major Declaration.
	14–18	Monday–Friday. Spring recess.
	24	Thursday. Last day for students to register for R credit, to change a regular course to a Pass/D/Fail course or a Pass/D/Fail course to a regular course, and/or to withdraw from an individual course and receive a notation of “W” on the transcript in place of a letter grade.
April	18–22	Monday–Friday. On-line registration for Fall 2016 via Student Services Online (SSOL) appointment: continuing students only.
May	2	Monday. Last day of classes.
	3–5	Tuesday–Thursday. Study days.
	5	Thursday. Deadline for continuing students to apply for financial aid for 2016-2017.
	6–13	Friday–Friday. Final examinations.
	13	Friday. Spring term ends.

COMMENCEMENT

May	15	Sunday. Baccalaureate Service.
	17	Tuesday. Columbia College Class Day. Academic Awards and Prizes Ceremony. Phi Beta Kappa Induction Ceremony.
	18	Wednesday. Award of May degrees. University Commencement, 2016.

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John Coatsworth, Ph.D.
Provost of the University

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FACULTY

FACULTY A-Z LISTING

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D (p. 13) E (p. 15) F (p. 16)
G (p. 17) H (p. 18) I (p. 20) J
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ADMISSION

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For information about undergraduate admissions, please visit the Office of Undergraduate Admissions website (<http://undergrad.admissions.columbia.edu>) or contact the office by phone or e-mail.

FEES, EXPENSES, AND FINANCIAL AID

ESTIMATED EXPENSES FOR THE ACADEMIC YEAR

An itemized estimate of the cost of attending Columbia College for the 2015–2016 academic year of nine months is as follows:

Tuition	\$50,526
Mandatory Fees	\$2,474
Average Room and Board Cost	\$12,860
Books and Personal Expenses	\$3,224
Travel	varies
Total	\$69,084 + Travel

There is an additional charge of \$418 for new students who are required to attend Orientation.

Information on planning and managing educational expenses is contained at <http://www.columbia.edu/cu/sfs>.

FEES

The following fees, prescribed by statute for each fall or spring term, are subject to change at any time at the discretion of the Trustees. The fees shown are those in effect during the 2015–2016 academic year.

University charges, such as tuition and fees, residence halls, and dining plans, are due and payable in full by the date announced before the beginning of each term. To check on an account balance, log in to Student Services Online (SSOL) (<https://ssol.columbia.edu>) or call 212-854-4400. A late payment penalty is assessed on payments received after the due date.

It is the policy of the University to withhold all University services, including registration, diplomas, and official transcripts, until all financial obligations have been met.

Tuition 2015–2016

There is a flat tuition charge for all Columbia College students, including visitors, regardless of the number of credits a student is taking. Students who are enrolled for eight terms must pay the flat tuition, regardless of the number of credits they are taking. The charge for 2015–2016 is \$25,263 a term.

Postgraduate special students and degree candidates enrolled for a ninth term are billed according to the per-point system; the per-point cost is \$1,686.

Late Registration Fee

Students who register after the scheduled period (see *Academic Calendar*) are charged a late registration fee of \$100.

Mandatory Fees

Student Life Fee	\$1,524
Columbia Health Fee	\$950
Total	\$2,474

Document Fee

All first-time registrants at Columbia University are charged a one-time document fee of \$105, which thereafter allows them to order transcripts and enrollment and degree certifications, and to receive the mailing of the original diploma at no additional charge. This fee appears on the first Student Account Statement of the fall term.

International Services Charge

All students holding a non-resident visa are charged an international services charge of \$60 each term, totaling \$120 for academic year 2015-2016. This fee supports the University's services to international students.

Columbia Health Fee and Student Health Insurance Premiums

Columbia Health Fee

Columbia Health services and programs are supported by the Columbia Health Fee. Students who pay the fee can access the on-campus services provided by the five departments of Columbia Health:

- Alice! Health Promotion
- Counseling and Psychological Services
- Disability Services
- Medical Services
- Sexual Violence Response

Students who pay the Columbia Health Fee pay no additional charges for most on-campus services. Paying the Columbia Health Fee is required for all full-time students. Half-time or part-time students may elect to pay the fee to have access to the full range of on-campus programs and services.

The Columbia Health Fee is billed separately for each term. The periods of coverage and fees for 2015–2016 are as follows:

Fall Term	August 15, 2015– December 31, 2015	\$475
Spring Term	January 1, 2016– August 14, 2016	\$475

Student Health Insurance Premiums

The University policy also requires all registered full-time students to have acceptable health insurance coverage, in addition to on-campus programs and services provided by Columbia Health. Columbia University offers the Student Health Insurance Plan (Columbia Plan), which provides two levels of coverage for off-campus health care. The Columbia

Plan is administered and underwritten by Aetna Student Health. As with all health insurance programs, there are limits and restrictions to the coverage provided by the Columbia Plan.

Full-time students are enrolled in the Gold Level of the Columbia Plan and billed for the insurance premium as well as the Columbia Health Fee. Half-time and part-time students may elect enrollment in the Columbia Plan, which also initiates payment of the Columbia Health Fee, described above.

Students who already have an alternate insurance plan that meets the University requirements may request a waiver from enrollment through Student Services Online (SSOL) (<https://ssol.columbia.edu>) before the deadline (September 30 for Fall enrollment; February 15 for new Spring enrollment; or June 30 for Summer enrollment). All waiver requests are considered, but approval is not guaranteed.

The following rates are for the 2015–2016 plan year. Columbia Plan rates and benefits change annually.

Fall Term: August 15, 2015–December 31, 2015

Gold Plan	\$1,057
Platinum Plan	\$1,539

Spring Term and Summer Session: January 1, 2016–August 14, 2016

Gold Plan	\$1,726
Platinum Plan	\$2,510

Students who wish to enroll in the Columbia Plan should make an on-line enrollment selection on SSOL (<https://ssol.columbia.edu>) annually. For the current dates of the open enrollment period, visit <http://health.columbia.edu/insurance>.

Students who do not make a selection and drop below full-time status during the Change-of-Program period (p. 4) will have their Columbia Health Fee and Columbia Plan premiums reversed.

For detailed information about Columbia Health, the Student Health Insurance Plan, or submitting a waiver request, visit <http://www.health.columbia.edu> or call 212-854-2284.

Withdrawal and Adjustment of Fees

Withdrawal is defined as the dropping of one's entire program in a given term as opposed to dropping a portion of one's program (see *Academic Regulations*). Any student withdrawing from the College must notify the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) in writing; **notification to instructors or failure to attend classes does not constitute an official withdrawal from the College and will result in failing grades in all courses.**

A student who withdraws is charged a withdrawal fee of \$75. In addition, students will be charged a housing fee once they leave a university residence. The Columbia Health Fee, the Columbia Health Insurance Plan Premium, and all application fees, late fees, and other special fees are not refundable if the student

withdraws after the first 30 days of classes, and any coverage remains in effect until the end of the term.

Any adjustment to the tuition that the student has paid is determined by the date of withdrawal. Students receiving financial aid are not entitled to any portion of a refund until all Title IV financial aid programs are credited and all outstanding charges have been paid.

Each term, students are required to register for a full program of courses (minimum of 12 points), by the end of the Change-of-Program period (p. 4), i.e., by the end of the second week of classes. Students who are not registered for at least 12 points by the end of the Change-of-Program period will be withdrawn from Columbia College.

Fall and Spring Term Tuition Refund Schedule

For the purposes of tuition proration, a week is defined as beginning on Monday and ending on Sunday. Also note that the official Change-of-Program period normally ends on a Friday.

Description	Charge Assessed
No Registration	\$0
1st and 2nd week	Document fee for new students only , plus \$75 Withdrawal fee
3rd week	10% tuition, fees, plus \$75 Withdrawal fee
4th week	20% tuition, fees, plus \$75 Withdrawal fee
5th week	30% tuition, fees, plus \$75 Withdrawal fee
6th week	40% tuition, fees, plus \$75 Withdrawal fee
7th week	50% tuition, fees, plus \$75 Withdrawal fee
8th week	60% tuition, fees, plus \$75 Withdrawal fee
9th week and after	100% tuition, fees, plus \$75 Withdrawal fee

There is no difference in the proration schedule of a school or program charging per-point or flat rate tuition.

FINANCIAL AID

Mailing Address: Office of Financial Aid and Educational Financing, Columbia College, 100 Hamilton Hall, Mail Code 2802, 1130 Amsterdam Avenue, New York, NY 10027

Office Location: 618 Alfred Lerner Hall, 2920 Broadway, New York, NY 10027

Office Hours: Monday-Friday, 9 a.m.-5 p.m.

Telephone: 212-854-3711

Fax: 212-854-5353

E-mail: ugrad-finaid@columbia.edu

Website: <http://cc-seas.financialaid.columbia.edu>

Columbia is committed to meeting the full demonstrated financial need for all applicants admitted as first-years and transfers pursuing their first undergraduate degree. Financial aid is available for all four undergraduate years, provided that students continue to demonstrate financial need. International students who did not apply for financial aid in their first year are not eligible to apply for financial aid in any subsequent years.

SCHOLARSHIP FUNDS

The following listing of scholarship funds is the cornerstone of Columbia College's need-blind and full-funding financial aid program. These funds have been generously donated by alumni, parents, and friends of the College to provide an opportunity for students who would otherwise be unable to afford the cost of a Columbia education. More than 40% of Columbia College students receive a Columbia grant toward their demonstrated need and are thus eligible to be chosen to receive the honor of representing a designated scholarship. The commitment of alumni and loyal donors enables the college to maintain one of the most economically, ethnically, and racially diverse student bodies among its peer institutions.

For more information on how to support the named scholarship program at Columbia College, please contact:

Columbia College Donor Relations
Columbia Alumni Center
622 West 113th Street, MC 4530
New York, NY 10025
212-851-7488

SCHOLARSHIP A-Z LISTING

A (p. 45) B (p. 46) C (p. 48) D
(p. 51) E (p. 52) F (p. 53) G
(p. 54) H (p. 55) I (p. 56) J
(p. 57) K (p. 57) L (p. 58) M
(p. 60) N (p. 61) O (p. 62) P
(p. 62) Q (p. 63) R (p. 63) S
(p. 64) T (p. 67) U (p. 67) V
(p. 67) W (p. 68) X (p. 69) Y
(p. 69) Z (p. 69)

A

FREDERICK F. AND HELEN M. ABDOO SCHOLARSHIP FUND
(1998) Gifts of the family of Helen M. Abdoo ° and Frederick F. Abdoo '41, LAW'47 °, P: GS'88.

CHARLOTTE ACKERMAN SCHOLARSHIP FUND
(2010) Gift of an anonymous donor.

CARROLL ADAMS SCHOLARSHIP FUND

(1997) Gift of Russell F. Warren '62 and Laurie A. Warren BC'63.

MICHAEL ADDISON SCHOLARSHIP FUND
(1955) Gift of Viola G. Addison in memory of her husband, Michael Addison.

EDWARD C. ADKINS MEMORIAL SCHOLARSHIP FUND
(2008) Gift of Philip J. Adkins '80, P: '15.

JAMES HERMAN ALDRICH AND HERMAN ALDRICH EDSON SCHOLARSHIP FUND
(1913) Gift of James Herman Aldrich CC 1863, in honor of the fiftieth anniversary of his graduation, and bequest of James Herman Aldrich CC 1863 and Mary Gertrude Edson Aldrich.

PATRICIA AND SHEPARD ALEXANDER SCHOLARSHIP FUND
(2012) Bequest of Patricia and Shepard L. Alexander '21.

SHEPARD L. ALEXANDER SCHOLARSHIP FUND
(2011) Bequest of Patricia and Shepard L. Alexander '21.

WILLIAM ALPERN SCHOLARSHIP FUND
(1996) Gift of Minette Alpern P: GSAS'74 and Barbara Alpern Engel GSAS'74 in memory of William Alpern P: GSAS'74.

CECILE AND SEYMOUR ALPERT, M.D. SCHOLARSHIP FUND
(2006) Gift of Cecile B. and Seymour Alpert '39.

ALAN J. ALTHEIMER SCHOLARSHIP FUND
(1992) Gift of the Jewish Students Scholarship Fund in honor of Alan Altheimer '23, LAW'25 °.

ALUMNI SCHOLARSHIP FUND
(1935) Gift of the Alumni Fund.

GEORGE J. AMES/LAZARD FRERES SCHOLARSHIP FUND
(1996) Gift of Lazard Freres in honor of George J. Ames '37 °.

ERICA L. AMSTERDAM FAMILY SCHOLARSHIP FUND FOR COLUMBIA COLLEGE
(2002) Gift of Mark Lemle Amsterdam '66, LAW'69, P: '07, '10 in honor of his mother, Erica Amsterdam P: '66, LAW'69.

CATHERINE AND DENIS ANDREUZZI SCHOLARSHIP FUND
(1995) Gift of Denis M. Andreuzzi '53.

JULIO LOUIS ANON AND ROBERT A. KAMINSKI SCHOLARSHIP FUND
(2013) Gift of J. Louis Anon '76.

ANONYMOUS SCHOLARSHIP FUND
(1911) Gift of an anonymous donor.

ANONYMOUS SCHOLARSHIP FUND
(1913) Gift of an anonymous donor.

ANONYMOUS SCHOLARSHIP FUND

(1984) Gift of an anonymous donor.

ANONYMOUS FUND FOR STUDENT AID #2

(1954) Gift of an anonymous donor.

ANONYMOUS SCHOLARSHIP FUND III IN COLUMBIA COLLEGE

(1987) Gift of an anonymous donor.

ANONYMOUS #241 COLUMBIA COLLEGE SCHOLARSHIP FUND

(1992) Gift of an anonymous donor.

ANONYMOUS 22076 SCHOLARSHIP FUND

(2008) Gift of an anonymous donor.

ANONYMOUS 32476 SCHOLARSHIP FUND

(2012) Gift of an anonymous donor.

ANONYMOUS 351942 SCHOLARSHIP FUND

(2008) Gift of an anonymous donor.

RAYMOND F. ANTIGNAT SCHOLARSHIP FUND

(1991) Bequest of Raymond F. Antignat '37, GSAS'40.

AQUILA FAMILY SCHOLARSHIP FUND

(2013) Gift of Francis J. Aquila '79.

ROONE P. ARLEDGE SCHOLARSHIP FUND

(1987) Gift of Rooney P. Arledge '52 °.

NICHOLAS F. AND FRANCES N. ARTUSO SCHOLARSHIP FUND

(2006) Gift of Anthony A. Artuso '80, P: '08, '12 and various donors in memory of Anthony's parents, Frances N. and Nicholas F. Artuso SEAS'49, P: '80.

ESTATE OF SYLVIA ASHLEY BEQUEST FOR GENERAL UNIVERSITY FINANCIAL AID

(2008) Bequest of Sylvia Ashley.

LOUIS AND THEONIE ASLANIDES SCHOLARSHIP FUND

(2013) Bequest of Peter C. Aslanides '62 in memory of his parents, Louis and Theonie Aslanides P: '62.

CHARLES B. ASSIFF SCHOLARSHIP FUND

(1996) Gift of Matthew J. Assiff '89 in memory of his father, Charles B. Assiff P: '89.

ASTOR PRESIDENTIAL SCHOLARSHIP FUND

(1981) Gift of the Vincent Astor Foundation.

THE BILL AND INGRID ATKINSON MEMORIAL SCHOLARSHIP FUND

(2012) Gift of William H. Atkinson '49.

BERTHA AND WILLIAM AUGENBRAUN ENDOWED SCHOLARSHIP FUND AT COLUMBIA COLLEGE

(2011) Bequest of Barry S. Augenbraun '60.

FRANK AND HARRIET AYER SCHOLARSHIP FUND

(1977) Bequest of Frank A. Ayer SEAS 1911.

B

A. JAMES AND VONA HOPKINS BACH SCHOLARSHIP FUND

(1992) Gift of A. James Bach '53.

FREDERICK AND ELEANORE BACKER SCHOLARSHIP FUND

(1984) Bequest of Eleanore W. Backer.

BAKER FAMILY SCHOLARSHIP FUND

(2004) Gift of Rebecca and Daniel P. Baker '76, P: '07, '10.

GARY THOMAS BAKER SCHOLARSHIP FUND

(1992) Gift of Jean M. Baker ° P: '84 ° in memory of her son, Gary T. Baker '84.

ADELLE PHYLLIS BALFUS SCHOLARSHIP FUND

(1989) Gift of Roberta R. Balfus ° and Laurence E. Balfus '55.

ALFRED M. BARABAS MEMORIAL FUND

(1988) Bequest of Alfred M. Barabas '36.

M. BENJAMIN BARON PRE-MEDICAL SCHOLARSHIP FUND

(1993) Bequest of Etta Baron in memory of her husband, M. Benjamin Baron.

KYRA TIRANA BARRY AND DAVID BARRY SCHOLARSHIP FUND

(2009) Gift of Kyra Tirana Barry '87, P: '17 and David B. Barry '87, P: '17.

MICHAEL BARRY '89 SCHOLARSHIP FUND

(2010) Gift of Michael I. Barry '89.

FREDERIC D. BARSTOW SCHOLARSHIP FUND

(1943) Bequest of William S. Barstow.

ANDREW AND AVERY BARTH SCHOLARSHIP FUND

(2009) Gift of Andrew F. Barth '83, BUS'85, P: '16.

MILTON B. AND EDITH C. BASSON ENDOWMENT FUND

(1987) Bequest of Milton B. Basson '29.

CLEMENT AND ELIZABETH PROBASCO BEACHEY SCHOLARSHIP FUND

(1965) Bequest of Margaret Probasco Beachey in memory of her parents, Clement Beachey and Elizabeth Probasco Beachey.

BARBARA BEHRINGER SCHOLARSHIP FUND

(2009) Gift of Michael P. Behringer '89.

ROBERT L. BELKNAP SCHOLARSHIP FUND

(1987) Gift of various donors in the Class of 1977 in honor of Robert L. Belknap SIPA'57, GSAS'59 °, P: GSAPP'86.

WILLIAM C. AND ESTHER HOFFMAN BELLER SCHOLARSHIP FUND

(1983) Gift of Esther Hoffman Beller ° in honor of her husband, William C. Beller CC 1919, GSAS 1920 °, and herself.

WILLIAM AITKEN BENSEL MEMORIAL ENDOWMENT
(1975) Bequest of Marguerite C. and William A. Bensel CC 1902.

HERBERT R. BERK SCHOLARSHIP FUND
(1999) Bequest of Ruth L. Berk in memory of her husband, Herbert R. Berk '28, LAW'30.

THE ROBERT BERNE SCHOLARSHIP FUND
(2005) Gift of Robert Berne '60, BUS'62.

PINCUS BERNER MEMORIAL SCHOLARSHIP FUND
(1992) Bequest of Rose Wohl Hofstadter in memory of her brother-in-law, Pincus Berner.

ROBERT BERNOT '55 AND MORRIS LAMER SCHOLARSHIP FUND IN HONOR OF SAMARA BERNOT MESHEL '92
(1996) Gift of Robert Bernot '55, P: '92 and Morris Lamer ° in honor of Samara B. Meshel '92, P: '18.

YOGI BERRA SCHOLARSHIP FUND
(1959) Gift of various donors in honor of Yogi Berra.

THE BETHILL FAMILY SCHOLARSHIP FUND
(2009) Gift of Charles D. Bethill '69, GSAS'73, SIPA'73, LAW'74.

BIKHCHANDANI SCHOLARSHIP FUND
(2013) Gift of an anonymous donor.

JERRY AND EVELYN BISHOP SCHOLARSHIP FUND
(1984) Gift of Evelyn Bishop W: '42, SEAS'43, P: LAW'79 and Franklin G. Bishop '42, SEAS'43 °, P: LAW'79.

GIUSEPPE AND MARIA BISIO SCHOLARSHIP FUND
(1993) Gift of Attilio Bisio '52, SEAS'53, SEAS'54, P: '85, LAW'92 in honor of Giuseppe and Maria Bisio.

BLACK ALUMNI COUNCIL SCHOLARSHIP FUND
(2002) Gift of Columbia College Black Alumni Council, alumni, and friends.

CHARLES P. BLACKMORE ATHLETIC SCHOLARSHIP
(1990) Bequest of Charles P. Blackmore '38, GSAS'53.

LEO BLITZ MEMORIAL SCHOLARSHIP FUND
(1987) Gift of Steven M. Blitz '62, SEAS'63.

THE WILLARD AND ROBERTA BLOCK FAMILY SCHOLARSHIP FUND
(1999) Gift of Willard Block '51.

MAXWELL A. BLOOMFIELD SCHOLARSHIP FUND
(2002) Bequest of Maxwell Bloomfield.

BOCKLAGE FAMILY SCHOLARSHIP FUND
(2010) Gift of Alanna and Chandler B. Bocklage '00.

ALEXANDER BODINI ENDOWED FINANCIAL AID FUND
(2004) Gift of ACP Holdings, Inc. in memory of Alexander Bodini.

PHILIP BONANNO SCHOLARSHIP FUND
(1996) Gift of Philip P. Bonanno '54, SEAS'55, SEAS'64.

STEVE BOOTHE SCHOLARSHIP
(2014) Gift of Steven E. Boothe '90.

HOWARD H. BORN SCHOLARSHIP FUND
(1990) Bequest of Howard H. Born.

H. HUBER BOSCOWITZ SCHOLARSHIP FUND
(1994) Bequest of H. Huber Boscowitz '23.

DR. LEONARD BRAM SCHOLARSHIP FUND
(2011) Gift of Jonathan D. Bram '87, P: '14, '17.

EDWARD M. BRATTER SCHOLARSHIP FUND
(1984) Gift of Carole Bratter W: '61 , P: '87, '90 and Thomas Bratter '61 °, P: '87, '90 in honor of Edward M. Bratter '26.

THE MICHAEL O. BRAUN SCHOLARSHIP FUND
(2006) Gift of Michael O. Braun '70, LAW'73, P: '09.

BREAD OF LIFE FOUNDATION SCHOLARSHIP
(1993) Gift of Paul J. Grant '65.

JESSICA LEE BRETT SCHOLARSHIP FUND
(2008) Gift of Patricia Brett '87, P: '18 and James T. Brett '84, P: '18.

LAURENCE AND MARION BREWER '38 CC SCHOLARSHIP FUND
(2006) Bequest of Marion and Laurence A. Brewer '38.

JOHN B. BRIDGWOOD SCHOLARSHIP FUND
(1985) Gift of John B. Bridgwood °.

BRILLO-SONNINO FAMILY SCHOLARSHIP FUND
(2009) Gift of Lyn Brillo and Mark D. Sonnino '82.

THE CRAIG B. BROD SCHOLARSHIP
(2011) Gift of Craig B. Brod '77.

HAROLD BROD MEMORIAL ROOM SCHOLARSHIP FUND
(1958) Gift of Beth Brod W: '47 in memory of her husband, Harold Brod '47.

DOROTHY R. BRODIN SCHOLARSHIP FUND FOR THE HUMANITIES
(2007) Bequest of Dorothy R. Brodin GSAS'43, GSAS'63.

BRONIN FAMILY SCHOLARSHIP FUND
(1996) Gift of Andrew Bronin '69.

ROBERT R. BROOKHART MEMORIAL SCHOLARSHIP FUND

(1991) Bequest of Herbert A. Deane '42, GSAS'53 in honor of Robert R. Brookhart '59 °.

FRANK AND DEENIE BROSENS SCHOLARSHIP FUND
(2006) Gift of the Frank Brosens and Deenie Brosens Foundation.

CAITLIN AND TOM BROWN SCHOLARSHIP FUND
(2013) Gift of Thomas P. Brown '92 and Caitlin T. Brown BC '91.

FREDRIC WALDEN BROWN MEMORIAL SCHOLARSHIP FUND
(2005) Bequest of Norma L. and John H. Brown.

HAROLD BROWN SCHOLARSHIP FUND
(1990) Gift of Harold Brown '46, GSAS'46, GSAS'49.

SAMUEL POTTER BROWN SCHOLARSHIP FUND
(1998) Bequest of Samuel P. Brown '41, BUS'41.

CARL M. BRUKENFELD CLASS OF 1927 MEMORIAL SCHOLARSHIP FUND
(1970) Gift of M. Ronald Brukenfeld GSAS'39 °.

CLARENCE BRUNER-SMITH SCHOLARSHIP FUND - COLUMBIA COLLEGE
(2002) Bequest of Clarence Bruner-Smith '25.

LOUISE AND ROBERT BRUNNER FAMILY SCHOLARSHIP FUND
(2014) Gift of Rochelle L. and Thomas W. Brunner '66, P: '95.

MICHAEL S. BRUNO, M.D. SCHOLARSHIP FUND
(1989) Gift of Michael S. Bruno '43, PS'45, P: BUS'70.

DR. ELI BRYK SCHOLARSHIP FUND
(1999) Gift of Eli Bryk '78, PS'82, P: '07, '08, '10, '13, BC'03, GSAS'10, BUS'11, LAW'11, JRN'14, PS'15.

BRYNJOLFFSSON FAMILY UNDERGRADUATE SCHOLARSHIP FUND
(2008) Gift of Margaret and John Brynjolfur Brynjolfsson '86.

BUCHMAN FAMILY SCHOLARSHIP FUND
(1989) Gift of Stephen L. Buchman '59, LAW'62.

ANNIE P. BURGESS SCHOLARSHIP FUND
(1913) Bequest of Annie P. Burgess.

DANIEL BURGESS SCHOLARSHIP FUND
(1913) Bequest of Annie P. Burgess.

J. GARY BURKHEAD SCHOLARSHIP FUND
(1988) Gift of J. Gary Burkhead '63.

DR. IRVIN J. BUSSING SCHOLARSHIP FUND
(1996) Gift of Irvin J. Bussing '22, GSAS'35 °.

RICHARD BUTLER FOUNDATION
(1903) Gift of Mrs. Richard Butler in memory of her husband, Richard Butler.

BENJAMIN J. BUTTENWIESER PRESIDENTIAL SCHOLARSHIP FUND
(1992) Gift of Lionel I. Pincus BUS'56 °, P'92, P'95, BUS'02, the Charles H. Revson Foundation, and various donors in memory of Benjamin J. Buttenwieser CC 1919.

MICHAEL BYOWITZ / RUTH HOLZER / SUZANNE BYOWITZ SCHOLARSHIP FUND
(2008) Gift of Ruth Holzer and Michael H. Byowitz '73, P: '13, LAW'14 in honor of the thirty-fifth anniversary of Michael's graduation.

C

JOHN T. CAHILL MEMORIAL SCHOLARSHIP FUND
(1967) Gift of various donors in memory of John T. Cahill '24.

EDWARD F. CALESA SCHOLARSHIP FUND
(1989) Gift of Edward Calesa '63 in honor of Joel Larus GSAS'60.

STEVEN C. CALICCHIO FUND
(2013) Gift of Steven C. Calicchio Foundation.

WILLIAM CAMPBELL SCHOLARSHIP FUND
(2000) Gift of William V. Campbell '62, TC'64, P: '04, '13, SIPA'08.

JOHN AND BETTY CARROLL MEMORIAL SCHOLARSHIP FUND
(2004) Gift of Barbara Bartlik and David S. Carroll '76, LAW'79, P: '11 in honor of David's parents, John and Betty Carroll P: '76, LAW'79.

PROFESSOR JOHN P. CARTER SCHOLARSHIP FUND
(2001) Bequest of Rachel H. Carter in memory of her husband, John P. Carter '36.

EDWIN H. CASE MEMORIAL SCHOLARSHIP FUND
(1994) Gift of Stephen H. Case '64, LAW'68, P: '92 and various donors in memory of Stephen's son, Edwin H. Case '92.

CENTRAL DELICATESSEN FUND
(2015) Gift of an anonymous donor.

DOUGLAS A. CHADWICK, JR. SCHOLARSHIP FUND
(2004) Gift of Douglas A. Chadwick '61, BUS'62.

FRANK W. CHAMBERS SCHOLARSHIP FUND
(1950) Gift of various donors in memory of Frank W. Chambers CC 1906.

SOU CHAN SCHOLARSHIP FUND
(1949) Gift of Sou Chan.

RYAN CHANG SCHOLARSHIP FUND
(2011) Gift of Ryan S. Chang '02.

CHANG ROBBINS FAMILY SCHOLARSHIP FUND
(2012) Gift of Joyce Chang '87.

CHANG CHAN YUK PING SCHOLARSHIP FUND

(2011) Gift of Pamela and Eric M. P. Tang P: '09.

CHAPMAN FAMILY SCHOLARSHIP FUND

(2015) Gift of Kenneth B. Chapman '97.

JOHN CHEE SCHOLARSHIP FUND

(1988) Gift of John K. C. Chee '68, BUS'70, P: '95, '97, '01.

CHARLIE CHO SCHOLARSHIP FUND

(2011) Gift of Charles W. Cho '96.

THE CHODASH FAMILY SCHOLARSHIP FUND

(2015) Gift of Craig L. Chodash '90.

CHOU SCHOLARSHIP FUND

(2010) Gift of Silas Kei-Fong Chou.

SILAS CHOU SCHOLARSHIP FUND

(2010) Gift of Silas Kei-Fong Chou.

DANIEL S.J. CHOY COLUMBIA COLLEGE SCHOLARSHIP FUND

(2013) Gift of Daniel S. J. Choy.

JEREMIAH AND YOLANDA CIANCIA FAMILY SCHOLARSHIP FUND

(2008) Gift of Jeremiah and Yolanda Ciancia Foundation.

RICHARD H. CIPOLLA MEMORIAL SCHOLARSHIP FUND

(1981) Gift of John and Patricia Klingenstein in memory of Richard H. Cipolla SEAS'48.

ROBERT CIRICILLO SCHOLARSHIP FUND

(2004) Gift of Robert C. Ciricillo '67.

JOHN J. CIRIGLIANO SCHOLARSHIP FUND

(1987) Gift of John J. Cirigliano '64.

TATJANA CIZEVSKA SCHOLARSHIP FUND

(1986) Gift of Tatjana Cizevska GSAS'49 °.

CLASS OF 1892 ARTS AND MINES SCHOLARSHIP

(1917) Gift of various donors in the Class of 1892 Arts and Mines.

CLASS OF 1896 ARTS AND MINES SCHOLARSHIP

(1921) Gift of various donors in the Class of 1896 Arts and Mines.

CLASS OF 1900 FUND

(1950) Gift of various donors in the Class of 1900 College, Engineering and Architecture.

CLASS OF 1902 COLLEGE AND ENGINEERING SCHOLARSHIP FUND

(1952) Gift of various donors in the Class of 1902.

CLASS OF 1905 SCHOLARSHIP FUND

(1955) Gift of various donors in the Class of 1905.

CLASS OF 1906 FRANK D. FACKENTHAL SCHOLARSHIP FUND

(1948) Gift of various donors in the Class of 1906.

CLASS OF 1907 ENGINEERING FUND

(1937) Gift of various donors in the Class of 1907.

CLASS OF 1908 COLLEGE FUND FOR A ROOM IN RESIDENCE HALLS FUND

(1948) Gift of various donors in the Class of 1908.

CLASS OF 1909 SCHOLARSHIP FUND

(1959) Gift of various donors in the Class of 1909.

CLASS OF 1911 FUND

(1936) Gift of various donors in the Class of 1911.

CLASS OF 1914 COLLEGE AND ENGINEERING FUND

(1969) Gift of various donors in the Class of 1914.

CLASS OF 1915 SCHOLARSHIP FUND

(1950) Gift of various donors in the Class of 1915.

CLASS OF 1916 COLLEGE AND ENGINEERING FUND

(1947) Gift of various donors in the Class if 1916.

CLASS OF 1916 SCHOLARSHIP FUND

(1951) Gift of various donors in the Class of 1916.

CLASS OF 1917 COLLEGE, ENGINEERING, JOURNALISM FUND

(1939) Gift of various donors in the Class of 1917.

CLASS OF 1918 SCHOLARSHIP FUND

(1948) Gift of various donors in the Class of 1918.

CLASS OF 1918 50TH ANNIVERSARY SCHOLARSHIP FUND

(1968) Gift of various donors in the Class of 1918.

CLASS OF 1920 SCHOLARSHIP FUND

(1983) Gift of various donors in the Class of 1920.

CLASS OF 1921 SCHOLARSHIP FUND

(1936) Gift of various donors in the Class of 1921.

CLASS OF 1922 NATIONAL SCHOLARSHIP ENDOWMENT FUND

(1950) Gift of various donors in the Class of 1922.

CLASS OF 1924 SCHOLARSHIP FUND

(1949) Gift of various donors in the Class of 1924.

CLASS OF 1924 SCHOLARSHIP ROOM ENDOWMENT

(1949) Gift of various donors in the Class of 1924.

CLASS OF 1925 HERBERT E. HAWKES SCHOLARSHIP FUND

(1987) Gift of various donors in the Class of 1925.

CLASS OF 1926 DWIGHT C. MINER SCHOLARSHIP FUND

(1973) Gift of various donors including faculty, students, and alumni.

CLASS OF 1927 SCHOLARSHIP FUND

(1947) Gift of various donors in the Class of 1927.

CLASS OF 1928 COLLEGE PERMANENT FUND

(1956) Gift of various donors in the Class of 1928.

CLASS OF 1929 TENTH ANNIVERSARY FUND

(1939) Gift of various donors in the Class of 1929.

CLASS OF 1932 SCHOLARSHIP FUND

(1982) Gift of various donors in the Class of 1932.

THE CLASS OF 1933 SCHOLARSHIP FUND

(2008) Bequest of Mabel H. Tunstead.

CLASS OF 1933 SCHOLARSHIP FUND

(1988) Gift of various donors in the Class of 1933.

CLASS OF 1934 SCHOLARSHIP FUND

(1986) Gift of various donors in the Class of 1934.

CLASS OF 1936 SCHOLARSHIP FUND

(1965) Gift of various donors in the Class of 1936.

CLASS OF 1938 SCHOLARSHIP FUND

(1967) Gift of various donors in the Class of 1938.

CLASS OF 1942 GEORGE A. HYMAN, M.D.
SCHOLARSHIP FUND

(2005) Gift of Barry S. Hyman '77, PS'86 and the George A. Hyman Revocable Trust in memory of Barry's father, George A. Hyman '42, PS'45, P: '77, PS'86.

CLASS OF 1942 SCHOLARSHIP FUND

(1967) Gift of various donors in the Class of 1942.

CLASS OF 1943 SCHOLARSHIP FUND

(1976) Gift of various donors in the Class of 1943.

CLASS OF 1951 SCHOLARSHIP FUND

(1996) Gift of various donors in the Class of 1951.

CLASS OF 1952 ENDOWMENT FUND

(1988) Gift of various donors in the Class of 1952 in honor of the thirty-fifth anniversary of their graduation.

COLUMBIA COLLEGE CLASS OF 1952 SCHOLARSHIP
FUND

(2002) Gift of various donors in the Class of 1952.

CLASS OF 1953/ MICHAEL I. SOVERN SCHOLARSHIP
FUND

(1983) Gift of various donors in the Class of 1953.

CLASS OF 1955 SCHOLARSHIP FUND

(1982) Gift of various donors in the Class of 1955.

CLASS OF 1956 ALAN N. MILLER SCHOLARSHIP FUND

(2014) Gift of various donors in the Class of 1956 in honor of the fifty-fifth anniversary of their graduation and in memory of Alan N. Miller '56, SEAS'57, BUS'58, P: '88.

CLASS OF 1956 SCHOLARSHIP FUND

(1982) Gift of various donors in the Class of 1956.

THE CLASS OF 1958 PETER STUYVESANT
SCHOLARSHIP

(1992) Gift of David J. Londoner '58, BUS'59 °, P: '91, Bernard W. Nussbaum '58, P: '93, and other graduates of Stuyvesant High School in the Class of 1958.

CLASS OF 1959 SCHOLARSHIP FUND

(1992) Gift of various donors in the Class of 1959.

CLASS OF 1966 SCHOLARSHIP FUND

(1986) Gift of various donors in the Class of 1966.

CLASS OF 1968 SCHOLARSHIP FUND

(1988) Gift of various donors in the Class of 1968.

CLASS OF 1969 SCHOLARSHIP FUND

(1991) Gift of various donors in the Class of 1969 in honor of the twentieth anniversary of their graduation.

CLASS OF 1975 NEIL SELINGER MEMORIAL
SCHOLARSHIP FUND

(2013) Gift of various donors in the Class of 1975.

THE CLASS OF 1979 DEAN AUSTIN E. QUIGLEY
SCHOLARSHIP FUND

(2014) Gift of the Class of 1979 in honor of the thirtieth anniversary of their graduation.

THE CLASS OF 1984 SCHOLARSHIP FUND

(2013) Gift of various donors in the Class of 1984.

THE CLASS OF 1985 SCHOLARSHIP FUND

(2014) Gift of Class of 1985 in honor of the twenty-fifth anniversary of their graduation.

THE CLASS OF 1989 SCHOLARSHIP FUND

(2014) Gift of Class of 1989 in honor of the twentieth anniversary of their graduation.

THE COLUMBIA COLLEGE CLASS OF 1994
SCHOLARSHIP FUND

(2014) Gift of the Class of 1994 in honor of the fifteenth anniversary of their graduation.

THE COLUMBIA COLLEGE CLASS OF 2005
SCHOLARSHIP FUND

(2013) Gift of various donors in the Class of 2005.

MICHAEL J. CLEMENS SCHOLARSHIP FUND

(1990) Bequest of Michael J. Clemens '61, GSAS'64.

ETHEL CLYDE SCHOLARSHIP FUND

(1979) Bequest of Ethel Clyde GS'31, P: '30 °.

DONN COFFEE MEMORIAL SCHOLARSHIP FUND

(2005) Gift of Toni Coffee BC'56, W: '55, BUS'56.

JOAN M. COHEN SCHOLARSHIP FUND

(1987) Gift of Alan N. and Joan M. Cohen Foundation.

SANFORD M. COHEN SCHOLARSHIP FUND
(1996) Gift of Sanford M. Cohen '83.

PETER AND JOAN COHN SCHOLARSHIP FUND
(2004) Gift of Peter F. Cohn '58, PS'58, P: '93.

COLE FUND
(1943) Bequest of Edward F. Cole.

MAE AND HARRY COLE MEMORIAL FUND
(1965) Bequest of Harry Dix Cole CC 1913.

HENRY S. COLEMAN SCHOLARSHIP FUND
(1992) Gift of Bradford Higgins '74, LAW'78 in honor of Henry S. Coleman '46, SEAS'46 °.

HENRY S. COLEMAN LEADERSHIP SCHOLARSHIP FUND
(1994) Gift of Mary Lou and Robert F. Coviello '67, BUS'68, P: '99 in honor of Henry S. Coleman '46, SEAS'46 °.

LAURA AND STEVEN COLEMAN SCHOLARSHIP FUND
(2013) Gift of Steven E. Coleman '83, P: '15.

PERRY MCDONOUGH COLLINS SCHOLARSHIP FUND
(1917) Bequest of Kate Collins Brown in memory of her uncle, Perry McDonough Collins.

COLUMBIA COLLEGE ALUMNI FUND ENDOWMENT
(1983) Gift of various donors.

COLUMBIA COLLEGE SCHOLARSHIP AND FELLOWSHIP FUND
(1968) Gift of various donors.

COLUMBIA COLLEGE SCHOLARSHIP FUND
(2011) Gift of various donors.

COLUMBIA COLLEGE VARIOUS SCHOLARSHIPS
(1981) Gift of various donors.

COLUMBIA COLLEGE WOMEN SCHOLARSHIP FUND
(2009) Gift of various donors.

COLUMBIA UNIVERSITY ALUMNI CLUB OF NASSAU COUNTY SCHOLARSHIP FUND
(1986) Gift of the Columbia University Alumni Club of Nassau County.

COLUMBIA UNIVERSITY CLUB FOUNDATION SCHOLARSHIP FUND
(1967) Gift of the Columbia University Club Foundation.

COLUMBIA UNIVERSITY CLUB OF NEW ENGLAND SCHOLARSHIP FUND
(1985) Gift of various members of the Columbia University Club of New England.

COLUMBIA UNIVERSITY FUND FOR STUDENTS
(2005) Bequest of Al Jolson.

HARRIET WALLER CONKLIN/LILLIAN CHERNOK SABLE FUND
(2010) Gift of an anonymous donor.

COOK FAMILY FUND
(2011) Gift of Michael L. Cook '65.

CORNACCHIA FAMILY SCHOLARSHIP FUND
(2010) Gift of Thomas W. Cornacchia '85, P: '17, '19 and Goldman Sachs Charitable Gift Fund.

CHARLES K. COSSE MEMORIAL SCHOLARSHIP FUND
(1975) Gift of Anne L. Cosse ° in memory of her husband, Charles K. Cosse '25.

PAUL AND LILLIAN COSTALLAT SCHOLARSHIP FUND
(1972) Bequest of Lillian and Paul Costallat.

BERTHE COSTIKYAN SCHOLARSHIP FUND
(1990) Gift of Andrew M. Costikyan '43 ° and Edward N. Costikyan '47, LAW'49 ° in memory of their mother, Berthe Costikyan P: '43 °, '47, LAW'49 °.

CHARLES HALSTEAD COTTINGTON SCHOLARSHIP FUND - COLUMBIA COLLEGE
(2002) Bequest of Marianne W. Cottington in memory of her husband, Charles Halstead Cottington.

LOUISE CRAIGMYLE SCHOLARSHIP FUND
(1960) Gift of Louise Craigmyle °.

FREDERIC M. AND MARY E. CURRAN CLASS OF 1919 SCHOLARSHIP FUND
(1967) Bequest of Mary E. and Frederic M. Curran CC 1919 °.

CHESTER W. CUTHELL CLASS OF 1905 SCHOLARSHIP FUND
(1945) Gift of various donors in the Class of 1905 in honor of the fortieth anniversary of their graduation.

D

CHARLES ANDERSON DANA SCHOLARSHIP FUND
(1988) Gift of David S. Dana '53 in memory of his father, Charles A. Dana CC 1902, GSAS 1904, LAW 1905, P: '53.

HORACE E. DAVENPORT FUND
(1958) Gift of Horace E. Davenport '29 °.

VERA B. DAVID SCHOLARSHIP FUND
(1963) Bequest of Vera B. David.

ARTHUR M. DAVIS SCHOLARSHIP FUND
(1989) Bequest of Arthur M. Davis '24.

A.M. DAVIS SCHOLARSHIP FUND
(1944) Gift of A.M. Davis °.

EDWIN F. DAVIS SCHOLARSHIP FUND
(1939) Bequest of Edwin F. Davis.

THE PIRI AND NATE DAVIS FAMILY SCHOLARSHIP

(2005) Gift of Stacey R. and Eugene I. Davis '75, SIPA'76, LAW'80, P: '05, '07.

SARAH DAVIS FINANCIAL AID SCHOLARSHIP FUND
(1998) Gift of Hank Davis '63.

JUDGE ARCHIE DAWSON MEMORIAL SCHOLARSHIP FUND
(1964) Gift of various donors in memory of Archie Dawson '21.

THE RAUL J. DE LOS REYES MEMORIAL SCHOLARSHIP FUND
(2005) Gift of Richard N. de los Reyes '97.

HERBERT A. DEANE SCHOLARSHIP FUND
(1991) Bequest of Herbert A. Deane '42, GSAS'53.

THE DEBART SCHOLARSHIP FUND - COLUMBIA COLLEGE
(2002) Gift of J. Richard deBart GS'77.

DELOITTE AND TOUCHE SCHOLARSHIP GIFT
(2003) Gift of various donors.

LEONARDO C. AND MARY M. DE MORELOS SCHOLARSHIP FUND
(1999) Bequest of Leonardo C. De Morelos GSAS'54.

FRANK W. DEMUTH SCHOLARSHIP FUND
(1965) Bequest of Frank W. Demuth CC 1914, LAW 1916.

LELAND S. DENNING SCHOLARSHIP FUND
(2005) Bequest of Leland S. Denning '39.

ROBERT STEVEN DENNING SCHOLARSHIP FUND
(2008) Gift of Roberta B. and Steven A. Denning P: '06.

ROBERT STEVEN DENNING SCHOLARSHIP FUND
(2014) Gift of Roberta B. and Steven A. Denning P: '06 in honor of the 30th birthday of their son, Robert Steven Denning '06.

CARL W. DESCH SCHOLARSHIP FUND IN MEMORY OF KATHARINE W. DESCH
(1992) Gift of Carl W. Desch '37, GSAS'39 ° in memory of his wife, Katharine Desch.

WILLIAM B. AND ALAN TAYLOR DEVOE SCHOLARSHIP FUND
(1985) Bequest of Edith T. Alexander in memory of her first husband, William Devoe CC 1906, and in memory of Alan Devoe.

WILLIAM AND IDA H. DEWAR FINANCIAL ASSISTANCE AND SCHOLARSHIP FUND
(1988) Bequest of Ida H. Dewar.

EDWARD WILSON DEWILTON SCHOLARSHIP FUND
(1974) Bequest of Rollo Linamore DeWilton CC 1910.

SIDNEY R. AND ARTHUR W. DIAMOND SCHOLARSHIP FUND

(1986) Gift of Arthur W. Diamond '25, LAW'26 ° and Sidney R. Diamond '20, LAW'22 °.

LEONARD DICKSON SCHOLARSHIP FUND
(1962) Gift of the Dickson Foundation in memory of Leonard Dickson CC 1913.

GRACE AND JAMES DIGNAN FAMILY SCHOLARSHIP FUND
(2013) Gift of Grace and James H. Dignan '91.

WILLIAM A.S. DOLLARD AND BERNARD F. KELLEY SCHOLARSHIP
(2001) Bequest of William A.S. Dollard '24, GSAS'26.

MARTIN DORSCH STUDENT ASSISTANCE FUND
(1978) Bequest of Martin Dorsch.

ROGER E. DOUNCE SCHOLARSHIP FUND
(2014) Bequest of Shirley A. Ingalls.

PAUL SEYMOUR DREUX SCHOLARSHIP FUND
(1984) Bequest of Paul S. Dreux CC 1918.

DRL FUND
(2010) Gift of an anonymous donor.

AVRAM DRORI SCHOLARSHIP FUND
(2010) Gift of Avram J. Drori '04, BUS'09.

ELIZABETH AND DANIEL DWYER SCHOLARSHIP FUND
(2010) Gift of Elizabeth A. Dwyer '92 °.

THE DYCKMAN INSTITUTE SCHOLARSHIP FUND
(1943) Gift of the Dyckman Institute.

E

EDWARD MEAD EARLE SCHOLARSHIP FUND
(1954) Bequest of Edward Mead Earle.

DANIEL EASTMAN SCHOLARSHIP FUND
(1978) Bequest of Ida R. Eastman in memory of her son, Daniel Eastman.

BERIL EDELMAN MEMORIAL SCHOLARSHIP FUND
(1997) Gift of Joan Goody ° in memory of her father, Beril Edelman '24, SEAS'26.

STANLEY EDELMAN SCHOLARSHIP FUND
(2000) Gift of Henry Nias Foundation.

DR. JAMES C. EGBERT MEMORIAL SCHOLARSHIP FUND
(1955) Gift of Lester D. Egbert CC 1914 ° in memory of his father, James C. Egbert CC 1881.

JOHN S. AND SARAH STONE EHLINGER SCHOLARSHIP FUND
(2010) Gift of John S. Ehlinger '91, BUS'98.

ADOLPHUS EHRLICH SCHOLARSHIP FUND

(2011) Bequest of Adolphus O. Ehrlich.

THE ERIC EISNER SCHOLARSHIP FUND

(2010) Gift of Eric Eisner '70, LAW'73, P: '11.

ABIGAIL ELBAUM SCHOLARSHIP FUND

(2007) Gift of Abigail Black Elbaum '92, BUS'94.

DANIEL GIRAUD ELLIOT FUND

(1949) Bequest of Margaret Henderson Elliot.

THE DAVID AND ALICE ENG FAMILY SCHOLARSHIP FUND

(2007) Gift of Calvin Eng GSAS'71, Catherine Eng PS'76, Eva Eng, and John Eng PS'74.

SOLTON ENGEL NATIONAL SCHOLARSHIP FUND

(1950) Gift of Solton Engel CC 1916 °.

JEREMY G. EPSTEIN '67 SCHOLARSHIP FUND

(2003) Gift of Jeremy G. Epstein '67 °.

ESPOSITO-CRANDALL FAMILY SCHOLARSHIP FUND

(2010) Gift of Michele A. Esposito '96.

J. HENRY ESSER SCHOLARSHIP FUND

(2012) Gift of the Marion Esser Kaufman Foundation.

EXTER FAMILY SCHOLARSHIP FUND

(2011) Gift of Diane and Neil Exter P: '14.

F

MICHAEL AND JANE DIEHL FACKENTHAL SCHOLARSHIP AND FELLOWSHIP FUND

(1968) Bequest of Frank D. Fackenthal CC 1906 in memory of his parents, Jane and Michael Diehl Fackenthal P: CC 1906.

FALK WALLACE FAMILY SCHOLARSHIP FUND

(2010) Gift of Edward C. Wallace '71, P: '12, '14 and Pamela S. Falk LAW'92, P: '12, '14.

HAMEN AND PHYLLIS FAN FAMILY SCHOLARSHIP FUND

(2011) Gift of Phyllis M. W. and Hamen S. H. Fan P: '13, BUS'15.

FANG FAMILY SCHOLARSHIP FUND

(2011) Gift of Anna A. Fang-Hamm '04.

GERALD FEINBERG MEMORIAL SCHOLARSHIP FUND

(2007) Bequest of Barbara J. Feinberg P: '92, '95, LAW'95 in memory of her husband, Gerald Feinberg '53, GSAS'54, GSAS'57, P: '92, '95, LAW'95.

PHILIP FELDMAN SCHOLARSHIP FUND

(1985) Bequest of Philip Feldman CC 1918.

SYLVIA FELLER AND LUCILLE KNIPE SCHOLARSHIP FUND

(2000) Gift of Matthew F. Feller '76, PS'80.

FERGANG FAMILY SCHOLARSHIP FUND

(2009) Gift of Yale M. Fergang '87, SEAS'88.

E. ALVIN AND ELAINE M. FIDANQUE FUND

(1994) Bequest of E. Alvin Fidanque '26.

PETER AND SUSAN FISCHBEIN FAMILY SCHOLARSHIP FUND

(2014) Gift of Susan G. Kaufman and Peter D. Fischbein '60, LAW'63, P: '16.

ANDREW L. FISHER '66 CC SCHOLARSHIP FUND

(2005) Gift of Phebe and Louis A. Goodman '65.

ELIZA AND CANNING FOK ENDOWED FUND FOR INTERNATIONAL STUDENT FINANCIAL AID

(2011) Gift of Canning Fok P: '13.

FORD/EEOC ENDOWMENT SCHOLARSHIP FUND - COLUMBIA COLLEGE

(2003) Gift of the Ford Motor Company.

SIDNEY FORSCH SCHOLARSHIP FUND

(1967) Gift of Josephine E. Forsch ° in memory of her husband, Sidney Forsch CC 1906.

MABEL V.P. SMITH FORSYTH SCHOLARSHIP FUND

(1977) Bequest of Mabel V. P. Smith Forsyth.

GARY S. FRAGIN SCHOLARSHIP FUND

(1990) Gift of Gary S. Fragin SIPA'69, BUS'70, P: BUS'01, BUS'03.

IAN FORBES FRASER SCHOLARSHIP FUND

(1974) Bequest of Ian Forbes Fraser '29, GSAS'39.

JOHN AND MAY FRASER SCHOLARSHIP FUND

(1974) Bequest of Ian Forbes Fraser '29, GSAS'39.

JUDGE JOHN JOSEPH FREEDMAN SCHOLARSHIP FUND

(1995) Bequest of Josephine Van Zindt in memory of her father, John Freedman.

DORIS AND JESSE FREIDIN SCHOLARSHIP FUND

(1987) Gift of John S. Freidin '62, in memory of his parents, Doris and Jesse Freidin P: '62.

ALBERT W. FRIBOURG SCHOLARSHIP FUND

(1993) Bequest of Albert W. Fribourg '24, LAW'27.

A. ALAN FRIEDBERG SCHOLARSHIP FUND

(1986) Gift of A. Alan Friedberg '53.

LAWRENCE N. FRIEDLAND SCHOLARSHIP FUND

(1991) Gift of Lawrence N. Friedland '47, LAW'49.

JACOB W. FRIEDMAN SCHOLARSHIP FUND

(1995) Gift of Jacob W. Friedman '33, LAW'35 °.

ROBERT AND BARBARA FRIEDMAN SCHOLARSHIP FUND

(2010) Gift of Robert L. Friedman '64.

GORDON BROOK FULCHER, JR. SCHOLARSHIP FUND
(2011) Gift of Eleanor L. Fulcher in memory of her brother,
Gordon B. Fulcher, Jr. GS'61.

PHILIP FUSCO MEMORIAL SCHOLARSHIP FUND
(1992) Gift of various donors in memory of Philip R. Fusco '88.

G

GAGUINE SCHOLARSHIP FUND
(1984) Gift of Benito Gaguine '32, LAW'34 °, P: '69.

STUART GARCIA MEMORIAL SCHOLARSHIP FUND
(1987) Gift of various donors in memory of Stuart L. Garcia '84.

DOUGLAS B. GARDNER SCHOLARSHIP FUND
(2002) Gift of Neal L. Wolkoff '77.

GEHRIG SCHOLARSHIP FUND
(1958) Gift of Mel Allen and various donors in honor of Lou
Gehrig '25 °.

GEORGE AUGUSTUS GEIGER SCHOLARSHIP FUND
(1976) Bequest of Louise L. Geiger.

GERMAN SOCIETY OF THE CITY OF NEW YORK
SCHOLARSHIP FUND
(2002) Gift of the German Society of the City of New York.

WILLIAM HENRY GIBSON SCHOLARSHIP FUND
(1927) Gift of Honoro Gibson Pelton in memory of her father,
William Henry Gibson CC 1875.

ARTHUR A. GLADSTONE ENDOWED SCHOLARSHIP
FUND
(2009) Bequest of Arthur A. Gladstone '32, LAW'34.

JOSEPH E. GLASS JR. SCHOLARSHIP FUND
(1996) Gift of Christopher K. Tahbaz '86, LAW'90 and various
donors in memory of Joseph Glass '86, SIPA'90.

GM/EEOC ENDOWED SCHOLARSHIP FUND -
COLUMBIA COLLEGE
(1984) Gift of General Motors/EEOC Endowed Scholarship
Program.

THOMAS GLOCER SCHOLARSHIP FUND
(2013) Gift of Thomas H. Glocer '81.

CHARLES N. AND JANE GOLDMAN SCHOLARSHIP
FUND
(1993) Gift of Charles N. Goldman '53, LAW'55.

ABRAHAM AND LEE GOLDEN SCHOLARSHIP FUND
(2011) Gift of Michelle Mercer and Bruce Golden '81.

GOLDEN FUTURE SCHOLARSHIP FUND
(2012) Gift of an anonymous donor.

GOLDSCHMIDT FAMILY SCHOLARSHIP FUND

(2010) Gift of Lawrence E. Goldschmidt '64, LAW'67, P:
LAW'99 and Beatrice C. Goldschmidt TC'41, W: '32, P: '64,
LAW'67.

ERIC AND TAMAR GOLDSTEIN SCHOLARSHIP FUND
(2006) Gift of Eric S. Goldstein '80, P: '15, '18.

THE CARTER GOLEMBE SCHOLARSHIP FUND
(1995) Gift of various donors in honor of Carter H. Golembe
'45, GSAS'52 °.

JOHN P. GOMMES SCHOLARSHIP FUND
(2011) Gift of Thomas D. Gommès '98, LAW'02, JRN'06 in
honor of his father, John P. Gommès P: '98, LAW'02, JRN'06.

EMANUEL GOODMAN SCHOLARSHIP FUND
(1989) Bequest of Emanuel Goodman JRN'22.

MAURICE AND SARA GOODMAN SCHOLARSHIP
FUND
(1988) Gift of Maurice B. Goodman BUS'23 ° in honor of Sara
Goodman.

RICHARD GOODMAN SCHOLARSHIP
(2014) Gift of Richard A. Goodman '70, GSAS'71, GSAS'77,
BUS'79.

ALAN GORNICK SCHOLARSHIP FUND
(1990) Gift of Alan L. Gornick '35, LAW'37 °.

EUGENE AND PHYLLIS GOTTFRIED SCHOLARSHIP
FUND
(2013) Gift of Phyllis Swain Gottfried ° and Eugene L. Gottfried
'50, PS'54.

THE SARAH E. GRANT SCHOLARSHIP FUND AT
COLUMBIA COLLEGE
(2007) Gift of Annette M. Grant BC'83, P: '12, '17, '18 and
Geoffrey T. Grant SEAS'82, P: '12, '17, '18.

GREATER NEW YORK MUTUAL INSURANCE
COMPANY FUND
(1967) Gift of the Greater New York Mutual Insurance
Company.

MATTHEW S. GREER SCHOLARSHIP FUND
(2010) Gift of Matthew S. Greer '00, GSAPP'03.

THE GEOFFREY E. GROSSMAN SCHOLARSHIP FUND
(2007) Gift of Geoffrey E. Grossman '08, GSAS'11.

THE MATTHEW C. GROSSMAN SCHOLARSHIP FUND
(2007) Gift of Matthew C. Grossman '05, GSAS'07.

THE SHARON AND PETER GROSSMAN FAMILY
SCHOLARSHIP
(2005) Gift of Sharon and Peter A. Grossman '79, P: '05, '08,
GSAS'07, GSAS'11.

PETER GRUENBERGER FAMILY SCHOLARSHIP FUND
(2000) Gift of Peter Gruenberger '58, LAW'61.

GRUENSTEIN FAMILY SCHOLARSHIP FUND

(2014) Gift of Nicole and David Gruenstein '77, P: '18.

WALTER GUENSCH SCHOLARSHIP FUND

(2001) Gift of Walter A. Guensch '39.

LEE AND ELIZABETH GUITTAR SCHOLARSHIP FUND

(1994) Gift of Lee J. Guittar '53, GS'94.

H. HAROLD GUMM AND ALBERT VON TILZER
SCHOLARSHIP FUND

(1998) Bequest of H. Harold Gumm CC 1901, LAW 1904.

GURIAN FAMILY SCHOLARSHIP FUND

(2008) Gift of Lori Bikson-Gurian and Craig R. Gurian '79, LAW'83, GSAS'03, P: '13.

LAWRENCE GUSSMAN COLUMBIA COLLEGE
SCHOLARSHIP FUND

(1987) Gift of Lawrence A. Gussman '37, SEAS'38, SEAS'39
°, P: '64, BUS'68 in honor of the fiftieth anniversary of his
graduation.

H

G. HENRY HALL FUND

(1915) Bequest of George Henry Hall.

SEWARD HENRY HALL SCHOLARSHIP FUND

(2002) Bequest of Seward Henry Hall '37, GSAS'39.

ALBERT J. HAMBRET FUND

(1969) Bequest of Albert J. Hambret.

ALEXANDER HAMILTON SCHOLARSHIP FUND

(2011) Gift of Peter N. Hiebert '71.

GEORGE HAMMOND SCHOLARSHIP FUND AT
COLUMBIA COLLEGE

(2004) Bequest of George Hammond '28.

JINDUK HAN AND FAMILY SCHOLARSHIP FUND

(2011) Gift of Jinduk Han '85, P: '17, '19.

ELLEN KING HAND MEMORIAL FUND

(1941) Bequest of Oliver Kane Hand in memory of his mother,
Ellen K. Hand.

JAMES RENWICK HARRISON SCHOLARSHIP FUND

(1936) Bequest of James R. Harrison CC 1917.

PROFESSOR C. LOWELL HARRISS SCHOLARSHIP
FUND

(1988) Gift of Lowell G. Harriss '68, LAW'71, P: '99 in honor
of his father, C. Lowell Harriss GSAS'40 °, P: '68, LAW'71,
BUS'72, LAW'74, BUS'75, LAW'76.

LAWRENCE S. HARTE SCHOLARSHIP FUND

(1991) Gift of Lawrence S. Harte '53, P: '88, BC'92, BUS'92.

THE PETER AND HILARY HATCH SCHOLARSHIP
FUND

(2008) Gift of Hilary R. Hatch '92 and Peter A. Hatch '92.

PERCY D. HAUGHTON MEMORIAL FUND

(1926) Gift of Haughton Memorial Committee in memory of
Percy D. Haughton.

HENRY FIELD HAVILAND SCHOLARSHIP FUND

(1988) Bequest of Henry F. Haviland SEAS 1902.

DEAN HERBERT E. HAWKES MEMORIAL FUND

(1943) Gifts of various donors in memory of Herbert E. Hawkes.

DEAN HERBERT E. HAWKES MEMORIAL
SCHOLARSHIP FUND

(2005) Gift of Charles O'Malley '44 °.

CHARLES HAYDEN MEMORIAL SCHOLARSHIP FUND

(1945) Gift of the Charles Hayden Foundation.

WILLIAM RANDOLPH HEARST FOUNDATION
SCHOLARSHIP FUND

(1984) Gift of the William Randolph Hearst Foundation.

THE ROBERT M. HECKER SCHOLARSHIP FUND

(2009) Bequest of Robert M. Hecker SEAS'36.

WILLIAM C. HEFFERNAN SCHOLARSHIP FUND

(1987) Gift of William C. Heffernan '68.

HELLENIC STUDENT FUND

(2013) Gift of an anonymous donor.

M. AND M. HERMAN SCHOLARSHIP FUND

(1988) Gift of Paul R. Herman '58, LAW'61, P: '97, '98 in
memory of his parents, Miriam R. and Murry S. Herman P: '58,
LAW'61.

STEPHEN A. HERMIDES SCHOLARSHIP FUND

(1983) Bequest of Stephen A. Hermides.

RICHARD HERPERS MEMORIAL SCHOLARSHIP FUND

(1962) Gift of Mrs. Henry F. Herpers P: '38 in memory of her
son, Richard Herpers '38.

DAVID B. HERTZ COLLEGE/ENGINEERING
INTER-SCHOOL SCHOLARSHIP FUND

(1989) Gift of David Bedndel Hertz '39, SEAS'40, SEAS'49.

OREN C. HERWITZ 1930 MEMORIAL ENDOWED
SCHOLARSHIP FUND

(2009) Bequest of Mary E. Herwitz in memory of her husband,
Oren C. Herwitz LAW'30.

ANDREW L. HERZ SCHOLARSHIP FUND

(1988) Gift of Andrew L. Herz '68, LAW'71.

ROBERT IRWIN HERZ MEMORIAL FUND

(1969) Gift of Fred S. Herz °, P'66 ° in honor of his son, Robert
I. Herz '66 °.

ABRAM S. HEWITT MEMORIAL

(1953) Gift of Norvin H. Green CC 1919 ° in memory of Abram S. Hewitt LAW'28.

PROFESSOR GEORGE W. HIBBITT MEMORIAL SCHOLARSHIP FUND

(1966) Gift of Thomas E. Bratter '61 °, P: '87, '90 and other donors in memory of George Whiting Hibbitt.

RICHARD AND CHRISTIANE HIEGEL SCHOLARSHIP FUND

(2012) Gift of Richard J. Hiegel '56, LAW'62, P: GSAS'91, LAW'94.

NORMAN HILDES-HEIM FUND

(2013) Gift of the Hildes-Heim Foundation.

DAVID AND NANCY HILLIS SCHOLARSHIP FUND

(1988) Gift of Leslie D. Hillis '67.

FERNAND AND REBECCA HIRSCH SCHOLARSHIP FUND

(2005) Bequest of Frances M. Holding in memory of Rebecca and Fernand Hirsch.

PATRICIA ELLEN HIRSCH SCHOLARSHIP FUND

(1977) Gift of various donors in memory of Patricia E. Hirsch.

CHARLES F. HOELZER JR., MEMORIAL SCHOLARSHIP FUND

(1980) Gift of various donors in memory of Charles F. Hoelzer '42.

HOFFEN FAMILY SCHOLARSHIP FUND

(2013) Gift of Sandra H. Kim Hoffen '87 and Howard I. Hoffen SEAS'85.

ROBERTA L. AND JOEL S. HOFFMAN SCHOLARSHIP FUND

(1996) Gift of Joel S. Hoffman '67, P: '05.

FRANK AND MARY HOGAN SCHOLARSHIP FUND

(1975) Gift of Mary R. Hogan ° in memory of her husband, Frank Smithwick Hogan '24, LAW'28.

JOHAN JØRGEN HOLST SCHOLARSHIP FUND

(1994) Gift of the American Scandinavian Foundation.

HONG KONG ALUMNI ASSOCIATION SCHOLARSHIP FUND

(1992) Gift of Columbia University Alumni Association (Hong Kong) Limited.

JAMES T. HORN SCHOLARSHIP FUND

(1938) Gift of Sarah L. Horn ° and Mary T. Horn ° in memory of their brother, James T. Horn.

DAVID H. HOROWITZ SCHOLARSHIP FUND

(1994) Gift of David H. Horowitz '48, LAW'50 °.

ELISSA HOROWITZ SCHOLARSHIP FUND

(2004) Gift of Benjamin A. Horowitz '88, P: '11, '16.

FELICIA AND BEN HOROWITZ SCHOLARSHIP FUND

(2010) Gift of Benjamin A. Horowitz '88, P: '11, '16.

GEDALE B. AND BARBARA S. HOROWITZ SCHOLARSHIP FUND

(2000) Gift of Gedale B. Horowitz '53, LAW'55, P: BC'83, LAW'89.

LIBBY HOROWITZ SCHOLARSHIP FUND

(1999) Gift of Donald J. Horowitz '56, P: '88 in honor of his mother, Libby Horowitz P: '56.

RUSSELL C. AND MELONEE A.R. HOROWITZ SCHOLARSHIP FUND

(2002) Gift of Melonee and Russell C. Horowitz '88.

CHARLES EUGENE HUBER, JR. M.D. SCHOLARSHIP FUND

(1970) Bequest of Francis D. Huber '25, PS'28 in memory of his brother, Charles E. Huber, Jr.

FREDERICK W. HUBER SCHOLARSHIP FUND

(1924) Gift of Frederick W. Huber.

JOHN L. HUEMER SCHOLARSHIP FUND

(2008) Bequest of Kathleen W. Huemer P: '65 in memory of her son, John L. Huemer '65.

THE MICHAEL AND BETH HUGHES FAMILY ENDOWED SCHOLARSHIP FUND

(2008) Gift of Beth A. Hughes BUS'93 and Michael J. Hughes LAW'93.

HUMANITIES SCHOLARSHIP FUND IN HONOR OF JACQUES BARZUN

(1987) Gift of Vincent A. Carrozza '49 in honor of Jacques Barzun '27, GSAS'28, GSAS'32 °, P: PS'66.

HAROLD M. STEWART AND MARY STEWART HUTCHENS ENDOWMENT FUND

(2013) Bequest of Mary Stewart Hutchens.

ALLEN HYMAN SCHOLARSHIP FUND

(2005) Gift of Valerie A. and Allen I. Hyman '55, P: '85, '88 °, PS'90.

ANDREW HYMAN AND MOLLY CHREIN SCHOLARSHIP FUND

(2007) Gift of Andrew D. Hyman '88 °.

I

HELEN K. IKELER SCHOLARSHIP FUND

(1996) Bequest of Helen K. Ikeler GSAS'28.

ANTHONY M. IMPARATO, M.D. SCHOLARSHIP FUND

(1988) Gift of Anthony M. Imparato '43.

ORRIN C. ISBELL FUND

(1989) Bequest of Emily D. Isbell in memory of her husband, Orrin C. Isbell CC 1912, LAW 1914.

J**MARTIN D. JACOBS MEMORIAL FUND**

(1987) Gift of Stephen Jacobs '75 in memory of his father, Martin D. Jacobs '25, LAW'27, P: '75.

JACOBSON BERLINSKI FAMILY SCHOLARSHIP FUND

(2011) Gift of Britta Wilson Jacobson '96.

HOWARD I. JACOBY PRESIDENTIAL SCHOLARSHIP FUND

(1981) Bequest of Jacob J. Jacoby.

JAFFE FAMILY SCHOLARSHIP FUND

(1988) Gift of Henry Jaffe '27, LAW'29 °, P: '88 in honor of his daughter, Rebecca Jaffe '88.

GEORGE M. JAFFIN SCHOLARSHIP FUND

(1986) Gift of George M. Jaffin '24, LAW'26 °.

DOROTHEA JAMESON AND LEO M. HURVICH SCHOLARSHIP FUND

(2011) Bequest of Leo M. Hurvich.

THE LANCY C. JEN SCHOLARSHIP FUND

(2007) Gift of the Pei-Ling Charitable Trust.

JM SCHOLARSHIP FUND

(2009) Gift of an anonymous donor.

THE CLARENCE C. JOCHUM SCHOLARSHIP FUND

(1999) Gift of Clare Kim Plumridge in memory of her father, Clarence C. Jochum '30.

FREDERICK R. JOHNSON FUND

(1961) Gift of an anonymous donor in memory of Frederick R. Johnson.

RICK AND LEE JOHNSON MEMORIAL SCHOLARSHIP FUND

(1987) Gift of Rick Johnson '71 ° in memory of his father Lee Johnson and later renamed in his memory by his wife, WeiWei Du W: '71.

AL JOLSON FUND

(1962) Bequest of Al Jolson.

THEODORE H. JOSEPH CLASS OF 1898 GRADUATE ASSISTANCE FUND

(1986) Bequest of Ruth G. Joseph in memory of her husband, Theodore H. Joseph CC 1896.

MIKE JUPKA, JR., MEMORIAL SCHOLARSHIP FUND

(1982) Gift of various donors in memory of Mike Jupka '80.

K**THEODORE KAHAN SCHOLARSHIP FUND**

(1990) Gift of Robert L. Kahan '69 in memory of Theodore Kahan CC 1920, P: '69.

ALAN R. KAHN FAMILY SCHOLARSHIP FUND

(1999) Gift of Alan R. Kahn '59, P: '95, GS: '05.

PROCTOR WILLIAM E. KAHN SCHOLARSHIP FUND

(1986) Gift of various donors in memory of William E. Kahn P: '78.

THE KAISER FAMILY SCHOLARSHIP

(2010) Gift of Michael G. and Michelle E. Kaiser '87, PH'92, PS'97.

KAMATH FAMILY SCHOLARSHIP FUND

(2014) Gift of Anantha N. and Sucheta A. Kamath P: '17.

SANDRA AND MICHAEL KAMEN SCHOLARSHIP FUND

(2011) Gift of Michael W. Kamen '66, P: '01.

VICTOR V. KAMINSKI III MEMORIAL SCHOLARSHIP FUND

(2002) Gift of various donors in memory of Victor V. Kaminski '79.

LAMONT AND LEAH KAPLAN SCHOLARSHIP FUND

(1984) Gift of Martin S. Kaplan '61, P: '89, LAW'94, in honor of his parents, Lamont and Leah E. Kaplan P: '61.

THE ROBERT AND SHIRLEY KAPLAN AND JOSEPH AND HELEN KOHN SCHOLARSHIP FUND

(2007) Gift of Arthur H. Kohn '84, LAW'86, P: '13 and Ruth L. Kohn BC'84, P: '13.

RAVI KAPUR SCHOLARSHIP FUND

(1982) Gift of various donors in memory of Ravi Kapur '79.

JUDY AND JEANETTE KATEMAN MEMORIAL SCHOLARSHIP FUND

(1987) Gift of Paul R. Kateman '64, P: '89, '93 in memory of his wife, Judith A. B. Kateman P: '89, '93, and mother, Jeanette Kateman P: '64.

RALPH KEEN SCHOLARSHIP FUND

(2001) Gift of Ralph Keen '79.

ELLWOOD WADSWORTH KEMP, JR., COLUMBIA COLLEGE CLASS OF 1919 MEMORIAL SCHOLARSHIP FUND

(1990) Bequest of Morris Kemp '24, GSAS'25, LS'36 in memory of his brother, Ellwood W. Kemp CC 1919, LAW 1922.

THE ROBERT F. KEMP CC'82 MEMORIAL SCHOLARSHIP FUND

(2003) Gift of various donors in the Class of 1982 in memory of Robert F. Kemp '82.

GRACE BEACHEY KEMPER FUND

(1962) Bequest of Grace B. Kemper in memory of her parents, Clement Beachey and Elizabeth Probasco Beachey.

SIGMUND MARSHALL KEMPNER SCHOLARSHIP FUND

(1980) Gift of various donors in honor of Sigmund Marshall Kempner CC 1919 ° for his 80th birthday.

MARGARETE E. KENNEDY ESTATE SCHOLARSHIP FUND

(2010) Bequest of Margarete E. Kennedy.

KERZNER SCHOLARSHIP FUND

(2011) Gift of Heather O'Brien Kerzner '91.

MOSSETTE AND HENRI KEYZER-ANDRE SCHOLARSHIP FUND

(1988) Gift of Henri Keyzer-Andre ° and Mossette Keyzer-Andre PS'23 °.

SEILAI KHOO MEMORIAL SCHOLARSHIP FUND

(2001) Gift of Solomon Henriques Gayle '85 in memory of his fiancée, Seilai Khoo '86.

KHOSROWSHAHI FAMILY SCHOLARSHIP FUND

(2014) Gift of Delia M. and Bijan Khosrowshahi P: '16,'18.

KILLOUGH (WALTER H.D.) FUND FOR ERASMUS HALL SCHOLARSHIPS

(1988) Bequest of Walter H. D. Killough in memory of his father, James H. Killough.

KIM FAMILY FUND

(2013) Gift of Sung H. Kim '90.

SANG AND BORAH KIM FAMILY SCHOLARSHIP FUND

(2014) Gift of Borah and Sang Kim '92.

THE MARK AND ANLA CHENG KINGDON FUND

(2005) Gift of Anla C. and Mark E. Kingdon '71, P: '09, '16.

GRAYSON KIRK SCHOLARSHIP FUND

(1982) Gift of various donors in honor of Grayson Kirk '53 HON °.

KN SCHOLARSHIP FUND GIFT

(1995) Gift of Kallman Nashner BUS'37 °.

JEFFREY D. KNOWLES SCHOLARSHIP

(2011) Gift of Jeffrey D. Knowles '71, P: '08.

LAWRENCE AND RUTH KOBRIN SCHOLARSHIP FUND

(1993) Gift of Lawrence A. Kobrin '54, LAW'57, P: '92, GSAS'96.

DR. RUTH M. KOCH SCHOLARSHIP FUND

(2006) Bequest of Ruth M. Koch.

HAROLD KORZENIK SCHOLARSHIP FUND

(1985) Gift of the Harold Korzenik Fund, Inc.

THE HAROLD AND ROSE KOVNER SCHOLARSHIP FUND

(2003) Gift of Rose Kovner ° in memory of her husband, Harold Kovner '23, LAW'25.

DAVID H. KRAFT SCHOLARSHIP FUND

(1995) Gift of Gilman Kraft '47 °.

ROBERT KRAFT FAMILY SCHOLARSHIP FUND

(1986) Gift of Robert K. Kraft '63, P: '94.

KRAMER ENDOWED SCHOLARSHIP FUND

(1965) Gift of the Kramer Foundation.

FREDERICK AND RICHARD KRAMER FAMILY SCHOLARSHIP

(2003) Gift of Richard A. Kramer '87.

ROBERT J. KRANE AND JULIUS Y. GRAFF SCHOLARSHIP FUND

(1997) Gift of Robert J. Krane '63 °, P: '04 and Diane Graff Krane BC'65, W: '63, P: '04 in honor of Diane's father, Julius Y. Graff, and later renamed in memory of Robert.

MARCY AND JOSH KREVITT SCHOLARSHIP FUND

(1913) Gift of Josh A. Krevitt '89 and Marcy Nislow Krevitt BC'90.

THE KRISBERG FAMILY SCHOLARSHIP

(2006) Gift of Brian C. Krisberg '81, LAW'84, P: '17.

JOSEPH WOOD KRUTCH SCHOLARSHIP FUND #2

(1973) Gift of Marcelle L. Krutch ° in memory of her husband, Joseph W. Krutch GSAS'24, '54 HON.

RICK KURNIT AND DIANE KATZIN SCHOLARSHIP FUND

(2008) Gift of Richard A. Kurnit '72.

THE KUNG AND YEUNG SCHOLARSHIP FUND

(2011) Gift of Ann Y. and Kenneth C. P. Kung P: '11, '19.

MARY KUO AND ALLEN CHU FAMILY SCHOLARSHIP FUND

(2015) Gift of Allen Chu and Mary A. Kuo '92.

PAUL SAMUEL KURZWEIL SCHOLARSHIP FUND

(1996) Gift of Harvey Kurzweil '66, LAW'69, P: '95, '00, LAW'97.

L

LATINO AMERICAN ALUMNI ASSOCIATION OF COLUMBIA UNIVERSITY SCHOLARSHIP FUND

(2009) Gift of various donors.

PREM LACHMAN SCHOLARSHIP FUND

(2009) Gift of Joyce F. and Prem A. Lachman '82.

AMNON AND Yael LANDAN SCHOLARSHIP FUND

(2012) Gift of Amnon M. and Yael Landan P: '10, '17, SEAS'07.

NORMAN JOSEPH LANDAU SCHOLARSHIP FUND

(1999) Gift of Lisa L. Carnoy '89 in memory of her father, Norman J. Landau P: '89.

JERRY G. LANDAUER SCHOLARSHIP FUND

(1981) Gift of various donors, and bequest of Jerry G. Landauer '53.

PATRICIA LANDMAN AND DANIELLE LANDMAN
MEMORIAL FUND

(2007) Bequest of Shirley Landman.

DENNIS H. AND SUSAN F. LANGER SCHOLARSHIP
FUND

(1997) Gift of Susan F. and Dennis H. Langer '71, P: '04, P'08.

DENNIS H. AND WILLIAM A.F. LANGER SCHOLARSHIP

(2001) Gift of Susan F. and Dennis H. Langer '71 P: '04, '08.

GEORGE R. LANYI MEMORIAL FOUNDATION
SCHOLARSHIP FUND

(1992) Gift of Andrew A. Lanyi in memory of his son, George R. Lanyi.

MARTHA C. LAPPAS SCHOLARSHIP FUND

(1991) Bequest of Martha C. Lappas.

PETER I. B. LAVAN SCHOLARSHIP FUND

(1983) Gift of Peter I. B. Lavan CC 1915, LAW 1918 °.

JONATHAN AND JEANNE LAVINE SCHOLARSHIP
FUND

(2011) Gift of Jonathan S. Lavine '88, P: '16, '18.

THE GEORGE AND EVA KOONS LAVOLIS
SCHOLARSHIP FUND IN MEMORY OF EVE'S PARENTS
BY DR. MARTIN RAYMOND AND EVE LEWELLIS
LEBOWITZ

(1995) Gift of Eve Lebowitz °.

PAUL LAZARE SCHOLARSHIP FUND

(1987) Gift of Paul L. Lazare '36 °.

HARRY R. LEA SCHOLARSHIP FUND

(1993) Bequest of Harry R. Lea BUS'25.

ESTELLE LEAVY SCHOLARSHIP FUND

(1984) Bequest of Estelle Leavy.

THE LEE FAMILY SCHOLARSHIP FUND

(2008) Gift of Jay Hyun Lee P: '08, '13.

FRANK LAMPSON LEE SCHOLARSHIP FUND

(1987) Gift of Frank H. Lee GSAS'32 °, P: '50 in memory of his son, Frank L. Lee '50.

GRANVILLE WHEELER LEE, SR., CLASS OF 1931,
MEMORIAL SCHOLARSHIP FUND

(1997) Gift of Granville Wheeler Lee and Mildred Kimble Lee W: '31 in memory of their father and husband respectively, Granville W. Lee '31.

KAI-FU AND SHEN-LING LEE SCHOLARSHIP FUND

(2008) Gift of Kai-Fu Lee '83, P: '12.

K.C. LEE SCHOLARSHIP FUND

(2009) Gift of Rupert X. Li '84.

ROBERT AND ALISON LEE FAMILY SCHOLARSHIP
FUND

(2013) Gift of Allison and Robert Lee '84.

ERWIN H. LEIWANT SCHOLARSHIP FUND

(1991) Gift of Irene K. Leiwant LS'70, W: '41, P: '71, '74, LAW'75 in memory of her husband, Erwin H. Leiwant '41, P: '71, '74, LAW'75, on the fiftieth anniversary of his graduation.

NICHOLAS LEONE FAMILY SCHOLARSHIP FUND

(2014) Gift of Nicholas P. Leone '88.

HAROLD LEVENTHAL SCHOLARSHIP FUND

(2010) Gift of Judith A. Miller and Peter Buscemi '69, LAW'76.

THE LEVINE FAMILY SCHOLARSHIP FUND

(2004) Gift of Karen and Joseph H. Levine '76, P: '07.

LEONARD LEVINE SCHOLARSHIP FUND

(1984) Gift of Rachelle Levine ° in memory of her husband, Leonard Levine BUS'21.

JOHN TAYLOR LEWIS SCHOLARSHIP FUND

(1979) Gift of various donors in memory of John T. Lewis '74.

SALLY LIPPER MEMORIAL SCHOLARSHIP

(1993) Gift of Kenneth Lipper '62 in memory of his mother, Sally Lipper P: '62.

LOU LITTLE SCHOLARSHIP FUND

(1979) Gift of various donors in honor of Lou Little.

CATHERINE LIVINGSTON AND FRANK GORDON
SCHOLARSHIP FUND

(1998) Bequest of James L. Gordon '31.

FRANK A. LLOYD, JR. SCHOLARSHIP FUND

(2012) Bequest of Frank A. Lloyd, Jr. '45, GSAS'54.

HARRY LEON LOBSENZ SCHOLARSHIP FUND

(1962) Gift of the Harry L. Lobsenz Foundation.

DANIEL S. LOEB SCHOLARSHIP ENDOWMENT FUND

(2010) Gift of Daniel S. Loeb '83.

JAMES J. AND JOVIN C. LOMBARDO SCHOLARSHIP
FUND

(1996) Gift of James J. Lombardo '71 and Jovin C. Lombardo '61, P: '04, '06.

FRANK AND VICTOR LOPEZ-BALBOA SCHOLARSHIP
FUND

(2007) Gift of Francisco J. Lopez-Balboa '82, P: '13, '15 and Victor M. Lopez-Balboa '82, P: '14, '18 in honor of the twenty-fifth anniversary of their graduation.

THE BENJAMIN B. AND BETSY A. LOPATA
SCHOLARSHIP FUND

(2000) Gift of Benjamin B. Lopata '72, P: '06, '08.

LORENZO FAMILY SCHOLARSHIP FUND

(1992) Gift of Francisco A. Lorenzo '61, P: BUS'12.

OLEGARIO LORENZO MEMORIAL SCHOLARSHIP FUND

(1986) Gift of Francisco A. Lorenzo '61, P: BUS'12 in memory of his father, Olegario Lorenzo P: '61.

IRWIN AND MARIANETTE L. LOWELL SCHOLARSHIP FUND

(2004) Bequest of Irwin E. Lowell '27.

LI LU '96 SCHOLARSHIP FUND

(2015) Gift of Lu Li '96, BUS'96, LAW'96.

STANLEY B. AND JUDITH M. LUBMAN SCHOLARSHIP FUND

(1998) Gift of Judith M. and Stanley B. Lubman '55, LAW'58, LAW'59, LAW'70.

A. LEONARD LUHBY CLASS OF 1938 SCHOLARSHIP FUND

(2004) Gift of Sarah Luhby W: '38, P: '92, JRN'97 in memory of her husband, A. Leonard Luhby '38, P: '92, JRN: '97.

LUI FAMILY SCHOLARSHIP

(2011) Gift of Frederick Lui P: '15.

LYON STUDENT SCHOLARSHIP FUND FOR COLUMBIA COLLEGE

(1962) Bequest of John Henry Hobart Lyon CC 1897 in memory of his father, Sylvanus Lyon.

M

M&BG SCHOLARSHIP FUND

(2006) Gift of an anonymous donor.

THOMAS MACIOCE SCHOLARSHIP FUND

(1986) Gift of Edwin W. Rickert '36 ° and various donors in honor of Thomas M. Macioce '39, LAW'42 °.

THE MADDON FAMILY SCIENCE SCHOLARSHIP FUND

(2011) Gift of Paul J. Maddon '81, GSAS'85, GSAS'88, PS'89.

DR. LEO C. MAITLAND SCHOLARSHIP FUND

(2012) Gift of Tracy V. Maitland '82.

MALIN-SERLE FAMILY SCHOLARSHIP FUND

(2011) Gift of Janet B. Serle and Ira B. Malin '75, P: '11, '17.

DONALD LEE MARGOLIS SCHOLARSHIP FUND

(1988) Gift of Donald L. Margolis '63, BUS'65.

JAMES, DONALD, AND EMILY MARGOLIS SCHOLARSHIP FUND

(1993) Gift of Donald L. Margolis '63, BUS'65.

HERBERT MARK '42 MEMORIAL SCHOLARSHIP FUND

(2007) Gift of various donors in memory of Herbert Mark '42, P: JRN'82.

DR. JEROME & CORA MARKS SCHOLARSHIP FUND

(2012) Bequest of Cora M. Marks.

MICHAEL E. MARTOCCI SCHOLARSHIP FUND

(2000) Bequest of Helen Martocci P: '58 in memory of her son, Michael D. Martocci '58.

THE AARON LEO MAYER SCHOLARSHIP FUND

(2007) Bequest of Lillian C. Mayer P: '56, LAW'59.

BARBARA MAZUR SCHOLARSHIP FUND

(1999) Gift of Ilana B. Mazur SW'86 and Marc B. Mazur '81 P: '12, '15 in memory of their mother, Barbara Mazur P: '81, SW'86.

LOUIS K. MCCLYMONDS SCHOLARSHIP FUND

(1926) Bequest of Annie M. McClymonds in memory of her husband, Louis K. McClymonds.

DOUGLAS H. MCCORKINDALE SCHOLARSHIP FUND

(1987) Gift of Douglas H. McCorkindale '61, LAW'64.

PAUL C. MCCORMICK SCHOLARSHIP FUND

(2010) Gift of Paul C. McCormick '78, PS'82, PS'89, PH'00, P: '10, '14.

WILLIAM MCDAVID SCHOLARSHIP FUND

(2008) Gift of William H. McDavid '68, P: '08, '10, '14.

KATHLEEN MCDERMOTT SCHOLARSHIP FUND

(2011) Gift of various donors in memory of Kathleen McDermott.

PATRICK AND YVETTE MCGARRIGLE COLLEGE SCHOLARSHIP

(2011) Gift of Patrick C. McGarrigle '86.

MCKEEVER FAMILY SCHOLARSHIP

(2012) Gift of Valerie and Michael F. McKeever P: '11.

NICHOLAS MCDOWELL MCKNIGHT SCHOLARSHIP FUND

(1962) Bequest of Carl J. McKnight.

SPENCER J. MCGRADY SCHOLARSHIP FUND

(1994) Bequest of Spencer J. McGrady '39.

MABEL C. MEAD FUND

(1958) Bequest of Mabel C. Mead.

RAPHAEL MEISELS SCHOLARSHIP FUND

(1985) Gift of Raphael Meisels '21 °.

BARBARA MELCHER MEMORIAL SCHOLARSHIP FUND

(2009) Gift of Elizabeth Melcher Luckett '90.

JAMES L. MELCHER AND DR. APRIL ANN BENASICH SCHOLARSHIP FUND

(2007) Gift of James L. Melcher '61, P: '90.

SAMUEL AND BLANCHE MENDELSON MEMORIAL SCHOLARSHIP FUND

(1983) Gift of Laurans A. Mendelson '60, BUS'61, P: '87, '89, BUS'89.

MERLAU FAMILY SCHOLARSHIP FUND

(2014) Gift of Jo A. and Kenneth A. Merlau P: '16.

MESHEL FAMILY SCHOLARSHIP FUND

(2011) Gift of Adam R. Meshel '92, LAW'95, P: '18.

CHARLES AND JEANNE METZNER SCHOLARSHIP FUND

(2013) Bequest of Jeanne Metzner °.

ASENATH KENYON AND DUNCAN MERRIWETHER SCHOLARSHIP FUND

(1991) Bequest of Duncan Merriwether BUS'28, P: BUS'56, BUS'67.

LILLIAN S. MICHAELSON SCHOLARSHIP FUND

(1989) Gift of Alvin S. Michaelson '60.

JOSEPH S. MICHOM SCHOLARSHIP FUND

(1948) Bequest of Joseph Stewart Michtom.

THE IRA L. MILLER FAMILY SCHOLARSHIP FUND

(2004) Gift of Edward J. Miller '73, Howard Miller '76, BUS'78, Robert J. Miller '76, and Stephen Miller '69, GSAS'70.

JAMES MILLER SCHOLARSHIP FUND

(2013) Gift of James H. Miller '70.

MILLER-HEDIN FAMILY SCHOLARSHIP

(2008) Gift of Evan Miller '78.

MAX MILLER SCHOLARSHIP FUND

(1989) Gift of Warren R. Stern '74 in memory of his wife's grandfather, Maxim D. Miller.

MEREDITH G. MILSTEIN SCHOLARSHIP FUND

(2011) Gift of Meredith G. Milstein '09.

THE PHILIP AND CHERYL MILSTEIN SCHOLARSHIP FUND

(1987) Gift of Philip L. Milstein '71, P: '09, '10 and Cheryl S. Milstein BC'82, P: '09, '10.

SEYMOUR MILSTEIN SCHOLARSHIP FUND

(2002) Gift of Philip Milstein '71, P: '09, '10.

THOMAS AND JOY MISTELE SCHOLARSHIP FUND

(2008) Gift of C. Joy and Thomas M. Mistele P: '10.

JOHN P. MITCHEL MEMORIAL FUND

(1940) Bequest of Mary Purroy Mitchel in memory of her husband, John Purroy Mitchel CC 1899.

MOFFAT SCHOLARSHIP FUND

(1862) Gift of William B. Moffat.

FREDERICK B. MONELL, JR. AND HELEN P. MONELL SCHOLARSHIP FUND

(1983) Gift of Helen P. Monell °.

ELIZABETH WILMA MONTGOMERY SCHOLARSHIP FUND

(1986) Gift of William E. Collin '24 °.

DR. ROYAL M. MONTGOMERY SCHOLARSHIP FUND

(1992) Gift of Maxine C. Montgomery ° in honor of her husband, Royal M. Montgomery '28, PS'31 °.

SIDNEY MORGENBESSER MEMORIAL FUND

(2005) Gift of various donors in memory of Sidney Morgenbesser.

JAMES P. MORRISON SCHOLARSHIP FUND

(1973) Gift of James P. Morrison '30 °, P: '63 in memory of his son, Peter N. Morrison '63.

DAISY IRENE LUTZ MORSE MEMORIAL FUND

(2005) Bequest of Elizabeth B. Morse GSAS'34 and Herbert C. Morse GSAS'41, GSAS'73.

CLARA W. MOSSLER SCHOLARSHIP FUND

(1999) Bequest of Harold M. Mossler in memory of his mother, Clara W. Mossler.

THOMAS L. MOUNT SCHOLARSHIP FUND

(2009) Bequest of Thomas L. Mount '30.

MOXIE'S CREATIVE INTELLECT SCHOLARSHIP FUND

(2014) Gift of Marian F. H. Wright '90 in memory of her mother, Nonya Rhoads Stevens Wright P: '90.

MUKHERJEE-RUSSELL MEMORIAL FUND

(2010) Gift of Tanmoy Mukherjee '86.

PROFESSOR HERMAN J. MULLER SCHOLARSHIP FUND

(2008) Bequest of Charles S. Lyons.

GLADYS H. MUÑOZ SCHOLARSHIP FUND

(1996) Gift of Carlos R. Muñoz '57, GSAS'61.

STAN MUSIAL SCHOLARSHIP FUND

(1962) Gift of various donors in honor of Stan Musial.

N

THOMAS A. NACLERIO SCHOLARSHIP FUND

(2000) Bequest of Thomas A. Naclerio '33.

ALI NAMVAR SCHOLARSHIP FUND

(2011) Gift of Ali Namvar '91.

JON NARCUS SCHOLARSHIP FUND

(2004) Gift of John S. Freidin '62, Burton Lehman '62, LAW'65 and Jerry I. Speyer '62, BUS'64, P: '92, LAW'93.

AMERICO C. NARDIS SCHOLARSHIP FUND

(2008) Gift of Americo C. Nardis '98.

MURRAY AND BELLE NATHAN SCHOLARSHIP ENDOWMENT

(2011) Bequest of Belle C. and Murray L. Nathan GS'41.

NAWN FAMILY SCHOLARSHIP FUND

(2013) Gift of Christopher M. and Lori D. Nawn P: '16.

THE NAYYAR FAMILY SCHOLARSHIP FUND

(2013) Gift of Ashok Nayar '85.

THOMAS B. NEFF SCHOLARSHIP FUND

(1969) Gift of Thomas B. Neff '51, BUS'52 °.

THE CHARLES E. AND DOROTHY C. NEWLON SCHOLARSHIP FUND

(2010) Bequest of Charles E. Newlon SEAS'42.

JEROME A. NEWMAN SCHOLARSHIP FUND

(1956) Gift of Jerome A. Newman CC 1917, LAW 1919 ° in honor of the fortieth anniversary of his graduation.

NG TENG FONG SCHOLARSHIP FUND

(2011) Gift of Daryl Win-Kong Ng '01, GSAPP'10.

NG TENG FONG SCHOLARSHIP FUND

(2005) Gift of Robert Chee-Siong Ng P: '01, '03, '12, '14, GSAPP'10.

LOUIS AND MARINA NICHOLAS SCHOLARSHIP FUND

(1998) Gift of Socrates Nicholas '56.

9/11 MEMORIAL FUND SCHOLARSHIP

(2002) Gift of Robert Berne '60, BUS'62; Mark E. Kingdon '71, P: '09, '16; Philip L. Milstein '71, P: '09, '10; Richard E. Witten '75, P: '10, BUS'15; and various donors in memory of Richard A. Aronow '75, Robert M. Murach '78, John B. Fiorito '82, Seilai Khoo '86, Brian P. Williams '94, Joseph A. Della Pietra '99, Brooke A. Jackman '00, and Tyler V. Ugolyn '01.

ADRIANE NOCCO SCHOLARSHIP FUND

(2010) Gift of Frank P. Nocco '85, LAW'88 in honor of his mother, Adriane G. Nocco P: '85, LAW'88.

DAVID NORR, CLASS OF 1943 SCHOLARSHIP FUND

(1981) Gift of David Norr '43, BUS'48 °.

NORRY FAMILY SCHOLARSHIP FUND FOR THE COLLEGE

(1984) Gift of Neil J. Norry '59 °, P: '85, LAW'86 in honor of the twenty-fifth anniversary of his graduation.

O

DOROTHY O'BRIEN AND FERDINAND J. SIEGHARDT SCHOLARSHIP FUND

(1977) Bequest of Ferdinand J. Sieghardt.

ALFRED OGDEN FUND

(1989) Bequest of Alfred Ogden CC 1909, LAW 1912.

SANDRA A. AND LEWIS P. (CC'36) OGLE SCHOLARSHIP FUND

(2004) Bequest of Sandra A. and Lewis P. Ogle '36.

GIDEON H. OPPENHEIMER SCHOLARSHIP FUND

(1971) Bequest of Gideon H. Oppenheimer '47, LAW'49.

GEORGE M. ORPHANOS SCHOLARSHIP FUND

(2007) Bequest of George M. Orphanos '59.

BLANCHE WITTES OSHEROV SCHOLARSHIP FUND

(2004) Bequest of Blanche W. Osheroov GS'49, GSAS'52.

JENNIFER MAXFIELD OSTFELD AND SCOTT D. OSTFELD FAMILY SCHOLARSHIP FUND

(2014) Gift of Jennifer M. Ostfeld '99, JRN'00 and Scott D. Ostfeld '98, BUS'02, LAW'02.

OUZOUNIAN FAMILY SCHOLARSHIP FUND

(2014) Gift of Souren G. Ouzounian '89.

OZ FAMILY SCHOLARSHIP FUND

(2009) Gift of Lisa J. and Mehmet C. Oz P: '12.

OZALTIN FAMILY SCHOLARSHIP FUND

(2010) Gift of Nuri Ozaltin.

P

PACKER-BAYLISS SCHOLARS

(2001) Gift of M. Jerome and Marie Packer in honor of Geoffrey C. Bayliss '82.

STELIOS AND ESPERANZA PAPADOPOULOS SCHOLARSHIP FUND

(2005) Gift of Esperanza and Stelios Papadopoulos P: '07.

EMANUEL M. PAPPER AND PATRICIA M. SCHOLARSHIP FUND

(2002) Bequest of Emanuel M. Papper '35, '88 HON.

MAX PAPPER SCHOLARSHIP FUND

(1961) Gift of Lillian M. Jaffe; Emanuel M. Papper '35, '88 HON °; and Solomon Papper '42 °.

JOHN AND MINNIE PARKER NATIONAL SCHOLARSHIP FUND GIFT

(1960) Gift of Minnie Parker Charitable Trust.

HERBERT AND JEANETTE PEARL SCHOLARSHIP FUND

(1997) Gift of Richard E. Pearl '69.

ROBERT I. PEARLMAN SCHOLARSHIP FUND - CC

(1989) Gift of Robert I. Pearlman SEAS'55, SEAS'56.

B. DAVID AND ROSANN PECK SCHOLARSHIP FUND

(1989) Gift of Barry D. Peck '59, P: '91, GSAPP'91.

ROBERT L. PELZ SCHOLARSHIP FUND

(1989) Gift of Robert L. Pelz '39, LAW'42 °.

ANTHONY PENALE SCHOLARSHIP FUND

(1996) Bequest of Anthony G. Penale GSAS'49.

HERBERT C. PENTZ SCHOLARSHIP FUND

(2002) Bequest of Herbert C. Pentz '22, LAW'24.

DR. M. MURRAY AND LILLIAN PESHKIN SCHOLARSHIP FUND

(1991) Bequest of Lillian R. Peshkin.

DR. NIS A. PETERSEN SCHOLARSHIP FUND
(2008) Bequest of Nis A. Petersen '51, SIPA'54.

WILLIAM E. PETERSEN SCHOLARSHIP FUND
(1992) Gift of William E. Petersen '27, BUS'28, '80 HON °, P: '68, BUS'73.

THE PETITO FAMILY SCHOLARSHIP FUND
(2007) Gift of Paula K. and Dominic A. Petito '77, P'13.

MARY ELLEN AND BRUCE EBEN PINDYCK SCHOLARSHIP FUND
(1981) Gift of Bruce E. Pindyck '67, LAW'70, BUS'71, P: '03 and Mary Ellen Pindyck LAW'73, GSAPP'75, P: '03.

FRANK R. PITT SCHOLARSHIP FUND
(1967) Gift of Frank R. Pitt '28, LAW'30 °.

FRANK R. PITT SCHOLARSHIP FUND
(2000) Bequest of Frank R. Pitt '28, LAW'30.

PLANALP TREVOR FAMILY SCHOLARSHIP FUND
(2010) Gift of Stephen S. Trevor '86 and Ronnie D. Planalp BUS'86.

ELVIRA AND HAROLD POLLACK MEMORIAL SCHOLARSHIP FUND
(1998) Bequest of Roy H. Pollack SEAS'50 in memory of his parents, Elvira and Harold Pollack P: SEAS'50.

FRED P. POMERANTZ FOUNDATION SCHOLARSHIP FUND
(1965) Gift of Fred P. Pomerantz.

LOUIS JOHN POPPER SCHOLARSHIP FUND
(1991) Bequest of Louis J. Popper CC 1918.

PETER POUNCEY SCHOLARSHIP FUND
(1992) Gift of Daniel L. Dolgin '74, LAW'77 in honor of Peter R. Pouncey GSAS'69, P: '00, SOA'08.

LEONARD PRICE SCHOLARSHIP FUND
(2006) Bequest of Leonard Price '28.

MARIE, CHARLES, AND WALTER PROBST MEMORIAL SCHOLARSHIP FUND
(1968) Bequest of Marie Probst.

PULITZER SCHOLARS FUND
(1958) Gift of former Pulitzer Scholars.

JOSEPH PULITZER SCHOLARSHIP FUND A
(1902) Gift of Joseph Pulitzer '52 HON °.

JOSEPH PULITZER SCHOLARSHIP FUND B
(1959) Bequest of Joseph Pulitzer '52 HON.

Q

QUANDT FAMILY FUND
(2012) Gift of Leonard Langenscheidt '12 and Gabriele Quandt P: '12.

ROBERT T. AND MARILYN L. QUITTMAYER SCHOLARSHIP FUND
(1986) Gift of Robert T. Quittmeyer '41, LAW'47 ° in honor of the fiftieth anniversary of his graduation.

R

STANLEY A. AND BARBARA B. RABIN SCHOLARSHIP FUND
(2007) Gift of Barbara B. and Stanley A. Rabin '58, SEAS'59.

THOMAS D. RABIN SCHOLARSHIP FUND
(1997) Gift of Ruth H. and I. Stephen Rabin '55, LAW'58 in memory of their son, Thomas D. Rabin.

RAPAPORT SCHOLARSHIP FUND IN MEMORY OF HENRY N. RAPAPORT, CC 1925, LAW 1927
(1985) Gift of Michael S. Rapaport BUS'64, LAW'64; Peter A. Rapaport LAW'65; David A.H. Rapaport '69; Robert D. Rapaport BUS'59; Martin S. Rapaport '62, LAW'65, P: '09; Richard A. Rapaport '69; and M. Murray Peshkin °.

BROOKE AND RICHARD RAPAPORT SCHOLARSHIP FUND
(1999) Gift of Richard A. Rapaport '69.

PROFESSOR WILLIAM H. REINMUTH SCHOLARSHIP FUND
(1988) Gift of Curtis Instruments in memory of William H. Reinmuth P: '89.

ROSE AND SAM REISS SCHOLARSHIP FUND
(1987) Gift of Robert S. Reiss '52, in honor of his parents, Sam and Rose Reiss P: '52.

HUBERT M. RELYEA SCHOLARSHIP FUND
(1993) Bequest of Hubert M. Relyea '31.

REMMER (GENE) SCHOLARSHIP FUND GIFT
(1995) Gift of Patricia C. Remmer BC'45 °.

PATRICIA REMMER BC '45 - COLUMBIA COLLEGE SCHOLARSHIP FUND
(2004) Gift of Patricia C. Remmer BC'45 °.

THE PROFESSOR EMERITUS JOSEPH V. RIDGELY SCHOLARSHIP
(2014) Gift of Julia S. Ridgely BC'85, JRN'86.

JOHN AND EUNICE RIM SCHOLARSHIP
(2014) Gift of Eunice and John C. B. Rim SEAS'82.

PETER C. RITCHIE, JR. SCHOLARSHIP FUND
(1939) Bequest of Virginia J. Ritchie.

GERALD AND MAY ELLEN RITTER MEMORIAL SCHOLARSHIP FUND
(1986) Gift of Gerald and May Ellen Ritter Memorial Fund.

GERALD AND MAY ELLEN RITTER PRESIDENTIAL FELLOWSHIP FUND

(1981) Gift of Gerald and May Ellen Ritter Memorial Fund.

EDWIN ROBBINS CC 1953 RESIDENTIAL SCHOLARSHIP FUND

(1985) Gift of Edwin Robbins '53, LAW'55, P: LAW'88.

EDWIN ROBBINS CC 1953 RESIDENTIAL SCHOLARSHIP FUND II

(2014) Gift of Edwin Robbins '53, LAW'55, P: LAW'88.

ADELINE AND GERARD ROBERTS SCHOLARSHIP FUND

(1979) Bequest of Adeline Roberts.

DR. DUDLEY F. ROCHESTER SCHOLARSHIP FUND

(1998) Gift of Dudley F. Rochester '50, PS'55.

RODIN LEVINE FAMILY SCHOLARSHIP

(2011) Gift of John D. Rodin '97 and Rachel L. Rodin '97, BUS'01.

ROELOFFS FAMILY SCHOLARSHIP

(2012) Gift of Kurt W. Roeloffs '84.

HENRY WELSH ROGERS SCHOLARSHIP FUND

(2006) Bequest of Henry Welsh Rogers.

HOWARD MALCOLM ROGERS SCHOLARSHIP FUND

(1925) Bequest of Henrietta Rogers.

ROBERT AND SARA ROONEY SCHOLARSHIP FUND

(2014) Gift of Corinne and Robert P. Rooney '89.

ARTHUR G. ROSEN FAMILY SCHOLARSHIP FUND

(1991) Gift of Arthur G. Rosen '65.

PROFESSOR JOHN D. ROSENBERG SCHOLARSHIP FUND

(2008) Gift of John A. Carey '71 in honor of John D. Rosenberg '50, GSAS'60, P: '97.

IDA ROSENBERG SCHOLARSHIP FUND

(1999) Gift of Marcia R. Fox P: '99, LAW'02; Lauren Rosenberg Gershell '99, LAW'02; and Robert J. Rosenberg '67, P: '99, LAW'02.

GERALD E. ROSENBERGER SCHOLARSHIP FUND

(1967) Gift of various donors in memory of Gerald E. Rosenberger.

DR. LOUIS A. AND BEATRICE B. ROSENBLUM SCHOLARSHIP FUND

(2002) Bequest of Beatrice Rosenblum Vare SW'41.

LEO L. ROSENHIRSCH MEMORIAL SCHOLARSHIP FUND

(1966) Gift of the Rosenhirsch Foundation.

ANNA AND AARON ROSENSHINE SCHOLARSHIP FUND

(1989) Gift of Allen G. Rosenshine '59.

LEWIS A. ROSENTHAL SCHOLARSHIP FUND

(1951) Gift of William Rosenthal P: '28 in memory of his son, Lewis A. Rosenthal '28.

KATHLEEN ROSKOT MEMORIAL SCHOLARSHIP FUND

(2005) Gift of various donors in memory of Kathleen Roskot '02.

EUGENE T. ROSSIDES SCHOLARSHIP FUND

(1996) Gift of Eugene T. Rossides '49, LAW'52, P: '84.

SAMUEL H. ROTHFELD CC 1934 SCHOLARSHIP FUND

(1995) Gift of Michael B. Rothfeld '69, BUS'71, JRN'71, SIPA'71, P: '06, '08 in memory of his father, Samuel H. Rothfeld GS'34, P: '69, BUS'71, JRN'71, SIPA'71.

DAVID H. ROUS SCHOLARSHIP FUND

(1973) Gift of various donors in memory of David H. Rous '25, LAW'28.

JOSEPH RUBIN SCHOLARSHIP FUND

(1975) Gift of Harvey Rubin '54, SEAS'58, P: '79, '82, '87, SIPA'84 in memory of his father, Joseph Rubin P: '54, SEAS'58.

SAMUEL RUDIN SCHOLARSHIP FUND

(2000) Gift of Joan H. and Paul A. Marks '46, PS'49, '00 HON, P: '84.

GEORGE RUPP SCHOLARSHIP FUND

(1994) Gift of the Henry and Lucy Moses Fund, Inc. in honor of George Rupp '93 HON.

PETER F. RUSSELL SCHOLARSHIP FUND

(1987) Gift of various donors in memory of Peter F. Russell '62.

THE RICHARD RUZIKA SCHOLARSHIP FUND

(2000) Gift of Richard M. Ruzika '81 °, P: '16.

THE FRIENDS OF RICH RUZIKA SCHOLARSHIP FUND

(2013) Gift of various donors in memory of Richard M. Ruzika '81, P: '16.

S

DAVID G. SACKS SCHOLARSHIP FUND

(2005) Bequest of David G. Sacks '44, LAW'48.

EUGENE SALBERG SCHOLARSHIP FUND

(1964) Bequest of Eugene Salberg.

EVAN C. AND EVAN T. SALMON SCHOLARSHIP FUND

(2003) Bequest of Avis D. Salmon.

ARNOLD A. SALTZMAN SCHOLARSHIP FUND

(1986) Gift of Arnold A. Saltzman '36 °, P: '67, '69.

ARNOLD A. SALTZMAN SCHOLARSHIP FUND FOR DOUBLE DISCOVERY PROGRAM

(2006) Gift of Arnold A. Saltzman '36 °, P: '67, '69.

ERIC F. SALTZMAN SCHOLARSHIP FUND

(1986) Gift of Eric F. Saltzman '69, P: '10.

SAMUELS FAMILY SCHOLARSHIP FUND

(2009) Gift of an anonymous donor.

SANDELMAN FAMILY SCHOLARSHIP FUND

(2002) Gift of Corrie M. and Jonathan E. Sandelman P: '13.

HERB AND PEARL SANDICK SCHOLARSHIP FUND

(2010) Gift of Herbert Sandick '43, PS'45 °, P: '69.

AARON AND JAMES SATLOFF SCHOLARSHIP FUND

(1996) Gift of James E. Satloff '84, BUS'86 in honor of his father, Aaron Satloff '56, P: '84, BUS'86.

SATOW FAMILY SCHOLARSHIP FUND

(1988) Gift of Phillip M. Satow '63, P: '88, '96, SIPA'01.

ALEXANDER SAUNDERS SCHOLARSHIP FUND

(1922) Bequest of Mary E. Saunders LS 1900, GSAS 1945 in memory of her husband, Alexander Saunders.

LESLIE M. SAUNDERS SCHOLARSHIP FUND

(1916) Bequest of Alexander Saunders.

SCANDINAVIAN SCHOLARSHIP FOR SCIENTIFIC RESEARCH

(1986) Gift of an anonymous donor.

PETER K. SCATURRO SCHOLARSHIP FUND

(1997) Gift of Peter K. Scaturro SEAS'82, SEAS'85.

MORRIS A. AND ALMA B. SCHAPIRO SCHOLARSHIP FUND

(1999) Gift of the Alma and Morris Schapiro Fund.

SCHELL-O'CONNOR FAMILY SCHOLARSHIP FUND

(2013) Gift of Kathleen O. and J. Michael Schell '69.

SCHENLEY INDUSTRIES, INC., SCHOLARSHIP FUND

(1962) Gift of Schenley Industries Inc. in memory of Ralph T. Heymsfeld '27, P: '65.

JONATHAN SCHILLER SCHOLARSHIP FUND

(2011) Gift of Jonathan D. Schiller '69, LAW'73, P: '01, '06, LAW'08, SCE'13.

SCHLUMBERGER FOUNDATION SCHOLARSHIP FUND

(1984) Gift of the Schlumberger Foundation.

IRVING SCHMEZEL SCHOLARSHIP FUND

(1965) Gift of Claire L. Schmezel ° in memory of her husband, Irving Schmezel.

JOHN NORBERT SCHMITT SCHOLARSHIP FUND

(2011) Bequest of John N. Schmitt '32.

SAMUEL SCHOLNICK SCHOLARSHIP FUND

(2001) Gift of Arnold R. Tolkin '54, P: '79, '82, LAW'81.

SAMUEL AND ANNA SCHREIBER SCHOLARSHIP FUND

(1987) Gift of Leonard I. Schreiber '35, LAW'37 °.

ROBERT SCHWARZ SCHOLARSHIP FUND

(1968) Gift of the Schwarz family in memory of Robert Schwarz.

GERTRUDE AND WILLIAM P. SCHWEITZER SCHOLARSHIP FUND IN THE SCIENCES

(1990) Bequest of Gertrude Schweitzer P: '60.

WILLIAM P. SCHWEITZER SCHOLARSHIP FUND

(1973) Gift of Gertrude Schweitzer ° P: '60, in memory of her husband, William P. Schweitzer '21, GSAS'22, P: '60.

MARY H. SCRANTON SCHOLARSHIP FUND

(1936) Bequest of Mary N. Scranton.

LEONARD T. SCULLY SCHOLARSHIP FUND

(1957) Bequest of Millicent White Smyth in honor of her friend, Leonard T. Scully '32 °.

FRANK LINWOOD AND GRACE FARRINGTON SEALY FUND

(1989) Bequest of Donald F. Sealy CC 1918, GSAS 1920, LAW 1923 in memory of his parents Grace F. and Frank L. Sealy P: CC 1918, GSAS 1920, LAW 1923.

THE ALBERT A. SEGNA MEMORIAL SCHOLARSHIP FUND

(2003) Gift of Rudy A. Segna '81, P: '08, '09.

KARL LUDWIG SELIG SCHOLARSHIP FUND

(2001) Gift of Thomas H. Glocer '81.

THERESA PRINCE SEMON SCHOLARSHIP FUND

(1953) Gift of the Board of Trustees of the Good Neighbor Federation.

MR. AND MRS. PING LING SENG SCHOLARSHIP FUND

(1986) Gift of Peter Seng '63, GSAPP'87, P: '87 in honor of his parents, Mr. and Mrs. Ping Ling Seng.

ARTHUR J. AND KATHERINE FLINT SHADEK SCHOLARSHIP FUND

(1970) Gift of Katherine F. Shadek LAW'49, W: '48, P: '73, '75, BUS'76 and Arthur J. Shadek LAW'48 °, P: '73, '75, BUS'76.

NORMAN SHAPIRO SCHOLARSHIP FUND

(1977) Gift of Eleanor Redman Shapiro.

REUBEN SHAPIRO SCHOLARSHIP FUND

(2010) Gift of Susan A. and Robert J. Grey '72, P: BUS'07.

SOLOMON AND DORA MONNESS SHAPIRO SCHOLARSHIP FUND

(1952) Bequest of Dora Monness Shapiro.

GEORGE SHAW SCHOLARSHIP FUND

(1988) Gift of various donors in memory of George D. Shaw '53.

PO-CHIEH SHAW SCHOLARSHIP FUND

(2013) Gift of Gordon Shaw BUS'92.

JAMES PATRICK SHENTON SCHOLARSHIP FUND

(1998) Gift of Socrates Nicholas '56.

JAMES T. SHERWIN SCHOLARSHIP FUND
(2014) Gift of James T. Sherwin '53, LAW'56, P: GSAS'92, GSAS'96, GSAS'03.

EDITH SHIH SCHOLARSHIP FUND
(2008) Gift of Edith Shih TC'77, TC'78.

WILLIAM BROCK SHOEMAKER FUND
(1908) Gift of Henry F. Shoemaker ° and Ella de Peyster Shoemaker °.

JESSE SIEGEL SCHOLARSHIP FUND
(1984) Gift of Jesse S. Siegel '49 °, P: BC'80, SW'83.

SIDNEY J. SILBERMAN SCHOLARSHIP FUND AT COLUMBIA COLLEGE
(1998) Gift of Sidney J. Silberman '42, LAW'47 °.

RONALD K. SIMONS CC '82 SCHOLARSHIP
(2003) Gift of Ronald K. Simons '82, BUS'89.

SINGH FAMILY SCHOLARSHIP FUND
(2001) Gift of Ravi M. Singh '88.

LUCIANO SIRACUSANO SCHOLARSHIP FUND
(2013) Gift of Luciano Siracusano '87, P: '18.

MARVIN SIROT SCHOLARSHIP FUND
(1984) Gift of Margaret Sirot W: '56, BUS'57 and various donors in memory of Marvin Sirot '56, BUS'57.

SAMUEL T. SKIDMORE SCHOLARSHIP FUND
(1990) Bequest of Samuel T. Skidmore.

JOSEPH M. SKRYPSKI SCHOLARSHIP FUND
(2007) Bequest of Joseph M. Skrypski '39.

LAWRENCE SLAUGHTER SCHOLARSHIP FUND
(2010) Gift of Lawrence D. Slaughter '85, P: '19.

ELLIOT SLOANE AND POLLY LEIDER SCHOLARSHIP
(2012) Gift of Elliot B. Sloane '83 and Polly Leider BC'84.

ERIC V. SMITH SCHOLARSHIP FUND
(1994) Gift of Blair W. Smith BUS'85 and various donors in memory of Eric V. Smith '88.

GLORIA KAUFMAN KLEIN SMITH SCHOLARSHIP FUND
(2009) Bequest of Gloria K. Smith GSAS'53 .

DAVID W. SMYTH SCHOLARSHIP FUND
(1926) Gift of David W. Smyth °.

SOLENDER FAMILY FUND
(2011) Gift of Michael S. Solender '86, P: '17.

JOSEPH SOLOMON PRESIDENTIAL SCHOLARS AND FELLOWS FUND
(1983) Bequest of Julian C. Levi CC 1896 in honor of Joseph Solomon.

HERBERT B. SOROCA SCHOLARSHIP FUND

(1990) Gift of Herbert B. Soroca '63, LAW'66.

SOL SPIEGELMAN SCHOLARSHIP FUND
(1992) Gift of Richard Axel '67, P: SIPA'11.

SPINGARN FAMILY SCHOLARSHIP FUND
(1990) Gift of James L. Spingarn '62, P: '89, BC'92, BUS'94.

ARTHUR B. SPINGARN SCHOLARSHIP FUND
(1993) Bequest of Arthur B. Spingarn CC1897, GSAS 1899, LAW 1900.

LISA AND DAVID STANTON FAMILY SCHOLARSHIP
(2011) Gift of David B. Stanton '77, P: '09, '11.

EARLE J. STARKEY MEMORIAL SCHOLARSHIP FUND
(2009) Gift of Charles P. Starkey '72.

C.V. STARR SCHOLARSHIP FUND AT COLUMBIA UNIVERSITY
(2004) Gift of C.V. Starr Foundation.

HARRISON R. AND EDNA L. STEEVES SCHOLARSHIP FUND
(1995) Gift of Edna L. Steeves GSAS'48.

ALAN AND RUTH STEIN SCHOLARSHIP FUND
(1986) Gift of Ruth S. and Alan L. Stein '52, P: BUS'85.

ALAN W. STEINBERG SCHOLARSHIP FUND
(1990) Gift of Suzanne and Alan W. Steinberg '48, SEAS'50.

MRS. RICHARD STEINSCHNEIDER SCHOLARSHIP FUND
(1958) Gift of Marie R. ° and Richard Steinschneider CC 1919 °, P: '43, SEAS'43 °.

MICHAEL D. STEPHENS SCHOLARSHIP FUND
(2002) Gift of Michael D. Stephens '66, PH'70.

HELEN M.C. AND J. EDWARD STERN BIO-MEDICAL SCHOLARSHIP FUND
(1996) Gift of the J. Edward and Helen M. C. Stern Foundation.

HERBERT B. STERN SCHOLARSHIP FUND
(1997) Gift of Herbert B. Stern '59, P: '07, SOA'12.

WARREN AND SUSAN STERN FAMILY SCHOLARSHIP FUND
(2014) Gift of Warren R. Stern '74.

ARNOLD AND MATILE STIEFEL SCHOLARSHIP FUND
(1948) Bequest of Matile L. Stiefel.

SAMUEL STONE MEMORIAL SCHOLARSHIP FUND
(1992) Gift of Robert S. Stone '59, P: '91; Chester I. Stone '67; and Phyllis B. Stone '91.

LUDWIG STROSS SCHOLARSHIP FUND
(1943) Gift of Ines Stross in memory of her husband, Ludwig Stross.

ARTHUR HAYS SULZBERGER SCHOLARSHIP FUND

(1963) Gift of Arthur H. Sulzberger CC 1913, '59 HON °, P: '51.

SOLON E. SUMMERFIELD FOUNDATION INC. SCHOLARSHIP FUND

(1956) Gift of the Solon E. Summerfield Foundation, Inc.

BERNARD AND MARJORIE SUNSHINE SCHOLARSHIP

(2002) Gift of Bernard Sunshine '46, P: '79, GSAS'83, GSAS'89, GSAS'91 and Marjorie H. Sunshine LS'69, P: '79, GSAS'83, GSAS'89, GSAS'91.

SURDNA FOUNDATION SCHOLARSHIP FUND

(1966) Gift of the Surdna Foundation, Inc.

SUSTAINABLE DEVELOPMENT SCHOLARSHIP ENDOWMENT FUND

(2010) Gift of Joseph H. Ellis '64 and Barbara Ellis BC'64, GSAS'65.

SWERGOLD FAMILY SCHOLARSHIP FUND

(1990) Gift of Leopold Swergold '62.

ANNA WARE AND MACRAE SYKES SCHOLARSHIP FUND

(1963) Gift of Macrae Sykes '33 ° in honor of his mother, Anna G. Collins ° P: '33 °.

ROBERT J. SZARNICKI FAMILY SCHOLARSHIP FUND

(2000) Gift of Robert J. Szarnicki '65.

T

DANIEL TAMKIN AND CINDY CARDINAL SCHOLARSHIP FUND

(2009) Gift of Daniel S. Tamkin '81, P: '12 and Lucinda M. Cardinal BS'83, P: '12.

THE ANGELO TARALLO MEMORIAL SCHOLARSHIP FUND

(2005) Gift of Patricia Tarallo W: '61, LAW'64.

ABRAHAM TAUB SCHOLARSHIP FUND

(1991) Bequest of Abraham Taub CP'22, GSAS'27.

WALLACE TAYLOR MEMORIAL SCHOLARSHIP FUND

(1992) Gift of the Senior Society of Sachems in honor of the seventy-fifth anniversary of its founding and the alumnus credited with founding the society, Wallace Taylor CC 1916 °.

WILLIAM TOWSON TAYLOR SCHOLARSHIP FUND

(1976) Bequest of William T. Taylor '21, LAW'23 and gift of various donors in his memory.

DR. JOSEPH F. TEDESCO SCHOLARSHIP FUND

(2004) Bequest of Vera L. Tedesco.

TEPLER FAMILY SCHOLARSHIP FUND

(2013) Gift of Isidore Tepler '76, P: '18.

FRANKLIN A. THOMAS SCHOLARSHIP FUND

(2008) Gift of Franklin A. Thomas '56, LAW'63, '79 HON.

BRIAN J. THOMSON SCHOLARSHIP

(2012) Gift of Brian J. Thomson '89.

BLANCHE S. THORMAN SCHOLARSHIP FUND

(1972) Bequest of Blanche S. Thorman.

THE ISABEL AND IRVING N. TOLKIN MEMORIAL SCHOLARSHIP FUND

(1983) Gift of Isabel Tolkin ° P: '54, GSAPP '62 and various donors in memory of Isabel's husband, Irving Tolkin P: '54, GSAPP '62, and later renamed in memory of Isabel and Irving.

LAURIE J. AND JEFFREY D. TOLKIN SCHOLARSHIP FUND

(2000) Gift of Jeffrey D. Tolkin '79, LAW'81 and Laurie J. Tolkin BC'79, DM'83.

LILLIAN AND TRYGVE H. TONNESSEN SCHOLARSHIP FUND

(1989) Gift of Trygve H. Tonnessen '39.

GRACE C. TOWNSEND SCHOLARSHIP FUND

(1940) Bequest of Grace C. Townsend.

LOTTIE A. TRIPP SCHOLARSHIP FUND

(1979) Bequest of W. Arthur Tripp CC 1909.

MARGUERITE AND JOSEPH A. TRISKA MEMORIAL SCHOLARSHIP FUND

(1983) Gift of Theodore H. Elliott.

TRUST BRIDGE PARTNERS SCHOLARSHIP FUND

(2009) Gift of Shujun Li.

KYRIAKOS TSAKOPOULOS SCHOLARSHIP FUND IN HONOR OF EUGENE ROSSIDES

(2005) Gift of Kyriakos Tsakopoulos '93 in honor of his grandfather, Kyriakos Tsakopoulos.

THE TUKMAN FAMILY SCHOLARSHIP FUND

(2007) Gift of Lois and Melvin Tukman P: '89, BUS'98.

ARTHUR S. TWITCHELL SCHOLARSHIP FUND

(1995) Bequest of Arthur C. Twitchell.

U

US STEEL SCHOLARSHIP FUND

(2002) Gift of USX.

V

JOHN AND LOUISE SMITH VALENTE FUND

(1969) Bequest of Louise S. Valente and John Valente.

VAN AMRINGE SCHOLARSHIP FUND IN COLUMBIA COLLEGE

(1957) Bequest of Emily Buch.

SAMUEL AND SUSAN VARGHESE FAMILY SCHOLARSHIP FUND

(2014) Gift of Tajar S. Varghese '01.

IVAN B. VEIT ENDOWMENT FUND

(2005) Bequest of Ivan B. Veit '28.

SIGMUND AND MARY VIOLIN SCHOLARSHIP FUND

(1996) Gift of George A. Violin '63, SIPA'66, PS'67.

MARTIN AND SELMA VIRSOTSKY SCHOLARSHIP FUND

(2012) Bequest of Martin Virsotsky PS'49.

VISA FINANCIAL AID ENDOWMENT FUND

(1994) Proceeds from VISA credit card receipts.

WILLIAM F. VOELKER MEMORIAL SCHOLARSHIP FUND

(1976) Bequest of William F. Voelker '42, LAW'48 and gift of various donors in his memory.

VOLLBRECHTHAUSEN FAMILY - GOLDMAN SACHS SCHOLARSHIP FUND

(2014) Gift of Alejandro Vollbrechthausen P: '16.

H. EDWARD VOLLMERS MEMORIAL SCHOLARSHIP FUND

(1976) Gift of various donors in memory of H. Edward Vollmers CC 1920, SEAS 1922.

FRANCES AND GUSTAVE VON GROSCHWITZ SCHOLARSHIP FUND IN ART HISTORY

(1991) Bequest of Gustave von Groschwitz '26.

W

LEO J. WALSH MEMORIAL SCHOLARSHIP FUND

(2006) Bequest of Leo J. Walsh '53, GSAS'56, GSAS'62.

JOHN C. WALTER MEMORIAL SCHOLARSHIP FUND

(1964) Bequest of John C. Walter Class of 1904.

WANG FAMILY SCHOLARSHIP FUND

(2009) Gift of Philip P. Wang '70, P: '18.

WILLIAM H. WARDEN MEMORIAL SCHOLARSHIP FUND

(1996) Bequest of Dorothy Warden.

THE WARREN FAMILY SCHOLARSHIP FUND

(2005) Gift of Irwin H. Warren '71, LAW'74.

HELEN L. WARREN SCHOLARSHIP FUND

(2007) Bequest of Helen L. Warren TC'55 .

GEORGE WASCHECK SCHOLARSHIP FUND

(1990) Gift of George E. Wascheck '24, SEAS'26.

MORRIS W. WATKINS SCHOLARSHIP FUND

(1987) Gift of William E. Collin '24 ° in honor of Morris W. Watkins '24, GSAS'28 °.

ROBERT WATT SCHOLARSHIP FUND

(1976) Gift of various donors in memory of Robert W. Watt CC 1916.

DR. CHARLES A. WEBSTER INTERSCHOOL SCHOLARSHIP FUND

(1994) Gift of Charles A. Webster '40, PS'43 °.

GEORGE E. WEIGL SCHOLARSHIP FUND

(1982) Bequest of George E. Weigl BUS'31.

JOSHUA H. AND DONNA WEINER SCHOLARSHIP FUND

(1998) Gift of Donna Weiner W: '36 and Joshua H. Weiner '36 °.

ARTHUR S. AND MARIAN E. WEINSTOCK SCHOLARSHIP FUND

(1995) Gift of Marian E. K. and Arthur S. Weinstock '41 °.

GEORGE J. AND FRANCES K. WEINSTOCK SCHOLARSHIP FUND

(2006) Gift of Arthur S. Weinstock '41 ° in memory of his parents, Frances K. and George J. Weinstock P: '41 °.

EDWARD S. WEISIK SCHOLARSHIP FUND

(2004) Bequest of Edward S. Weisik '37.

RABBI SHELDON J. WELTMAN, PH.D., SCHOLARSHIP FUND

(1992) Bequest of Rabbi Sheldon J. Weltman '58.

WEST END SCHOLARSHIP FUND

(1998) Gift of Katherine A. Gardner JRN'81; Kirk W. Michel BUS'79, P: BUS'15; and Joseph F. Spiegel.

JOHN VISSCHER WHEELER SCHOLARSHIP FUND

(1914) Bequest of Susan E. Johnson Hudson in memory of John V. Wheeler CC 1865.

H. A. WHEELER SCHOLARSHIP FUND

(1923) Gift of Herbert A. Wheeler SM 1880 °.

THE JOHN AND MARY JO WHITE SCHOLARSHIP

(2008) Gift of John W. and Mary Jo White LAW'74, P: '08.

JOSEPH THOMAS WIDOWFIELD SCHOLARSHIP FUND

(1994) Bequest of Joseph T. Widowfield '83.

MARK HINCKLEY WILLES SCHOLARSHIP FUND

(1985) Gift of Mark H. Willes '63, BUS'67.

MARK HINCKLEY WILLES SCHOLARSHIP FUND

(1989) Gift of Mark H. Willes '63, BUS'67.

THE WILLNER FAMILY SCHOLARSHIP FUND

(2002) Gift of Jane and David Bloomgarden, and Joseph H. Willner PS'77.

GEORGE LEO WINGSHEE MEMORIAL SCHOLARSHIP FUND

(2004) Gift of Donna W. Loo P: '11.

RICHARD E. WITTEN SCHOLARSHIP FUND
(2005) Gift of Richard E. Witten '75, P: '10, BUS'15, LAW'15.

WOLF FAMILY SCHOLARSHIP FUND
(2011) Gift of Sherri P. Wolf '90 and Douglas R. Wolf '88.

BEN D. WOOD SCHOLARSHIP FUND
(1986) Bequest of Benjamin D. Wood '22, GSAS'24.

GORDON W. WOOD SCHOLARSHIP FUND
(1992) Gift of Gordon W. Wood SEAS'48.

WALTER WOODS SCHOLARSHIP FUND
(1997) Bequest of Norma E. Woods in memory of her husband, Walter Woods.

KENNETH AND THOMAS WRIGHT SCHOLARSHIP FUND
(2008) Gift of Kenneth B. Wright '74.

DAVID WU AND FRED WANG FUND
(2010) Gift of Fred W. Wang SEAS'95 and Weiming D. Wu SEAS'02.

X

XU FAMILY SCHOLARSHIP FUND
(2014) Gift of an anonymous donor.

LIU XU SCHOLARSHIP FUND
(2006) Gift of an anonymous donor.

Y

PHILIP C. YACOS MEMORIAL SCHOLARSHIP FUND
(1986) Gift of Helen N. Yacos-Obuhanych ° P: '80 ° and various donors in memory of Helen's son, Philip C. Yacos '80.

YATRAKIS SCHOLARSHIP FUND
(2009) Gift of Demetrios P. Yatrakis '05, BUS'10.

ONG YEE SCHOLARSHIP FUND
(2010) Gift of Danny O. Yee '77, P: '15 and Stephanie W. Yee PS'82, P: '15.

KENNETH YIM FAMILY FUND
(2011) Gift of Kenneth K. L. Yim SEAS'73, BUS'75, P: '11, SEAS'10.

SAMUEL YIN SCHOLARSHIP FUND
(2005) Gift of Samuel Yin '76.

YI-CHANG YIN AND WAN-HUNG CHANG YIN SCHOLARSHIP FUND
(2000) Gift of Samuel Yin '76.

THE WILLIAM H. YOKEL SCHOLARSHIP FUND
(2007) Bequest of William H. Yokel '44.

THE YU FAMILY FUND
(2005) Gift of Kyung-Sun Yu P: '09, '13.

YU FAMILY SCHOLARSHIP FUND

(2014) Gift of Raymond Yu '89, SEAS'90.

TUNG LI AND HUI HSI YUAN MEMORIAL SCHOLARSHIP FUND
(1967) Gifts of various donors in memory of Tung Li Yuan '22 and later renamed in memory of Tung Li and Hui Hsi Yuan.

Z

VICTOR AND BETTY ZARO SCHOLARSHIP FUND
(1995) Gift of Victor J. Zaro '42 °.

TIMOTHY ZARO SCHOLARSHIP FUND
(1998) Gift of Victor J. Zaro '42 ° in honor of Timothy Zaro.

VICTOR J. ZARO SCHOLARSHIP FUND
(1996) Gift of Victor J. Zaro '42 °.

JESSICA ZAUNER MEMORIAL SCHOLARSHIP FUND
(2006) Gift of Anton Zauner '73, BUS'75, P: '08 °, BUS'11 and Anna E. Zauner GSAS'11, P: '08 °, BUS '11 in memory of their daughter, Jessica Zauner '08.

JOSEPH C. ZAVATT SCHOLARSHIP FUND—COLUMBIA COLLEGE
(2006) Bequest of Anna Maas Zavatt in memory of her husband, Joseph C. Zavatt '22, LAW'24.

ZBT—STANLEY I. FISHEL, CC'34 SCHOLARSHIP FUND
(2004) Gift of Delta ZBT Corporation.

FRANK JOSEPH ZDENOVEC SCHOLARSHIP FUND
(1949) Bequest of Frank J. Zdenovec.

THE ZICKLER FAMILY SCHOLARSHIP FUND
(2008) Gift of Leo E. Zickler '58.

DAVID AND RAY MOONEY ZWERLING SCHOLARSHIP FUND
(1991) Gift of L. Steven Zwerling '60, GSAS'61 and Leonard J. Zwerling '65 in honor of their parents, Ray M. and David Zwerling P: '60, '65, on their anniversary.

° Deceased; P: Parent; W: Widow

ACADEMIC REQUIREMENTS

In order to graduate from Columbia College and earn a Bachelor of Arts degree, all students must successfully complete:

- 124 points of academic credit
- The Core Curriculum
- One major or concentration

POINTS AND CREDIT

Every student must complete 124 points of academic credit. The last two terms must be taken while enrolled in the College for study on this campus or on one of the Columbia-sponsored international programs (p. 114).

Normally, one course may not be taken to fulfill more than one requirement for the degree. However, a course that satisfies the Global Core, Science, or Foreign Language requirements may be double counted in order to satisfy the requirements for one major or concentration.

Courses may not be repeated for credit. All courses taken multiple times appear on the student's official transcript, but the GPA factors only the grade received in a course taken for the first time. A course that is repeated cannot be counted toward the 12-point minimum required for full-time status in any given semester. Credit cannot be earned for courses taken in subjects and at the same level for which Advanced Standing (AP, IB, GCE, etc.) has been granted. For more information, see *Academic Regulations*—Placement and Advanced Standing.

Students also cannot receive credit for previous courses in which the content has been substantially duplicated, at Columbia or elsewhere. For example, credit cannot be earned for two first-term calculus courses, even if one is more theoretical in approach than the other; credit cannot be earned for two comparable terms of a science or foreign language even if one has a Barnard course number and the other a Columbia course number. In some courses, only partial credit may be counted toward the degree. Courses not listed in this Bulletin must be approved by the advising dean, since such courses might not bear College credit (e.g., MATH W1003 College Algebra and Analytic Geometry). Students who have questions about whether degree credit may be earned in a course should consult with their advising dean in the James H. and Christine Turk Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

THE CORE CURRICULUM

The following required courses constitute the Columbia College Core Curriculum (p. 73). They include general education requirements in major disciplines and, except for Physical Education, must be taken for a letter grade:

Literature Humanities

HUMA C1001 - HUMA C1002	Masterpieces of Western Literature and Philosophy and Masterpieces of Western Literature and Philosophy
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Frontiers of Science

SCNC C1000	Frontiers of Science
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University Writing

ENGL C1010	University Writing
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Contemporary Civilization

COCI C1101 - COCI C1102	Introduction To Contemporary Civilization and Introduction To Contemporary Civilization
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Art Humanities

HUMA C1121	Masterpieces of Western Art
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Music Humanities

HUMA C1123	Masterpieces of Western Music
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Science Requirement

Two terms from the list of approved courses

Global Core Requirement

Two terms from the list of approved courses

Foreign Language Requirement

Four terms or the equivalent

Physical Education

Two terms and a swimming test

Students are generally required to complete *Literature Humanities*, *University Writing*, and *Frontiers of Science* in the first year. Failure to complete these courses in the first year will result in the student being placed on academic probation.

Additionally, the College expects students to complete *Contemporary Civilization* by the end of the sophomore year, and *Art Humanities* and *Music Humanities* by the end of junior year. Failure to complete these in the specified year will not, however, result in the student being placed on academic probation.

Courses in fulfillment of the Core Curriculum must be taken in Columbia College, with the exception of the Foreign Language requirement, which, in some instances and as determined by the relevant academic department, may be satisfied at Barnard College. Other exceptions to this rule are granted only with the approval of the Center for Student Advising's Committee on Academic Standing, except for the Global Core and the Science requirements, which students must petition the appropriate faculty committee and must first meet with their advising dean. Students who wish to satisfy degree requirements with courses taken at other universities in the summer must meet with their advising dean in the Center for Student Advising in order to discuss the process for receiving advance approval from the dean of advising.

THE DEPARTMENTAL MAJOR OR CONCENTRATION

All students must complete either a major or a concentration as described in the departmental sections of this Bulletin. The purpose of the major or concentration requirement is to give each student the experience of doing sustained and advanced work, including individual research, in a field of special interest. A major consists of intensive study in one department involving the satisfaction of a variety of requirements; a concentration demands fewer departmental course points or requirements than a major.

Whether the student chooses a major or concentration depends on their particular aims and needs, as well as on the offerings of the particular department in which they plan to work. It should be emphasized that this requirement is not designed to produce professionally trained specialists; nor is it assumed that students will ultimately pursue employment in work related to the subject in which they are majoring or concentrating. It is, however, assumed that the intensive study in an academic department, together with the successful completion of the Core Curriculum and the remaining degree requirements, shall afford students an education and the requisite skills that will serve them well throughout their professional and personal lives.

The faculty members of each academic department determine the requirements for a major or concentration. It is the students' responsibility to ensure that they complete the major or concentration requirements that are in effect in their sophomore year. Each department has one or more directors of undergraduate studies (DUS) (<http://www.college.columbia.edu/academics/majoradvising>) to whom questions regarding the major or concentration should be directed.

All courses used to meet the requirements of a major or concentration, including related courses, may not be taken for a grade of Pass/D/Fail, except the first such one-term course taken by the student in his or her eventual major, unless otherwise specified by the department. Students should check for both the minimum and maximum points allowed for a major and/or concentration, as well as for any restrictions on courses in which a student earns a grade of D.

Some majors and concentrations require that certain introductory courses be completed before the start of the junior year. Students should read carefully the requirements for their proposed major or concentration and direct questions to the relevant director of undergraduate studies (DUS) (<http://www.college.columbia.edu/academics/majoradvising>).

In the first and sophomore years, students should confer with faculty members in the department, advising deans, and advisers in the Center for Career Education (<http://www.careereducation.columbia.edu>) while considering their choice of major or concentration. All students declare a major and/or concentration in their fourth term. Information about the process for declaring a major or concentration is sent to students

in the spring of the sophomore year by the Center for Student Advising.

Normally, courses for a major or concentration, including related courses, may not be used to satisfy the course requirements for a second major or concentration. Rare exceptions to this may be made only by the faculty Committee on Instruction (COI), based on what it regards to be intellectually compelling grounds. Students wishing to request a waiver of this policy are required to submit a petition to the COI through the Office of the Dean, in 208 Hamilton.

Double Majors/Concentrations

All students attempting to complete double majors, double concentrations, or a combination of a major and a concentration should keep in mind that they must complete separate sets of **required** and **related** courses for each field. A single course may not count twice for more than one major or concentration.

Students will not be awarded additional semesters for the purposes of completing an additional major or concentration. Students must complete their degree requirements within eight terms (including the terms that transfer students spent at other institutions).

Interdisciplinary and Interdepartmental Majors and Concentrations

Interdisciplinary and interdepartmental majors and concentrations combine course work in two or more areas of study. Interdisciplinary majors and concentrations are linked to the interdisciplinary programs (see *Departments of Instruction*). Interdepartmental majors and concentrations are linked to two or more departments (see *Departments of Instruction*). There are no independent majors or concentrations permitted at this time.

REQUIREMENTS FOR TRANSFER STUDENTS

Columbia College offers transfer students the opportunity to experience a wide ranging liberal arts education that includes its Core Curriculum and a broad range of majors and concentrations. To graduate from Columbia College, all transfer students must successfully:

- Earn at least 124 points in academic credit
- Complete the Core Curriculum
- Complete one major or concentration

Upon admission to Columbia College, transfer students should familiarize themselves with the regulations pertaining to their special status (see *Academic Regulations—Regulations for Transfer Students*).

PLANNING A PROGRAM

All students are expected to consult with their advising deans in the Center for Student Advising and with departmental advisers, who will assist them in selecting appropriate courses

and planning their programs. Advising deans serve as the primary adviser for all academic planning, other than that for the major or concentration. Directors of undergraduate studies (DUS) (<http://www.college.columbia.edu/academics/majoradvising>), and other faculty representatives of the academic departments, serve as the primary advisers for major and concentration program planning.

The James H. and Christine Turk Berick Center for Student Advising (CSA) (<http://www.cc-seas.columbia.edu/csa>), located in 403 Lerner, is the first stop for students to discuss their advising needs as they create and reflect on their program of study at Columbia. Productive advising is built on a true partnership in which the student and the adviser work together. The spirit of an ideal advising partnership is one of mutual engagement, responsiveness, and dedication. Regular advising conversations, the fundamental building blocks of the partnership, enable an adviser to serve as a resource of knowledge and a source of referrals - so that students may plan and prepare, in the broadest sense, over the course of their years at Columbia. Students can make appointments with their advising deans using the online Comprehensive Advising Management System (<http://bulletin.columbia.edu/columbia-college/requirements-degree-bachelor-arts/%20http://studentaffairs.columbia.edu/csa/appointments>).

Though students are assigned an advising dean, students may make appointments with any of the advisers in the CSA. If a student wishes to change advisers permanently, they should not hesitate to make an appointment with the dean of advising to have a new advising dean assigned to them immediately.

To ensure successful planning, students should familiarize themselves with all academic opportunities in which they are interested. In particular, students should note that some majors and concentrations require that certain introductory courses be completed before the start of the junior year. Similarly, study abroad, professional programs, and graduate schools have a range of requirements that must be successfully completed at prescribed times during the undergraduate career. Specifically, students considering a major in the sciences should, in their first two years, focus on required introductory sciences courses in addition to Core requirements. Students considering a major in the humanities and social sciences should, in their first two years, take a combination of Core requirements and introductory level courses in the departments in which they are interested in majoring. Under no circumstances will students be granted more semesters to complete an additional concentration or major.

In addition, all students should:

1. Become thoroughly familiar with the requirements for the degree and with the College regulations, including deadlines;
2. Plan to complete *University Writing* (ENGL C1010), *Frontiers of Science* (SCNC C1000), *Masterpieces of Western Literature and Philosophy I & II* (HUMA C1001-HUMA C1002), as well as *Introduction to Contemporary Civilization in the West* (COCI C1101

-COCI C1102 (<http://bulletin.columbia.edu/search/?P=COCI%20C1102>)) by the end of the sophomore year;

3. Choose a major or concentration in their fourth term. Students must submit the completed major declaration form on-line or to the Center for Student Advising, 403 Lerner. Some majors and concentrations require departmental review, and students can only declare these majors after receiving approval by the department. A major or concentration may be changed at any time as long as the requisite departmental approval is received, the requirements have been or can be fulfilled, and the student can still graduate by the end of their eighth semester. If a different major or concentration is decided upon, a new form must be filed with the advising dean in the Center for Student Advising.

Advising for First-Year Students

In the summer, each incoming student receives the *Academic Planning Guide for New Students*, which is designed to assist incoming students in planning and creating their academic programs. Incoming students should read the *Academic Planning Guide* prior to their first advising appointment. Students will receive information by e-mail about opportunities to connect with their advising deans in the summer.

Each first-year student is preregistered for *Literature Humanities* as well as for *Frontiers of Science* or *University Writing*. (First-year students are preregistered for either *Frontiers of Science* or *University Writing* in the fall term and take the other course in the spring term.)

Each incoming student is expected to meet with their advising dean during the summer, during the New Student Orientation Program (NSOP), and/or in the first two weeks of the term (Change-of-Program period) in order to discuss their fall course selections, their transition to college, their short- and long-term goals, and to build their own community of advisers throughout their time at Columbia. Students should continue to meet with their advising deans as they finalize their program in the first two weeks of the term. Students are expected to follow-up with their advising dean throughout their years at Columbia.

Supervised Independent Study

Supervised individual work on a special topic is available to qualified students as an alternative or as a supplement to courses and seminars in the field of specialization. Students must develop a plan of study with a faculty adviser and then obtain the approval of the department. Progress reports are submitted as required. From 1 to 6 points of credit may be awarded for this work; the exact number of points is to be determined in consultation with the department.

Ordinarily, only seniors are allowed to register for independent study, although other students may be admitted at the discretion of the departmental representative. Acceptance depends on the quality of the proposal, the student's qualifications, and the availability of an appropriate faculty adviser.

CORE CURRICULUM

The Center for the Core Curriculum (<http://www.college.columbia.edu/core>): 202 Hamilton; 212-854-2453; core-curriculum@columbia.edu

The Core Curriculum is the cornerstone of the Columbia College education. The central intellectual mission of the Core is to provide all students with wide-ranging perspectives on significant ideas and achievements in literature, philosophy, history, music, art, and science.

Contemporary Civilization began in 1919 as a course on war and peace issues, and the creation of *Literature Humanities* followed in 1937. By 1947, *Art Humanities* and *Music Humanities* had been added, and a new course in *Asian Humanities* was introduced. The Global Core requirement, formerly Major Cultures, joined the Core in 1990 and *Frontiers of Science* in 2004. Though celebrated for their content, Core Curriculum courses are equally important for their small class format. Taught in seminars of approximately twenty-two students, these courses ensure that education at Columbia begins with an emphasis on active intellectual engagement. The small class sizes provide students with opportunities to develop intellectual relationships with faculty early on in their College career and to participate in a shared process of intellectual inquiry. In the Core Curriculum, the pursuit of better questions is every bit as important as the pursuit of better answers. The skills and habits honed by the Core—observation, analysis, argument, imaginative comparison, respect for ideas, nuances, and differences—provide a rigorous preparation for life as an engaged citizen in today's complex and changing world.

COMMITTEE ON THE CORE CURRICULUM

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LITERATURE HUMANITIES

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Literature Humanities Website (<http://www.college.columbia.edu/core/lithum>)

HUMA C1001-HUMA C1002 Masterpieces of Western Literature and Philosophy, popularly known as “Literature Humanities” or “Lit Hum,” is a year-long course that offers Columbia College students the opportunity to engage in intensive study and discussion of some of the most significant texts of Western culture. The course is not a survey, but a series of careful readings of literary works that reward both first encounters and long study. Whether classwork focuses on the importance of the text to literary history or on its significance to our contemporary culture, the goal is to consider particular conceptions of what it means to be human as well as the place of such conceptions in the development of critical thought.

The principal objectives of *Literature Humanities* are to teach students to analyze literary texts and to construct intellectual arguments. An interdepartmental staff of professorial and preceptorial faculty meets with groups of approximately twenty-two students for four hours a week in order to discuss texts by Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato, Vergil, Augustine, Dante, Boccaccio, Montaigne, Shakespeare, Austen, Dostoevsky, and Woolf, as well as Hebrew Scriptures and New Testament writings.

REGISTRATION PROCEDURE

All information concerning registration in *HUMA C1001-HUMA C1002 Masterpieces of Western Literature and Philosophy* is included in the registration materials sent to students. All first-year students are preregistered in *Literature Humanities*.

All Core Curriculum courses, including *Literature Humanities*, must be taken for a letter grade. Students may not drop or withdraw from *Literature Humanities* after the Core drop deadline, which is also the end of the Change-of-Program period (p. 4). For more information, see *Registration—Dropping Core Courses*.

COURSES OF INSTRUCTION

HUMA C1001 Masterpieces of Western Literature and Philosophy. 4 points.

Taught by members of the Departments of Classics; English and Comparative Literature; French; German; Italian; Middle Eastern, South Asian, and African Studies; Philosophy; Religion; Slavic Languages; and Spanish; as well as members of the Society of Fellows. Major works by over twenty authors, ranging in time,

theme, and genre, from Homer to Virginia Woolf. Students are expected to write at least two papers, to complete two examinations each semester, and to participate actively in class discussions.

Fall 2015: HUMA C1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1002	001/14697	M W 8:10am - 10:00am 301 Hamilton Hall	Nancy Workman	4	22/21
HUMA 1002	002/14698	M W 8:10am - 10:00am 306 Hamilton Hall	Ross Ufberg	4	21/22
HUMA 1002	003/15945	M W 12:10pm - 2:00pm 301 Hamilton Hall	Mark Lilla	4	21/21
HUMA 1002	004/17198	M W 12:10pm - 2:00pm 307 Pupin Laboratories	Christoph Schaub	4	22/22
HUMA 1002	005/17199	M W 12:10pm - 2:00pm 201 80 Claremont	Jeffrey Wayno	4	21/21
HUMA 1002	006/17202	M W 12:10pm - 2:00pm 303 Hamilton Hall	Amy Johnson	4	22/22
HUMA 1002	007/17203	M W 12:10pm - 2:00pm 222 Pupin Laboratories	Humberto Ballesteros	4	22/21
HUMA 1002	008/18443	M W 2:10pm - 4:00pm 304 Hamilton Hall	James Adams	4	21/22
HUMA 1002	009/10032	M W 2:10pm - 4:00pm 224 Pupin Laboratories	Claire Catenaccio	4	19/21
HUMA 1002	010/10282	M W 2:10pm - 4:00pm 307 Pupin Laboratories	Zachary Roberts	4	22/22
HUMA 1002	011/10283	M W 2:10pm - 4:00pm 602 Northwest Corner	Emily Hayman	4	22/21
HUMA 1002	012/10531	M W 2:10pm - 4:00pm C01 Knox Hall	Clemence Boulouque	4	22/22
HUMA 1002	013/10532	M W 2:10pm - 4:00pm 411 Hamilton Hall	Michael Holquist	4	21/21
HUMA 1002	014/10533	M W 4:10pm - 6:00pm 507 Hamilton Hall	Christoph Schaub	4	19/22
HUMA 1002	015/10534	M W 4:10pm - 6:00pm 306 Hamilton Hall	Steven Baker	4	22/21
HUMA 1002	016/10535	M W 4:10pm - 6:00pm 222 Pupin Laboratories	Kate Brassel	4	19/22
HUMA 1002	017/10780	M W 4:10pm - 6:00pm 303 Hamilton Hall	Eliza Zingesser	4	19/21
HUMA 1002	018/10781	M W 4:10pm - 6:00pm	Arthur Salvo	4	22/22

		425 Pupin Laboratories				HUMA 1002	039/14035	T Th 12:10pm - 2:00pm	Joe Sheppard	4	22/21
HUMA 1002	019/10782	M W 4:10pm - 6:00pm	Mark Lilla	4	21/21	HUMA 1002	040/14284	201 80 Claremont T Th 12:10pm - 2:00pm	Margo Rosen	4	22/22
HUMA 1002	020/10783	301 Hamilton Hall M W 4:10pm - 6:00pm	Sahar Ullah	4	22/22	HUMA 1002	041/14285	301 Hamilton Hall T Th 12:10pm - 2:00pm	Akash Kumar	4	22/21
HUMA 1002	021/11032	313 Pupin Laboratories M W 6:10pm - 8:00pm	Julia Kostova	4	21/21	HUMA 1002	042/14533	304 Hamilton Hall T Th 2:10pm - 4:00pm	Paraskevi Martavou	4	20/22
HUMA 1002	022/11281	306 Hamilton Hall M W 6:10pm - 8:00pm	Emily Hayman	4	21/22	HUMA 1002	043/14534	325 Pupin Laboratories T Th 2:10pm - 4:00pm	Debashree Mukherjee	4	21/21
HUMA 1002	023/11530	206 Broadway Residence Hall M W 6:10pm - 8:00pm	Maude Meisel	4	21/21	HUMA 1002	044/10799	313 Pupin Laboratories T Th 2:10pm - 4:00pm	Katherine Biers	4	22/22
HUMA 1002	024/11531	301 Hamilton Hall T Th 8:10am - 10:00am	Bianca Calabresi	4	21/22	HUMA 1002	045/10848	607 Hamilton Hall T Th 2:10pm - 4:00pm	John Kuhn	4	18/21
HUMA 1002	025/11784	607 Hamilton Hall T Th 8:10am - 10:00am	Karen Van Dyck	4	22/21	HUMA 1002	046/10849	424 Pupin Laboratories T Th 2:10pm - 4:00pm	Matthew Hart	4	22/22
HUMA 1002	026/11785	301 Hamilton Hall T Th 10:10am - 12:00pm	Pier Mattia Tommasino	4	22/22	HUMA 1002	047/10850	507 Hamilton Hall T Th 2:10pm - 4:00pm	Edward Mendelson	4	22/21
HUMA 1002	027/12032	616 Hamilton Hall T Th 10:10am - 12:00pm	Joanna Stalnaker	4	20/21	HUMA 1002	048/10851	303 Hamilton Hall T Th 2:10pm - 4:00pm	Janet Lee	4	22/22
HUMA 1002	028/12282	303 Hamilton Hall T Th 10:10am - 12:00pm	Isabelle Levy	4	16/22	HUMA 1002	049/10897	206 Broadway Residence Hall T Th 4:10pm - 6:00pm	Alexander Rocca	4	17/21
HUMA 1002	029/12532	602 Northwest Corner T Th 10:10am - 12:00pm	Nicholas Dames	4	21/21	HUMA 1002	050/10951	109 Hartley Hall T Th 4:10pm - 6:00pm	Anne Holt	4	22/22
HUMA 1002	030/13529	401 Hamilton Hall T Th 10:10am - 12:00pm	Elizabeth Irwin	4	16/22	HUMA 1002	051/10952	609 Hamilton Hall T Th 4:10pm - 6:00pm	Alexis Soloski	4	21/21
HUMA 1002	031/13530	304 Hamilton Hall T Th 10:10am - 12:00pm	Liza Knapp	4	21/21	HUMA 1002	052/11000	315 Hamilton Hall T Th 4:10pm - 6:00pm	Maria Svampa	4	18/22
HUMA 1002	032/13531	707 Hamilton Hall T Th 10:10am - 12:00pm	Janet Lee	4	21/22	HUMA 1002	053/11001	407 Hamilton Hall T Th 4:10pm - 6:00pm	Rebecca Stanton	4	20/21
HUMA 1002	033/13532	313 Pupin Laboratories T Th 10:10am - 12:00pm	Dustin Stewart	4	17/21	HUMA 1002	054/11002	318 Hamilton Hall T Th 4:10pm - 6:00pm	Marc Van De Microop	4	21/22
HUMA 1002	034/13533	C01 80 Claremont T Th 10:10am - 12:00pm	Hiie Saumaa	4	20/22	HUMA 1002	055/11050	302 Hamilton Hall T Th 6:10pm - 8:00pm	Sophie Salvo	4	19/21
HUMA 1002	035/13783	111 Carman Hall T Th 10:10am - 12:00pm	Humberto Ballesteros	4	21/21	HUMA 1002	056/11098	206 Broadway Residence Hall T Th 6:10pm - 8:00pm	Lindsay Gibson	4	21/22
HUMA 1002	036/13784	201 80 Claremont T Th 12:10pm - 2:00pm	Anne Holt	4	21/22	HUMA 1002	057/11099	109 Hartley Hall T Th 6:10pm - 8:00pm	Arthur Salvo	4	21/21
HUMA 1002	037/13785	206 Broadway Residence Hall T Th 12:10pm - 2:00pm	Hiie Saumaa	4	21/21			302 Hamilton Hall			
HUMA 1002	038/14034	111 Carman Hall T Th 12:10pm - 2:00pm	Richard Sacks	4	22/22						
		303 Hamilton Hall									

HUMA C1002 Masterpieces of Western Literature and Philosophy. 4 points.

Taught by members of the Departments of Classics; English and Comparative Literature; French; German; Italian; Middle

Eastern, South Asian, and African Studies; Philosophy; Religion; Slavic Languages; and Spanish; as well as members of the Society of Fellows. Major works by over twenty authors, ranging in time, theme, and genre, from Homer to Virginia Woolf. Students are expected to write at least two papers, to complete two examinations each semester, and to participate actively in class discussions.

Spring 2016: HUMA C1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1002	001/66048	M W 8:10am - 10:00am 301 Hamilton Hall	Nancy Workman	4	22/22
HUMA 1002	002/66096	M W 8:10am - 10:00am 306 Hamilton Hall	Ross Ufberg	4	22/22
HUMA 1002	003/66148	M W 12:10pm - 2:00pm 301 Hamilton Hall	Deborah Martinsen	4	22/22
HUMA 1002	004/66197	M W 12:10pm - 2:00pm 325 Pupin Laboratories	Christoph Schaub	4	22/22
HUMA 1002	005/66198	M W 12:10pm - 2:00pm 201 80 Claremont	Jeffrey Wayno	4	22/22
HUMA 1002	006/66200	M W 12:10pm - 2:00pm 303 Hamilton Hall	Amy Johnson	4	22/22
HUMA 1002	007/66247	M W 12:10pm - 2:00pm 222 Pupin Laboratories	Humberto Ballesteros	4	22/22
HUMA 1002	008/66248	M W 2:10pm - 4:00pm 304 Hamilton Hall	James Adams	4	21/22
HUMA 1002	009/66249	M W 2:10pm - 4:00pm 507 Hamilton Hall	Claire Catenaccio	4	12/22
HUMA 1002	010/66297	M W 2:10pm - 4:00pm 325 Pupin Laboratories	Zachary Roberts	4	22/22
HUMA 1002	011/66299	M W 2:10pm - 4:00pm 602 Northwest Corner	Robert Thomas	4	22/22
HUMA 1002	012/66300	M W 2:10pm - 4:00pm 103 Knox Hall	Clemence Boulouque	4	22/22
HUMA 1002	013/66346	M W 2:10pm - 4:00pm 609 Hamilton Hall	Sharon Fulton	4	16/22
HUMA 1002	014/66347	M W 4:10pm - 6:00pm 507 Hamilton Hall	Christoph Schaub	4	21/22
HUMA 1002	015/66397	M W 4:10pm - 6:00pm 306 Hamilton Hall	Steven Baker	4	22/22
HUMA 1002	016/66398	M W 4:10pm - 6:00pm 309 Hamilton Hall	Kate Brassel	4	19/22
HUMA 1002	017/66399	M W 4:10pm - 6:00pm 303 Hamilton Hall	Eliza Zingesser	4	20/22

HUMA 1002	018/66448	M W 4:10pm - 6:00pm 425 Pupin Laboratories	Arthur Salvo	4	22/22
HUMA 1002	019/66449	M W 4:10pm - 6:00pm 301 Hamilton Hall	John Collins	4	21/22
HUMA 1002	020/66497	M W 4:10pm - 6:00pm 313 Pupin Laboratories	Sahar Ullah	4	22/22
HUMA 1002	021/66498	M W 6:10pm - 8:00pm 306 Hamilton Hall	Julia Kostova	4	22/22
HUMA 1002	022/66548	M W 6:10pm - 8:00pm 206 Broadway Residence Hall	Robert Thomas	4	19/22
HUMA 1002	023/66549	M W 6:10pm - 8:00pm 301 Hamilton Hall	Maude Meisel	4	22/22
HUMA 1002	024/66647	T Th 8:10am - 10:00am 607 Hamilton Hall	Bianca Calabresi	4	21/22
HUMA 1002	025/66697	T Th 8:10am - 10:00am 301 Hamilton Hall	Karen Van Dyck	4	22/22
HUMA 1002	026/66749	T Th 10:10am - 12:00pm 616 Hamilton Hall	Pier Mattia Tommasino	4	22/22
HUMA 1002	027/66750	T Th 10:10am - 12:00pm 303 Hamilton Hall	Joanna Stalnaker	4	22/22
HUMA 1002	028/66752	T Th 10:10am - 12:00pm 602 Northwest Corner	Isabelle Levy	4	22/22
HUMA 1002	029/66796	T Th 10:10am - 12:00pm 401 Hamilton Hall	Nicholas Dames	4	22/22
HUMA 1002	030/66847	T Th 10:10am - 12:00pm 304 Hamilton Hall	Elizabeth Irwin	4	21/22
HUMA 1002	031/66996	T Th 10:10am - 12:00pm 707 Hamilton Hall	Liza Knapp	4	21/22
HUMA 1002	032/66997	T Th 10:10am - 12:00pm 412 Pupin Laboratories	Janet Lee	4	22/22
HUMA 1002	033/66998	T Th 10:10am - 12:00pm C01 80 Claremont	Dustin Stewart	4	20/22
HUMA 1002	034/66999	T Th 10:10am - 12:00pm 111 Carman Hall	Hiie Saumaa	4	21/22
HUMA 1002	035/67046	T Th 10:10am - 12:00pm 201 80 Claremont	Humberto Ballesteros	4	22/22
HUMA 1002	036/67047	T Th 12:10pm - 2:00pm 304 Hamilton Hall	Bianca Calabresi	4	22/22
HUMA 1002	037/67048	T Th 12:10pm - 2:00pm 111 Carman Hall	Hiie Saumaa	4	20/22
HUMA 1002	038/67146	T Th 12:10pm - 2:00pm	David Yerkes	4	21/22

HUMA 1002	039/67199	303 Hamilton Hall T Th 12:10pm - 2:00pm C01 80 Claremont	Joe Sheppard	4	21/22
HUMA 1002	040/67297	T Th 12:10pm - 2:00pm 301 Hamilton Hall	Margo Rosen	4	22/22
HUMA 1002	041/67347	T Th 12:10pm - 2:00pm 206 Broadway Residence Hall	Akash Kumar	4	22/22
HUMA 1002	042/67397	T Th 2:10pm - 4:00pm 303 Hamilton Hall	David Yerkes	4	21/22
HUMA 1002	043/67446	T Th 2:10pm - 4:00pm 307 Pupin Laboratories	Debashree Mukherjee	4	21/22
HUMA 1002	044/67447	T Th 2:10pm - 4:00pm 206 Broadway Residence Hall	Katherine Biers	4	22/22
HUMA 1002	045/67501	T Th 2:10pm - 4:00pm 224 Pupin Laboratories	John Kuhn	4	21/22
HUMA 1002	046/67503	T Th 2:10pm - 4:00pm 507 Hamilton Hall	Matthew Hart	4	19/22
HUMA 1002	047/67597	T Th 2:10pm - 4:00pm 301 Hamilton Hall	Edward Mendelson	4	22/22
HUMA 1002	048/67646	T Th 2:10pm - 4:00pm 607 Hamilton Hall	Janet Lee	4	22/22
HUMA 1002	049/67697	T Th 4:10pm - 6:00pm 109 Hartley Hall	Alexander Rocca	4	16/22
HUMA 1002	050/67746	T Th 4:10pm - 6:00pm 609 Hamilton Hall	Margo Rosen	4	22/22
HUMA 1002	051/67748	T Th 4:10pm - 6:00pm 315 Hamilton Hall	Alexis Soloski	4	22/22
HUMA 1002	052/67749	T Th 4:10pm - 6:00pm C01 80 Claremont	Maria Svampa	4	22/22
HUMA 1002	053/67796	T Th 4:10pm - 6:00pm 318 Hamilton Hall	Rebecca Stanton	4	17/22
HUMA 1002	054/67798	T Th 4:10pm - 6:00pm 407 Hamilton Hall	Marc Van De Microop	4	22/22
HUMA 1002	055/67847	T Th 6:10pm - 8:00pm 206 Broadway Residence Hall	Sophie Salvo	4	16/22
HUMA 1002	056/67897	T Th 6:10pm - 8:00pm 109 Hartley Hall	Lindsay Gibson	4	22/22
HUMA 1002	057/67898	T Th 6:10pm - 8:00pm 302 Hamilton Hall	Arthur Salvo	4	19/22

CONTEMPORARY CIVILIZATION

Chair of Contemporary Civilization:

Fall 2015: Prof. Matthew L. Jones, 514 Fayerweather;
212-854-2421; mjones@columbia.edu

Spring 2016: Prof. Patricia Kitcher, 718 Philosophy;
212-854-8617; pk206@columbia.edu

Contemporary Civilization Website (<http://www.college.columbia.edu/core/conciv>)

The central purpose of *COCI C1101-COCI C1102 Introduction To Contemporary Civilization*, also known as “Contemporary Civilization” or “CC”, is to introduce students to a range of issues concerning the kinds of communities—political, social, moral, and religious—that human beings construct for themselves and the values that inform and define such communities, in order to prepare students to become active and informed citizens. Founded in 1919 as a course on war and peace issues, Contemporary Civilization has evolved continuously while remaining a constant and essential element of the Columbia College curriculum. The course asks students to read closely texts in various traditions of argument and to construct arguments of their own, both in speech and in writing, about some of the explicit and implicit issues that these texts raise.

Both the form and the content of the course contribute to the achievement of its aims. The discussion format is intended to respond in a palpable way to the existence, in these traditions, of different and often conflicting points of view; to embody the possibility of reasoned discourse among people who hold disparate convictions; and to help students sharpen their own skills of thought and argument about matters of current personal and civic concern through participating in and extending the debates of the past. The Contemporary Civilization syllabus introduces students to a set of ideas and arguments that has played a formative role in the political and cultural history of our time, alerts them to ideas that have not held an influential role in that history, and acquaints them with some exemplars of critical thinking about alternative cultures, institutions, and practices.

Because Contemporary Civilization is a year-long course, readings are necessarily selective. While these readings change from time to time, the factors that lead to adoption of a text always include historical influence, the presentation of ideas of enduring importance, and the demonstrated ability of a text to provoke productive discussion. Among the readings currently required in the course are the Bible, the Qur’an, and works by Plato, Aristotle, Augustine, Machiavelli, Descartes, Hobbes, Locke, Hume, Smith, Rousseau, Kant, Burke, Tocqueville, Mill, Hegel, Marx, Darwin, Nietzsche, DuBois, Freud, and Woolf.

REGISTRATION PROCEDURE

All information concerning registration in
COCI C1101-COCI C1102 Introduction To Contemporary

Civilization is included in the registration materials sent to students. Students normally take Contemporary Civilization in their second year at Columbia.

All Core Curriculum courses, including *Contemporary Civilization*, must be taken for a letter grade. Students may not drop or withdraw from *Contemporary Civilization* after the Core drop deadline (which is also the end of the Change-of-Program period (p. 4)). For more information, see *Registration—Dropping Core Courses*.

COURSES OF INSTRUCTION

COCI C1101 Introduction To Contemporary Civilization. 4 points.

Taught by members of the Departments of Anthropology, Classics, English and Comparative Literature, French, German, History, Middle East and Asian Languages and Cultures, Philosophy, Political Science, Religion, Slavic Languages, and Sociology; and members of the Society of Fellows. A study in their historical context of major contributions to the intellectual traditions that underpin contemporary civilization. Emphasis is on the history of political, social, and philosophical thought. Students are expected to write at least three papers to complete two examinations, and to participate actively in class discussions.

Fall 2015: COCI C1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COCI 1102 001/91097		M W 8:10am - 10:00am 206 Broadway Residence Hall	Charles McNamara	4	22/21
COCI 1102 002/91147		M W 8:10am - 10:00am 111 Carman Hall	Daniel del Nido	4	21/22
COCI 1102 003/91299		M W 10:10am - 12:00pm 304 Hamilton Hall	Ana Lee	4	21/21
COCI 1102 004/91300		M W 10:10am - 12:00pm 309 Hamilton Hall	Nicole Longpre	4	21/22
COCI 1102 005/91301		M W 10:10am - 12:00pm 302 Hamilton Hall	Michael Gottsegen	4	22/21
COCI 1102 006/91448		M W 10:10am - 12:00pm 303 Hamilton Hall	Michael Stevenson	4	20/22
COCI 1102 007/91449		M W 10:10am - 12:00pm 111 Carman Hall	Kevin Elliott	4	19/21
COCI 1102 008/91450		M W 10:10am - 12:00pm 306 Hamilton Hall	Kathryn Tabb	4	22/22
COCI 1102 009/91499		M W 10:10am - 12:00pm 109 Hartley Hall	Guido Parietti	4	20/21
COCI 1102 010/91500		M W 10:10am - 12:00pm 301 Hamilton Hall	Marcus Folch	4	22/22
COCI 1102 011/91501		M W 12:10pm - 2:00pm 424 Pupin Laboratories	Benjamin Breen	4	20/21

COCI 1102 012/91547	M W 12:10pm - 2:00pm 111 Carman Hall	Kevin Elliott	4	22/22
COCI 1102 013/91596	M W 12:10pm - 2:00pm 304 Hamilton Hall	Jennifer Rudd	4	22/21
COCI 1102 014/91597	M W 12:10pm - 2:00pm 206 Broadway Residence Hall	Beau Shaw	4	22/22
COCI 1102 015/91598	M W 2:10pm - 4:00pm 601b Fairchild Life Sciences Bldg	Nathan Schumer	4	21/21
COCI 1102 016/91649	M W 2:10pm - 4:00pm 302 Hamilton Hall	Mana Kia	4	20/22
COCI 1102 017/91747	M W 2:10pm - 4:00pm 303 Hamilton Hall	Karen Benezra	4	21/21
COCI 1102 018/91748	M W 2:10pm - 4:00pm 318 Hamilton Hall	Alexandre Roberts	4	22/22
COCI 1102 019/91749	M W 2:10pm - 4:00pm 109 Hartley Hall	Francis Hittinger	4	21/21
COCI 1102 020/91947	M W 2:10pm - 4:00pm 111 Carman Hall	Asheesh Siddique	4	19/22
COCI 1102 021/91948	M W 2:10pm - 4:00pm 206 Broadway Residence Hall	Luke MacInnis	4	22/21
COCI 1102 022/92098	M W 2:10pm - 4:00pm 301 Hamilton Hall	Oliver Simons	4	22/22
COCI 1102 023/92099	M W 4:10pm - 6:00pm 411 Hamilton Hall	Justin Clarke- Doane	4	20/21
COCI 1102 024/92199	M W 4:10pm - 6:00pm 302 Hamilton Hall	Peter Pazzagli	4	21/22
COCI 1102 025/92200	M W 4:10pm - 6:00pm 304 Hamilton Hall	Kathy Eden	4	20/21
COCI 1102 026/92247	M W 4:10pm - 6:00pm 511 Hamilton Hall	Jessica Lee	4	22/22
COCI 1102 027/92349	M W 4:10pm - 6:00pm 616 Hamilton Hall	Mona El- Ghobashy	4	20/21
COCI 1102 028/92399	M W 4:10pm - 6:00pm 316 Hamilton Hall	David Marcus	4	22/22
COCI 1102 029/92400	M W 4:10pm - 6:00pm 111 Carman Hall	Michelle Chun	4	20/21
COCI 1102 030/92401	M W 4:10pm - 6:00pm 206 Broadway Residence Hall	Luke MacInnis	4	22/22
COCI 1102 031/92402	M W 4:10pm - 6:00pm 109 Hartley Hall	Lucy Sheehan	4	21/21
COCI 1102 032/92449	M W 4:10pm - 6:00pm 407 Hamilton Hall	Jennifer Rudd	4	21/22

COCI 1102 033/92549	M W 6:10pm - 8:00pm 111 Carman Hall	Yohann Ripert	4	20/21
COCI 1102 034/92550	M W 6:10pm - 8:00pm 302 Hamilton Hall	Aileen Forbes	4	21/22
COCI 1102 035/92601	T Th 8:10am - 10:00am 405 Kent Hall	John McCaskey	4	22/21
COCI 1102 036/92649	T Th 8:10am - 10:00am 401 Hamilton Hall	Joel Klein	4	22/22
COCI 1102 037/92697	T Th 10:10am - 12:00pm 313 Hamilton Hall	Nicole Callahan	4	21/21
COCI 1102 038/92698	T Th 10:10am - 12:00pm 224 Pupin Laboratories	Tolga Kobas	4	22/22
COCI 1102 039/92749	T Th 10:10am - 12:00pm 302 Hamilton Hall	Nicholas Chong	4	22/21
COCI 1102 040/92797	T Th 10:10am - 12:00pm 301 Hamilton Hall	Evan Neely	4	22/22
COCI 1102 041/92798	T Th 10:10am - 12:00pm 109 Hartley Hall	Jenny Boulboulle	4	11/21
COCI 1102 042/92799	T Th 10:10am - 12:00pm 306 Hamilton Hall	Charles Armstrong	4	21/22
COCI 1102 043/92800	T Th 10:10am - 12:00pm 206 Broadway Residence Hall	Porter Williams	4	20/21
COCI 1102 044/92850	T Th 2:10pm - 4:00pm 301 Hamilton Hall	Carol Rovane	4	22/22
COCI 1102 045/92897	T Th 2:10pm - 4:00pm 302 Hamilton Hall	E. Valentine Daniel	4	22/21
COCI 1102 046/92898	T Th 2:10pm - 4:00pm 602 Northwest Corner	Owen Miller	4	22/22
COCI 1102 047/92950	T Th 2:10pm - 4:00pm 304 Hamilton Hall	Herbert Roseman	4	21/21
COCI 1102 048/92951	T Th 2:10pm - 4:00pm 111 Carman Hall	Andreas Avgousti	4	22/22
COCI 1102 049/92952	T Th 2:10pm - 4:00pm 306 Hamilton Hall	Stephanie Ramsey	4	19/21
COCI 1102 050/92997	T Th 2:10pm - 4:00pm 109 Hartley Hall	Jason Fitzgerald	4	22/22
COCI 1102 051/92998	T Th 2:10pm - 4:00pm 412 Pupin Laboratories	Hannes Bajohr	4	21/21
COCI 1102 052/93046	T Th 4:10pm - 6:00pm C01 80 Claremont	Joaquin Barriendos	4	22/22
COCI 1102 053/93047	T Th 4:10pm - 6:00pm 301 Hamilton Hall	Douglas Chalmers	4	22/21

COCI 1102 054/93097	T Th 4:10pm - 6:00pm 206 Broadway Residence Hall	Jay Gundacker	4	21/22
COCI 1102 055/93098	T Th 4:10pm - 6:00pm 303 Hamilton Hall	Malgorzata Mazurek	4	20/21
COCI 1102 056/93099	T Th 4:10pm - 6:00pm 111 Carman Hall	Andreas Avgousti	4	22/22
COCI 1102 057/93100	T Th 4:10pm - 6:00pm 413 Hamilton Hall	Luke Mayville	4	20/21
COCI 1102 058/93149	T Th 6:10pm - 8:00pm 111 Carman Hall	Lucia Francesca Carbone	4	22/22
COCI 1102 059/93198	T Th 6:10pm - 8:00pm 301 Hamilton Hall	Alheli Alvarado-Diaz	4	21/21

COCI C1102 Introduction To Contemporary Civilization. 4 points.

Taught by members of the Departments of Anthropology, Classics, English and Comparative Literature, French, German, History, Middle East and Asian Languages and Cultures, Philosophy, Political Science, Religion, Slavic Languages, and Sociology; and members of the Society of Fellows. A study in their historical context of major contributions to the intellectual traditions that underpin contemporary civilization. Emphasis is on the history of political, social, and philosophical thought. Students are expected to write at least three papers to complete two examinations, and to participate actively in class discussions.

Spring 2016: COCI C1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COCI 1102 001/77147		M W 8:10am - 10:00am 206 Broadway Residence Hall	Charles McNamara	4	22/22
COCI 1102 002/77197		M W 8:10am - 10:00am 111 Carman Hall	Daniel del Nido	4	22/22
COCI 1102 003/77200		M W 10:10am - 12:00pm 304 Hamilton Hall	Ana Lee	4	22/22
COCI 1102 004/77247		M W 10:10am - 12:00pm 309 Hamilton Hall	Nicole Longpre	4	20/22
COCI 1102 005/77296		M W 10:10am - 12:00pm 302 Hamilton Hall	Michael Stanislawski	4	22/22
COCI 1102 006/77297		M W 10:10am - 12:00pm 303 Hamilton Hall	Michael Stevenson	4	22/22
COCI 1102 007/77298		M W 10:10am - 12:00pm 111 Carman Hall	Kevin Elliott	4	20/22
COCI 1102 008/77348		M W 10:10am - 12:00pm 306 Hamilton Hall	Kathryn Tabb	4	22/22
COCI 1102 009/77350		M W 10:10am - 12:00pm 109 Hartley Hall	Guido Parietti	4	21/22

COCI 1102 010/77351	M W 10:10am - 12:00pm 301 Hamilton Hall	Katharina Ivanyi	4	22/22		206 Broadway Residence Hall			
COCI 1102 011/77356	M W 12:10pm - 2:00pm 424 Pupin Laboratories	Owen Miller	4	22/22	COCI 1102 031/78097	M W 4:10pm - 6:00pm 109 Hartley Hall	Lucy Sheehan	4	22/22
COCI 1102 012/77396	M W 12:10pm - 2:00pm 111 Carman Hall	Kevin Elliott	4	20/22	COCI 1102 032/78146	M W 4:10pm - 6:00pm 407 Hamilton Hall	Jennifer Rudd	4	22/22
COCI 1102 013/77399	M W 12:10pm - 2:00pm 304 Hamilton Hall	Jennifer Rudd	4	22/22	COCI 1102 033/78196	M W 6:10pm - 8:00pm 111 Carman Hall	Yohann Ripert	4	22/22
COCI 1102 014/77448	M W 12:10pm - 2:00pm 206 Broadway Residence Hall	Beau Shaw	4	22/22	COCI 1102 034/78197	M W 6:10pm - 8:00pm 302 Hamilton Hall	Aileen Forbes	4	20/22
COCI 1102 015/77450	M W 2:10pm - 4:00pm 601b Fairchild Life Sciences Bldg	Nathan Schumer	4	20/22	COCI 1102 035/78298	T Th 8:10am - 10:00am 405 Kent Hall	John McCaskey	4	22/22
COCI 1102 016/77497	M W 2:10pm - 4:00pm 302 Hamilton Hall	Todd Gitlin	4	22/22	COCI 1102 036/78347	T Th 8:10am - 10:00am 401 Hamilton Hall	Joel Klein	4	22/22
COCI 1102 017/77547	M W 2:10pm - 4:00pm 303 Hamilton Hall	Karen Benezra	4	22/22	COCI 1102 037/78397	T Th 10:10am - 12:00pm 313 Hamilton Hall	Nicole Callahan	4	22/22
COCI 1102 018/77548	M W 2:10pm - 4:00pm 318 Hamilton Hall	Alexandre Roberts	4	22/22	COCI 1102 038/78398	T Th 10:10am - 12:00pm 224 Pupin Laboratories	Tolga Kobas	4	22/22
COCI 1102 019/77597	M W 2:10pm - 4:00pm 109 Hartley Hall	Francis Hittinger	4	19/22	COCI 1102 039/78446	T Th 10:10am - 12:00pm 302 Hamilton Hall	Nicholas Chong	4	22/22
COCI 1102 020/77647	M W 2:10pm - 4:00pm 111 Carman Hall	Asheesh Siddique	4	19/22	COCI 1102 040/78496	T Th 10:10am - 12:00pm 301 Hamilton Hall	Harro Mueller	4	20/22
COCI 1102 021/77648	M W 2:10pm - 4:00pm 206 Broadway Residence Hall	Luke MacInnis	4	22/22	COCI 1102 041/78546	T Th 10:10am - 12:00pm 109 Hartley Hall	Jenny Boulboulle	4	12/22
COCI 1102 022/77698	M W 2:10pm - 4:00pm 301 Hamilton Hall	Oliver Simons	4	22/22	COCI 1102 042/78599	T Th 10:10am - 12:00pm 306 Hamilton Hall	Charles Armstrong	4	22/22
COCI 1102 023/77747	M W 4:10pm - 6:00pm 411 Hamilton Hall	Justin Clarke-Doane	4	22/22	COCI 1102 043/78696	T Th 10:10am - 12:00pm 206 Broadway Residence Hall	Porter Williams	4	21/22
COCI 1102 024/77748	M W 4:10pm - 6:00pm 304 Hamilton Hall	Branka Arsic	4	18/22	COCI 1102 044/78697	T Th 2:10pm - 4:00pm 407 Hamilton Hall	Carol Rovane	4	22/22
COCI 1102 025/77796	M W 4:10pm - 6:00pm 302 Hamilton Hall	Kathy Eden	4	22/22	COCI 1102 045/78698	T Th 2:10pm - 4:00pm 302 Hamilton Hall	E. Valentine Daniel	4	20/22
COCI 1102 026/77797	M W 4:10pm - 6:00pm 511 Hamilton Hall	Jessica Lee	4	22/22	COCI 1102 046/78699	T Th 2:10pm - 4:00pm 101 80 Claremont	Wayne Proudfoot	4	22/22
COCI 1102 027/77798	M W 4:10pm - 6:00pm 616 Hamilton Hall	Mona El-Ghobashy	4	21/22	COCI 1102 047/78746	T Th 2:10pm - 4:00pm 304 Hamilton Hall	Richard Billows	4	22/22
COCI 1102 028/77897	M W 4:10pm - 6:00pm 316 Hamilton Hall	David Marcus	4	22/22	COCI 1102 048/80797	T Th 2:10pm - 4:00pm 111 Carman Hall	Andreas Avgousti	4	22/22
COCI 1102 029/77948	M W 4:10pm - 6:00pm 111 Carman Hall	Michelle Chun	4	21/22	COCI 1102 049/80798	T Th 2:10pm - 4:00pm 306 Hamilton Hall	Stephanie Ramsey	4	21/22
COCI 1102 030/78049	M W 4:10pm - 6:00pm	Luke MacInnis	4	22/22	COCI 1102 050/80799	T Th 2:10pm - 4:00pm 109 Hartley Hall	Jason Fitzgerald	4	22/22
					COCI 1102 051/80800	T Th 2:10pm - 4:00pm C01 80 Claremont	Hannes Bajohr	4	18/22

COCI 1102 052/80848	T Th 4:10pm - 6:00pm 302 Hamilton Hall	Roosevelt Montas	4	22/22
COCI 1102 053/80901	T Th 4:10pm - 6:00pm 301 Hamilton Hall	Douglas Chalmers	4	22/22
COCI 1102 054/80902	T Th 4:10pm - 6:00pm 206 Broadway Residence Hall	Jay Gundacker	4	20/22
COCI 1102 055/80947	T Th 4:10pm - 6:00pm 303 Hamilton Hall	Malgorzata Mazurek	4	20/22
COCI 1102 056/80948	T Th 4:10pm - 6:00pm 111 Carman Hall	Andreas Avgousti	4	19/22
COCI 1102 057/80949	T Th 4:10pm - 6:00pm 413 Hamilton Hall	Luke Mayville	4	21/22
COCI 1102 058/80996	T Th 6:10pm - 8:00pm 111 Carman Hall	Michael Gottsegen	4	21/22
COCI 1102 059/80997	T Th 6:10pm - 8:00pm 301 Hamilton Hall	Alheli Alvarado-Diaz	4	22/22

ART HUMANITIES

Chair of Art Humanities: Prof. Matthew McKelway, 919 Schermerhorn; 212-854-4505; mpm8@columbia.edu

Art Humanities Website (<http://www.college.columbia.edu/core/classes/arthum.php>)

HUMA W1121 (<http://bulletin.columbia.edu/search/?P=HUMA%20W1121>) *Masterpieces of Western Art*, or “Art Humanities”, has been a degree requirement for all College students and an integral part of the Core Curriculum since 1947. It teaches students how to look at, think about, and engage in critical discussion of the visual arts. It is not a historical survey, but an analytical study of a limited number of monuments and artists. The course focuses on the formal structure of works of architecture, sculpture, painting, and other media, as well as the historical contexts in which these works were made and understood. Among the topics included in the syllabus are the Parthenon, Amiens Cathedral, and works by Raphael, Michelangelo, Bruegel, Bernini, Rembrandt, Goya, Monet, Picasso, Wright, Le Corbusier, Pollock, and Warhol. In addition to discussion-based class meetings, all sections of Art Humanities make extensive use of the vast resources of New York City through field trips to museums, buildings, and monuments. A sophisticated website is an integral part of the course and can be viewed at <http://learn.columbia.edu/arthumanities/>.

REGISTRATION PROCEDURE

All information concerning registration in *HUMA W1121* (<http://bulletin.columbia.edu/search/?P=HUMA%20W1121>) *Masterpieces of Western Art* is included in the registration materials sent to students. It is the expectation of the College that

all students complete *Art Humanities* by the end of their third year.

All Core Curriculum courses, including *Art Humanities*, must be taken for a letter grade. Students may not drop or withdraw from *Art Humanities* after the Core drop deadline (which is also the end of the Change-of-Program period (p. 4)). For more information, see *Registration—Dropping Core Courses*.

COURSES OF INSTRUCTION

HUMA W1121 Masterpieces of Western Art. 3 points.

Discussion and analysis of the artistic qualities and significance of selected works of painting, sculpture, and architecture from the Parthenon in Athens to works of the 20th century.

Fall 2015: HUMA W1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1121	001/27401	M W 8:40am - 9:55am 607 Schermerhorn Hall	Olivia Powell	3	22/21
HUMA 1121	002/29052	M W 8:40am - 9:55am 608 Schermerhorn Hall	Elizabeth Perkins	3	21/21
HUMA 1121	003/22614	M W 10:10am - 11:25am 604 Schermerhorn Hall	Alexandra Helprin	3	22/21
HUMA 1121	004/16413	M W 10:10am - 11:25am 607 Schermerhorn Hall	Daria Foner	3	20/21
HUMA 1121	005/14269	M W 10:10am - 11:25am 608 Schermerhorn Hall	Yasmine Espert	3	20/21
HUMA 1121	006/12372	M W 11:40am - 12:55pm 604 Schermerhorn Hall	Hwanhee Suh	3	22/21
HUMA 1121	007/23498	M W 11:40am - 12:55pm 607 Schermerhorn Hall	Jack Hartnell	3	20/21
HUMA 1121	008/69371	M W 11:40am - 12:55pm 608 Schermerhorn Hall	Kevin Lotery	3	21/21
HUMA 1121	009/70466	M W 1:10pm - 2:25pm 607 Schermerhorn Hall	Zachary Stewart	3	21/21
HUMA 1121	010/70206	M W 1:10pm - 2:25pm 608 Schermerhorn Hall	Alex Weintraub	3	21/21
HUMA 1121	011/70090	M W 2:40pm - 3:55pm 604 Schermerhorn Hall	Gale Berninghausen	3	22/21
HUMA 1121	012/10100	M W 2:40pm - 3:55pm	Zachary Stewart	3	20/21

HUMA 1121	013/74256	607 Schermerhorn Hall M W 2:40pm - 3:55pm	Sandrine Larrive-Bass	3	19/21	HUMA 1121	030/28745	604 Schermerhorn Hall T Th 2:40pm - 3:55pm	Frederique Baumgartner Giulia Paoletti	3	22/21
HUMA 1121	014/69169	608 Schermerhorn Hall M W 4:10pm - 5:25pm	Susan Sivar	3	21/21	HUMA 1121	031/20600	607 Schermerhorn Hall T Th 2:40pm - 3:55pm	Susan Wager	3	20/21
HUMA 1121	015/61998	604 Schermerhorn Hall M W 4:10pm - 5:25pm	Lynn Catterson	3	22/21	HUMA 1121	032/20916	608 Schermerhorn Hall T Th 4:10pm - 5:25pm	Michael Sanchez	3	20/21
HUMA 1121	016/70547	607 Schermerhorn Hall M W 4:10pm - 5:25pm	Sandrine Larrive-Bass	3	20/21	HUMA 1121	033/72540	604 Schermerhorn Hall T Th 4:10pm - 5:25pm	Matthew Teti	3	20/21
HUMA 1121	017/72480	608 Schermerhorn Hall M W 5:40pm - 6:55pm	Julia Siemon	3	22/21	HUMA 1121	034/61801	607 Schermerhorn Hall T Th 4:10pm - 5:25pm	Susan Wager	3	20/21
HUMA 1121	018/61565	604 Schermerhorn Hall T Th 8:40am - 9:55am	Johanna Gosse	3	20/21	HUMA 1121	035/71549	608 Schermerhorn Hall M W 8:40am - 9:55am	Xiaohan Du	3	20/21
HUMA 1121	019/70196	607 Schermerhorn Hall T Th 8:40am - 9:55am	Natasha Llorens	3	18/21	HUMA 1121	036/76203	604 Schermerhorn Hall M W 5:40pm - 6:55pm	Amanda Gannaway	3	21/21
HUMA 1121	020/27519	608 Schermerhorn Hall T Th 8:40am - 9:55am	Page Knox	3	22/21	HUMA 1121	037/13450	607 Schermerhorn Hall T Th 11:40am - 12:55pm	Martina Mims	3	22/21
HUMA 1121	021/21994	604 Schermerhorn Hall T Th 10:10am - 11:25am	Diane Bodart	3	22/21	HUMA 1121	038/11499	604 Schermerhorn Hall T Th 5:40pm - 6:55pm	Irina Oryshkevich	3	21/21
HUMA 1121	022/22163	607 Schermerhorn Hall T Th 10:10am - 11:25am	Noam Elcott	3	20/21	HUMA 1121	039/65956	930 Schermerhorn Hall T Th 8:40am - 9:55am	Margot Bernstein	3	20/21
HUMA 1121	023/76240	608 Schermerhorn Hall T Th 10:10am - 11:25am	Matthew Peebles	3	21/21	Spring 2016: HUMA W1121					
HUMA 1121	024/23795	607 Schermerhorn Hall T Th 11:40am - 12:55pm	Giulia Paoletti	3	20/21	HUMA 1121	001/73847	604 Schermerhorn Hall M W 8:40am - 9:55am	Molly Allen	3	22/22
HUMA 1121	025/68576	608 Schermerhorn Hall T Th 11:40am - 12:55pm	Catherine Girard	3	20/21	HUMA 1121	002/75942	607 Schermerhorn Hall M W 8:40am - 9:55am	Olivia Powell	3	22/22
HUMA 1121	026/60624	604 Schermerhorn Hall T Th 1:10pm - 2:25pm	Martina Mims	3	20/21	HUMA 1121	003/28216	608 Schermerhorn Hall M W 8:40am - 9:55am	Caroline Wamsler	3	22/22
HUMA 1121	027/69154	607 Schermerhorn Hall T Th 1:10pm - 2:25pm	Rachel Silveri	3	22/21	HUMA 1121	004/13649	604 Schermerhorn Hall M W 10:10am - 11:25am	Joseph Ackley	3	22/21
HUMA 1121	028/27751	608 Schermerhorn Hall T Th 1:10pm - 2:25pm	Catherine Girard	3	18/21	HUMA 1121	005/10120	607 Schermerhorn Hall M W 10:10am - 11:25am	Matthew McKelway	3	20/22
HUMA 1121	029/11868	3:55pm	Martina Mims,	3	22/21	HUMA 1121	006/66686	M W 10:10am - 11:25am	Matthew Peebles	3	22/22

HUMA 1121	007/17839	608 Schermerhorn Hall M W 11:40am - 12:55pm 604 Schermerhorn Hall	Daria Foner	3	22/22
HUMA 1121	008/60398	M W 11:40am - 12:55pm 607 Schermerhorn Hall	Jack Hartnell	3	22/22
HUMA 1121	009/63645	M W 11:40am - 12:55pm 608 Schermerhorn Hall	Hwanhee Suh	3	22/22
HUMA 1121	010/71582	M W 1:10pm - 2:25pm 604 Schermerhorn Hall	Zachary Stewart	3	22/22
HUMA 1121	011/77322	M W 1:10pm - 2:25pm 607 Schermerhorn Hall	Yasmine Espert	3	21/22
HUMA 1121	012/11250	M W 1:10pm - 2:25pm 608 Schermerhorn Hall	Alex Weintraub	3	21/22
HUMA 1121	013/20378	M W 2:40pm - 3:55pm 604 Schermerhorn Hall	Zachary Stewart	3	21/22
HUMA 1121	014/25621	M W 2:40pm - 3:55pm 607 Schermerhorn Hall	Susan Wager	3	21/22
HUMA 1121	015/63257	M W 2:40pm - 3:55pm 608 Schermerhorn Hall	Sandrine Larrive-Bass	3	22/22
HUMA 1121	016/72056	M W 4:10pm - 5:25pm 604 Schermerhorn Hall	Susan Sivard	3	22/22
HUMA 1121	017/15740	M W 4:10pm - 5:25pm 607 Schermerhorn Hall	Susan Wager	3	22/22
HUMA 1121	018/64674	M W 4:10pm - 5:25pm 608 Schermerhorn Hall	Sandrine Larrive-Bass	3	20/22
HUMA 1121	019/70141	M W 5:40pm - 6:55pm 604 Schermerhorn Hall	Amanda Gannaway	3	21/22
HUMA 1121	020/21492	M W 6:10pm - 7:25pm 608 Schermerhorn Hall	Julia Siemon	3	22/22
HUMA 1121	021/75894	T Th 8:40am - 9:55am 604 Schermerhorn Hall	Elizabeth Perkins	3	20/22
HUMA 1121	022/27500	T Th 8:40am - 9:55am 607 Schermerhorn Hall	Natasha Llorens	3	17/22
HUMA 1121	023/22607	T Th 8:40am - 9:55am	Page Knox	3	22/22

HUMA 1121	024/14100	608 Schermerhorn Hall T Th 8:40am - 9:55am 930 Schermerhorn Hall	Margot Bernstein	3	20/22
HUMA 1121	025/65275	T Th 10:10am - 11:25am 604 Schermerhorn Hall	Zoe Strother	3	14/22
HUMA 1121	026/61091	T Th 10:10am - 11:25am 607 Schermerhorn Hall	Johanna Gosse	3	22/22
HUMA 1121	027/68152	T Th 10:10am - 11:25am 608 Schermerhorn Hall	Alexandra Helprin	3	21/22
HUMA 1121	028/62816	T Th 11:40am - 12:55pm 604 Schermerhorn Hall	Martina Mims	3	22/22
HUMA 1121	029/63566	T Th 11:40am - 12:55pm 608 Schermerhorn Hall	Giulia Paoletti	3	22/22
HUMA 1121	030/13322	T Th 1:10pm - 2:25pm 604 Schermerhorn Hall	Martina Mims	3	22/22
HUMA 1121	031/19547	T Th 1:10pm - 2:25pm 607 Schermerhorn Hall	Rachel Silveri	3	22/22
HUMA 1121	032/62806	T Th 2:40pm - 3:55pm 604 Schermerhorn Hall	Xiaohan Du	3	20/22
HUMA 1121	033/72339	T Th 2:40pm - 3:55pm 608 Schermerhorn Hall	Giulia Paoletti	3	22/22
HUMA 1121	034/67530	T Th 4:10pm - 5:25pm 608 Schermerhorn Hall	Kevin Lotery	3	20/22
HUMA 1121	035/65964	T Th 7:40pm - 8:55pm 604 Schermerhorn Hall	Irina Oryshkevich	3	21/22

MUSIC HUMANITIES

Chair of Music Humanities: Prof. Giuseppe Gerbino, 621 Dodge; 212-854-6299; gg2024@columbia.edu

Music Humanities Website (<http://www.college.columbia.edu/core/classes/mh.php>)

Part of the Core Curriculum since 1947, *HUMA W1123 Masterpieces of Western Music*, or “Music Humanities,” aims to instill in students a basic comprehension of the many forms of the Western musical imagination. Its specific goals are to awaken and encourage in students an appreciation of music in the Western world, to help them learn to respond intelligently

to a variety of musical idioms, and to engage them in the issues of various debates about the character and purposes of music that have occupied composers and musical thinkers since ancient times. The course attempts to involve students actively in the process of critical listening, both in the classroom and in concerts that the students attend and write about. The extraordinary richness of musical life in New York is thus an integral part of the course. Although not a history of Western music, the course is taught in a chronological format and includes masterpieces by Josquin des Prez, Monteverdi, Bach, Handel, Mozart, Haydn, Beethoven, Verdi, Wagner, Schoenberg, and Stravinsky, among others. Since 2004, the works of jazz composers and improvisers, such as Louis Armstrong, Duke Ellington, and Charlie Parker, have been added to the list of masterpieces to be studied in this class. Music Humanities digital resources can be viewed at <http://www.columbia.edu/itc/music>.

REGISTRATION PROCEDURE

All information concerning registration in HUMA W1123 Masterpieces of Western Music is included in the registration materials sent to students. It is the expectation of the College that all students complete *Music Humanities* by the end of their third year.

All Core Curriculum courses, including *Music Humanities*, must be taken for a letter grade. Students may not drop or withdraw from *Music Humanities* after the Core drop deadline (which is also the end of the Change-of-Program period (p. 4)). For more information, see *Registration—Dropping Core Courses*.

COURSES OF INSTRUCTION

HUMA W1123 Masterpieces of Western Music. 3 points.

Analysis and discussion of representative works from the Middle Ages to the present.

Fall 2015: HUMA W1123

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1123	001/65334	M W 8:40am - 9:55am 404 Dodge Building	Ruth Longobardi	3	24/24
HUMA 1123	002/23456	M W 8:40am - 9:55am 405 Dodge Building	Ashley Nail	3	24/24
HUMA 1123	003/64039	M W 8:40am - 9:55am 622 Dodge Building	Joshua Navon	3	22/24
HUMA 1123	004/63798	M W 8:40am - 9:55am 716 Hamilton Hall	Mahir Cetiz	3	24/24
HUMA 1123	005/25903	M W 10:10am - 11:25am 404 Dodge Building	Julia Doe	3	22/24
HUMA 1123	006/70498	M W 10:10am - 11:25am 405 Dodge Building	Ashley Nail	3	25/24
HUMA 1123	007/69419	M W 10:10am - 11:25am 716 Hamilton Hall	Mahir Cetiz	3	24/24

HUMA 1123	008/15512	M W 1:10pm - 2:25pm 716 Hamilton Hall	Deborah Bradley-Kramer	3	23/24
HUMA 1123	009/60692	M W 2:40pm - 3:55pm 716 Hamilton Hall	Caleb Mutch	3	23/24
HUMA 1123	010/24446	M W 4:10pm - 5:25pm 404 Dodge Building	Benjamin Steege	3	23/24
HUMA 1123	011/62105	M W 4:10pm - 5:25pm 405 Dodge Building	Vilde Aaslid	3	18/24
HUMA 1123	012/64945	M W 4:10pm - 5:25pm 716 Hamilton Hall	Caleb Mutch	3	24/24
HUMA 1123	013/25837	M W 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	22/24
HUMA 1123	014/68355	M W 6:10pm - 7:25pm 405 Dodge Building	Brian Glasenapp	3	20/24
HUMA 1123	015/68580	M W 6:10pm - 7:25pm 716 Hamilton Hall	Thomas Fogg	3	22/24
HUMA 1123	016/65365	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	24/24
HUMA 1123	017/12079	T Th 8:40am - 9:55am 405 Dodge Building	Sky Macklay	3	22/24
HUMA 1123	018/68105	T Th 8:40am - 9:55am 622 Dodge Building	Russell O'Rourke	3	23/24
HUMA 1123	019/74876	T Th 8:40am - 9:55am 716 Hamilton Hall	Matthew Goodheart	3	22/24
HUMA 1123	020/14384	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	23/24
HUMA 1123	021/16958	T Th 10:10am - 11:25am 716 Hamilton Hall	Ralph Whyte	3	20/24
HUMA 1123	022/17566	T Th 1:10pm - 2:25pm 405 Dodge Building	Martha Newland	3	24/24
HUMA 1123	023/22033	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Paul Clift	3	25/24
HUMA 1123	024/10049	T Th 2:40pm - 3:55pm 405 Dodge Building	Marilyn McCoy	3	25/24
HUMA 1123	025/27427	T Th 2:40pm - 3:55pm 404 Dodge Building	Magdalena Baczkewska	3	21/24
HUMA 1123	026/63365	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Paula Harper	3	23/24
HUMA 1123	027/67583	T Th 4:10pm - 5:25pm 405 Dodge Building	Edgardo Salinas	3	22/24
HUMA 1123	028/19685	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Rodolfo Toledo	3	24/24
HUMA 1123	029/13060	T Th 6:10pm - 7:25pm 404 Dodge Building	Ryan Pratt	3	23/24

HUMA 1123	030/67071	T Th 6:10pm - 7:25pm 716 Hamilton Hall	David Gutkin	3	24/24
HUMA 1123	031/12153	M W 8:40am - 9:55am 814 Dodge Building	Ashkan Behzadi	3	21/24
HUMA 1123	032/12451	T Th 8:40am - 9:55am 814 Dodge Building	John Rot	3	25/24
HUMA 1123	033/12651	T Th 10:10am - 11:25am 405 Dodge Building	Martha Newland	3	25/24

Spring 2016: HUMA W1123

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1123	001/15775	M W 8:40am - 9:55am 404 Dodge Building	Ashley Nail	3	25/25
HUMA 1123	002/61521	M W 8:40am - 9:55am 716 Hamilton Hall	Tina Fruehauf	3	24/25
HUMA 1123	003/67089	M W 8:40am - 9:55am 405 Dodge Building	Ruth Longobardi	3	24/25
HUMA 1123	004/64031	M W 8:40am - 9:55am 622 Dodge Building	Paula Harper	3	25/25
HUMA 1123	005/77397	M W 10:10am - 11:25am 404 Dodge Building	Ashley Nail	3	24/25
HUMA 1123	006/20184	M W 10:10am - 11:25am 405 Dodge Building	Deborah Bradley-Kramer	3	23/25
HUMA 1123	007/73538	M W 10:10am - 11:25am 814 Dodge Building	Paul Clift	3	25/25
HUMA 1123	008/76978	M W 1:10pm - 2:25pm 716 Hamilton Hall	Matthew Ricketts	3	25/25
HUMA 1123	009/65311	M W 2:40pm - 3:55pm 404 Dodge Building	Mahir Cetiz	3	25/25
HUMA 1123	010/76393	M W 4:10pm - 5:25pm 404 Dodge Building	Mahir Cetiz	3	24/25
HUMA 1123	011/17379	M W 4:10pm - 5:25pm 405 Dodge Building	Russell O'Rourke	3	25/25
HUMA 1123	012/68479	M W 4:10pm - 5:25pm 716 Hamilton Hall	Edgardo Salinas	3	22/25
HUMA 1123	013/61226	M W 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	24/25
HUMA 1123	014/64767	M W 6:10pm - 7:25pm 405 Dodge Building	Ryan Pratt	3	25/25
HUMA 1123	015/28350	M W 6:10pm - 7:25pm 716 Hamilton Hall	Thomas Fogg	3	25/25
HUMA 1123	016/74373	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	25/25
HUMA 1123	017/65201	T Th 8:40am - 9:55am 405 Dodge Building	Brian Glasenapp	3	23/25

HUMA 1123	018/14893	T Th 8:40am - 9:55am 622 Dodge Building	John Rot	3	23/25
HUMA 1123	019/24581	T Th 8:40am - 9:55am 716 Hamilton Hall	Benjamin Hansberry	3	22/25
HUMA 1123	020/64476	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	25/25
HUMA 1123	021/28899	T Th 10:10am - 11:25am 405 Dodge Building	Susan Boynton	3	22/22
HUMA 1123	022/73193	T Th 1:10pm - 2:25pm 405 Dodge Building	Bradford Garton	3	25/25
HUMA 1123	023/19102	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Caleb Mutch	3	23/25
HUMA 1123	024/22154	T Th 2:40pm - 3:55pm 404 Dodge Building	Magdalena Baczewska	3	24/25
HUMA 1123	025/60819	T Th 2:40pm - 3:55pm 405 Dodge Building	Vilde Aaslid	3	25/25
HUMA 1123	026/61055	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Caleb Mutch	3	25/25
HUMA 1123	027/77770	T Th 4:10pm - 5:25pm 404 Dodge Building	Ashkan Behzadi	3	21/25
HUMA 1123	028/15361	T Th 4:10pm - 5:25pm 405 Dodge Building	Giuseppe Gerbino	3	25/25
HUMA 1123	029/20638	T Th 6:10pm - 7:25pm 404 Dodge Building	Ralph Whyte	3	23/25
HUMA 1123	030/72068	T Th 6:10pm - 7:25pm 716 Hamilton Hall	Carmel Raz	3	20/25
HUMA 1123	031/17403	M W 10:10am - 11:25am 716 Hamilton Hall	Matthew Goodheart	3	25/25
HUMA 1123	032/69082	T Th 10:10am - 11:25am 716 Hamilton Hall	Joshua Navon	3	25/25
HUMA 1123	033/12066	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Elliott Cairns	3	20/25

EXEMPTION FROM MUSIC HUMANITIES

Although all Columbia students are expected to take *Music Humanities*, there are some students who enter with exceptional musical backgrounds that may qualify them for exemption. Exemption from *Music Humanities* may be obtained by passing an Exemption Exam. In the case of transfer students, exemption may also be obtained by filing a course substitution request.

Exemption Exam

The Exemption Exam is offered on the first Friday of the fall semester by the Music Department (621 Dodge Hall). Students who matriculate in the spring semester should take the exam in the following fall term. Students may take the exam only once

during their first year at Columbia. If they do not pass the exam, they must enroll in a section of *Music Humanities*.

Course Substitution

In addition to the Exemption Exam, students with approved transfer credit have the option of requesting exemption on the basis of a similar music course passed with a grade of B or higher at another college or university. This exemption must be requested during the student's first semester at Columbia. Petitions submitted in subsequent semesters will not be considered by the Core Curriculum Office.

FRONTIERS OF SCIENCE

Chair of Frontiers of Science

Fall 2015: Prof. Emyln W. Hughes, 718 Pupin;
212-854-0796; ewh42@columbia.edu

Spring 2016: Prof. Don J. Melnick, Schermerhorn
Extension, 11th floor; 212-854-8186; djm7@columbia.edu

Frontiers of Science Website (<http://www.college.columbia.edu/core/classes/fos.php>)

SCNC C1000 Frontiers of Science and *SCNC C1100 Frontiers of Science: Discussion* is a one-semester course that integrates modern science into the Core Curriculum. The course includes lectures and seminar sections. On Mondays throughout the semester, each of Columbia's leading scientists present a mini-series of lectures. During the rest of the week, senior faculty and Columbia post-doctoral science fellows (research scientists selected for their teaching abilities) lead seminar sections limited to twenty-two students to discuss the lecture and its associated readings, and to debate the implications of the most recent scientific discoveries. *Frontiers of Science* satisfies one of the three required courses of the science requirement for Columbia College.

REGISTRATION PROCEDURE

All information concerning registration in *SCNC C1000 Frontiers of Science* is included in the registration materials sent to students. All first-year students are preregistered in *Frontiers of Science* (one half of the alphabet in each semester). Prospective science majors may petition the Committee on Science Instruction to be allowed to postpone taking *Frontiers of Science* until their sophomore year, if they are enrolled in the following courses during their first-year in the College:

1. Literature Humanities (HUMA C1001);
2. A mathematics course;
3. A language course at the elementary II level or above;
4. One of the following science major sequences:

CHEM W3045	Intensive Organic Chemistry I
- CHEM W3046	(Lecture)
	and Intensive Organic
	Chemistry II (Lecture)

PHYS W1601 - PHYS W1602	Physics, I: Mechanics and Relativity and Physics, II: Thermodynamics, Electricity, and Magnetism
PHYS W2801 - PHYS W2802	Accelerated Physics I and Accelerated Physics II

Students wishing to petition should do so in the Center for the Core Curriculum, located in 208 Hamilton.

All Core Curriculum courses, including *Frontiers of Science*, must be taken for a letter grade. Students may not drop or withdraw from *Frontiers of Science* after the Core drop deadline (which is also the end of the Change-of-Program period (p. 4)). For more information, see *Registration—Dropping Core Courses*.

COURSES OF INSTRUCTION

SCNC C1000 Frontiers of Science. 4 points.

CC/GS: Partial Fulfillment of Science Requirement, Discussion Section Required

Corequisites: SCNC C1100

The principal objectives of *Frontiers of Science* are to engage students in the process of discovery by exploring topics at the forefront of science and to inculcate or reinforce the specific habits of mind that inform a scientific perspective on the world. Sample topics include the evolution of human language, brain dynamics, global climate change, the nanoworld, and biodiversity, among others. Taught by members of the natural science departments and Columbia post-doctoral science fellows.

Fall 2015: SCNC C1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SCNC 1000	001/61747	M 10:30am - 12:00pm 147 Horace Mann Bldg	Don Melnick	4	544/570

Spring 2016: SCNC C1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SCNC 1000	001/90946	M 10:30am - 12:00pm 147 Horace Mann Bldg		4	530/570

UNIVERSITY WRITING

Director of the Undergraduate Writing Program:

Dr. Nicole B. Wallack, 310 Philosophy; 212-854-3886;
nw2108@columbia.edu

Undergraduate Writing Program Office: 310 Philosophy;
212-854-3886; uwp@columbia.edu

Undergraduate Writing Website (<http://www.college.columbia.edu/core/uwp>)

ENGL C1010 University Writing is designed to help undergraduates read and write essays in order to participate in the academic conversations that form Columbia's intellectual community. The course gives special attention to the practices of close reading, rhetorical analysis, research, collaboration, and substantive revision. By writing multiple drafts of essays typically ranging from three to ten pages, students will learn that writing is a process of forming and refining their ideas and their prose. Rather than approaching writing as an innate talent, the course teaches writing as a unique skill that can be practiced and developed.

COURSES OF INSTRUCTION

ENGL C1010 University Writing. 3 points.

University Writing helps undergraduates engage in the conversations that form our intellectual community. By reading and writing about scholarly and popular essays, students learn that writing is a process of continual refinement of ideas. Rather than approaching writing as an innate talent, this course teaches writing as a learned skill. We give special attention to textual analysis, research, and revision practices. *University Writing* offers the following themed sections, all of which welcome students with no prior experience studying the theme. Students interested in a particular theme should register for the section within the specified range of section numbers. *UW: Contemporary Essays (sections below 100)*. Features contemporary essays from a variety of fields. *UW: Readings in American Studies (sections in the 100s)*. Features essays that explore the culture, history, and politics that form American identity. *UW: Readings in Women's and Gender Studies (sections in the 200s)*. Features essays that examine relationships among sex, gender, sexuality, race, class, and other forms of identity. *UW: Readings in Sustainable Development (sections in the 300s)*. Features essays that ask how we can develop global communities that meet people's needs now without diminishing the ability of people in the future to do the same. *UW: Readings in Human Rights (sections in the 400s)*. Features essays that investigate the ethics of belonging to a community and issues of personhood, identity, representation, and action. *UW: Readings in Data Sciences and Engineering (sections in the 500s)*. Features essays that study how our data-saturated society challenges conceptions of cognition, autonomy, identity, and privacy. *University Writing for International Students (sections in the 900s)*. Open only to international students, these sections emphasize the transition to American academic writing cultures through the study of contemporary essays from a variety of fields. For further details about these classes, please visit: <http://www.college.columbia.edu/core/uwp>.

Fall 2015: ENGL C1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/63447	M W 8:40am - 9:55am 201b Philosophy Hall	Aled Roberts	3	14/14
ENGL 1010	002/71948	M W 8:40am - 9:55am	Gianmarco Saretto	3	13/14

ENGL 1010	003/91750	201d Philosophy Hall M W 8:40am - 9:55am 408a Philosophy Hall	Sarah Thomas	3	13/14
ENGL 1010	004/95800	M W 8:40am - 9:55am 313 Hamilton Hall	Harald Sundt	3	14/14
ENGL 1010	007/77781	M W 10:10am - 11:25am 408a Philosophy Hall	Raluca Albu	3	13/14
ENGL 1010	008/63747	M W 11:40am - 12:55pm 408a Philosophy Hall	Buck Wanner	3	14/13
ENGL 1010	009/77947	M W 11:40am - 12:55pm 325 Pupin Laboratories	Valerio Amoretti	3	14/14
ENGL 1010	016/23328	M W 2:40pm - 3:55pm 407 Hamilton Hall	Katherine McIntyre	3	14/14
ENGL 1010	018/76499	M W 2:40pm - 3:55pm 408a Philosophy Hall	Rebecca Hildebrand	3	12/14
ENGL 1010	020/11351	M W 4:10pm - 5:25pm 201b Philosophy Hall	Jessica Hallock	3	13/14
ENGL 1010	021/20943	M W 4:10pm - 5:25pm 318 Hamilton Hall	Therese Cox	3	14/14
ENGL 1010	022/78282	M W 4:10pm - 5:25pm 307 Mathematics Building	Alexis Fabrizio	3	14/14
ENGL 1010	024/75949	M W 5:40pm - 6:55pm 412 Pupin Laboratories	Julia Sirmons	3	14/14
ENGL 1010	026/83287	M W 5:40pm - 6:55pm 413 Hamilton Hall	Noah Shannon	3	14/14
ENGL 1010	027/69266	T Th 8:40am - 9:55am 408a Philosophy Hall	Richard Trist	3	14/14
ENGL 1010	028/72098	T Th 8:40am - 9:55am 201b Philosophy Hall	Lynn Strong	3	14/14
ENGL 1010	029/82600	T Th 8:40am - 9:55am 201d Philosophy Hall	Susan Hanrahan	3	13/14
ENGL 1010	030/86652	T Th 8:40am - 9:55am 413 Hamilton Hall	Miranda Pennington	3	14/14
ENGL 1010	032/88654	T Th 10:10am - 11:25am 408a Philosophy Hall	Sarah Arkebauer	3	14/14
ENGL 1010	033/97155	T Th 10:10am - 11:25am	Warren Kluber	3	14/14

ENGL 1010	034/82947	201d Philosophy Hall	Samuel Mitchell	3	13/14	ENGL 1010	204/68649	201b Philosophy Hall	Kristin Slaney	3	13/14
		T Th 11:40am - 12:55pm 408a Philosophy Hall						T Th 2:40pm - 3:55pm 609 Hamilton Hall			
ENGL 1010	036/96947	T Th 11:40am - 12:55pm 407 Hamilton Hall	Chin-chi Wang	3	13/14	ENGL 1010	205/77547	M W 4:10pm - 5:25pm 408a Philosophy Hall	Liza St. James	3	14/14
ENGL 1010	038/82195	T Th 1:10pm - 2:25pm 222 Pupin Laboratories	Jaime Green	3	14/14	ENGL 1010	301/90848	M W 1:10pm - 2:25pm 408a Philosophy Hall	Phillip Polefrone	3	14/14
ENGL 1010	041/13036	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Abigail Rabinowitz	3	14/14	ENGL 1010	303/14287	T Th 1:10pm - 2:25pm 652 Schermerhorn Hall	Jordan Kisner	3	14/14
ENGL 1010	043/17549	T Th 2:40pm - 3:55pm 616 Hamilton Hall	Paula Hopkins	3	14/14	ENGL 1010	401/66246	M W 11:40am - 12:55pm 411 Hamilton Hall	Meredith Shepard	3	14/14
ENGL 1010	044/27449	T Th 2:40pm - 3:55pm 407 Hamilton Hall	Gabriel Bloomfield	3	14/14	ENGL 1010	402/97900	M W 5:40pm - 6:55pm 201b Philosophy Hall	Daniel Pearce	3	14/14
ENGL 1010	045/19268	T Th 4:10pm - 5:25pm 507 Hamilton Hall	Rebecca Pawel	3	14/14	ENGL 1010	403/13020	T Th 11:40am - 12:55pm 201b Philosophy Hall	Rebecca Wisor	3	14/14
ENGL 1010	046/99782	T Th 4:10pm - 5:25pm 502 Northwest Corner	Ida Tvedt	3	14/14	ENGL 1010	404/17097	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Nina Sharma	3	13/14
ENGL 1010	050/78031	T Th 5:40pm - 6:55pm 307 Mathematics Building	Jessica Stevens	3	12/14	ENGL 1010	501/28748	M W 10:10am - 11:25am 201d Philosophy Hall	Simon Porzak	3	14/14
ENGL 1010	052/19272	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Savannah Cooper- Ramsey	3	14/14	ENGL 1010	502/25514	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Catherine Kirch	3	13/14
ENGL 1010	101/11397	M W 10:10am - 11:25am 201b Philosophy Hall	Valeria Tsygankova	3	14/14	ENGL 1010	503/60798	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Avery Erwin	3	14/14
ENGL 1010	102/22047	M W 1:10pm - 2:25pm 502 Northwest Corner	Elina Mishuris	3	14/14	ENGL 1010	901/71299	M W 2:40pm - 3:55pm 201b Philosophy Hall	Elizabeth Walters	3	14/14
ENGL 1010	103/24781	M W 2:40pm - 3:55pm 502 Northwest Corner	Rachel Schwerin	3	14/14	ENGL 1010	902/98599	T Th 4:10pm - 5:25pm 511 Hamilton Hall	Taarini Mookherjee	3	14/14
ENGL 1010	104/73326	T Th 10:10am - 11:25am 502 Northwest Corner	Craig Gurian	3	14/14	ENGL 1010	903/12100	T Th 5:40pm - 6:55pm 507 Hamilton Hall	Justin Snider	3	14/14
ENGL 1010	105/23339	M W 1:10pm - 2:25pm 507 Hamilton Hall	Nicholas Mayer	3	14/14	Spring 2016: ENGL C1010					
ENGL 1010	201/12284	M W 1:10pm - 2:25pm 201b Philosophy Hall	Allen Durgin	3	14/14	ENGL 1010	001/76653	M W 8:40am - 9:55am 201b Philosophy Hall	Gianmarco Saretto	3	13/14
ENGL 1010	202/92081	M W 5:40pm - 6:55pm 408a Philosophy Hall	Trevor Corson	3	12/14	ENGL 1010	002/78648	M W 8:40am - 9:55am 408a Philosophy Hall	Ida Tvedt	3	14/14
ENGL 1010	203/88947	T Th 1:10pm - 2:25pm	Glenn Gordon	3	12/14	ENGL 1010	003/82500	M W 8:40am - 9:55am	Rosa Schneider	3	14/14

ENGL 1010	004/86098	313 Hamilton Hall M W 8:40am - 9:55am	Caitlin Rimshnick	3	14/14	ENGL 1010	035/19267	T Th 11:40am - 12:55pm 201b Philosophy Hall	Paula Hopkins	3	14/14
ENGL 1010	007/27249	M W 10:10am - 11:25am 408a Philosophy Hall	Sabrina Alli	3	14/14	ENGL 1010	036/25785	T Th 11:40am - 12:55pm 408a Philosophy Hall	Ariel Franklin- Hudson	3	14/14
ENGL 1010	010/25524	M W 11:40am - 12:55pm 201b Philosophy Hall	Alexander Lash	3	14/14	ENGL 1010	039/61948	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Buck Wanner	3	14/14
ENGL 1010	013/68348	M W 1:10pm - 2:25pm 408a Philosophy Hall	Samantha Miller Khaikin	3	13/14	ENGL 1010	040/63598	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Warren Kluber	3	14/14
ENGL 1010	014/72298	M W 1:10pm - 2:25pm 307 Mathematics Building	Kristen Martin	3	14/14	ENGL 1010	043/81150	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Kaveh Landsverk	3	14/14
ENGL 1010	017/11784	M W 2:40pm - 3:55pm 201b Philosophy Hall	Katherine McIntyre	3	14/14	ENGL 1010	044/82899	T Th 2:40pm - 3:55pm 707 Hamilton Hall	Leah Zander	3	14/14
ENGL 1010	018/11996	M W 2:40pm - 3:55pm 408a Philosophy Hall	Richard Trist	3	14/14	ENGL 1010	047/96648	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Emily Hainze	3	14/14
ENGL 1010	019/82052	M W 4:10pm - 5:25pm 502 Northwest Corner	Allen Durgin	3	13/14	ENGL 1010	048/98297	T Th 4:10pm - 5:25pm 507 Hamilton Hall	Rebecca Pawel	3	14/14
ENGL 1010	021/90852	M W 4:10pm - 5:25pm 325 Pupin Laboratories	Therese Cox	3	14/14	ENGL 1010	050/94693	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Shoshana Akabas	3	14/14
ENGL 1010	022/92997	M W 4:10pm - 5:25pm 307 Mathematics Building	Julia Sirmons	3	14/14	ENGL 1010	051/13286	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Jessica Hallock	3	14/14
ENGL 1010	024/84531	M W 5:40pm - 6:55pm 307 Mathematics Building	Jessica Stevens	3	13/14	ENGL 1010	101/82597	M W 2:40pm - 3:55pm 502 Northwest Corner	Rachel Schwerin	3	14/14
ENGL 1010	025/87194	M W 5:40pm - 6:55pm 201b Philosophy Hall	Eugene Petracca	3	14/14	ENGL 1010	102/12750	T Th 8:40am - 9:55am 201b Philosophy Hall	Tana Wojczuk	3	14/14
ENGL 1010	026/11785	M W 5:40pm - 6:55pm 408a Philosophy Hall	Noah Shannon	3	14/14	ENGL 1010	103/83531	T Th 11:40am - 12:55pm 511 Hamilton Hall	Elina Mishuris	3	14/14
ENGL 1010	029/25799	T Th 8:40am - 9:55am 408a Philosophy Hall	John McCormack	3	14/14	ENGL 1010	104/75512	T Th 1:10pm - 2:25pm 502 Northwest Corner	Nicholas Mayer	3	14/14
ENGL 1010	030/27498	T Th 8:40am - 9:55am 315 Hamilton Hall	Lynn Strong	3	14/14	ENGL 1010	201/17051	M W 10:10am - 11:25am 424 Pupin Laboratories	Harald Sundt	3	14/14
ENGL 1010	032/27208	T Th 10:10am - 11:25am 408a Philosophy Hall	Christopher Williams	3	14/14	ENGL 1010	202/63652	M W 1:10pm - 2:25pm 315 Hamilton Hall	Liza St. James	3	14/14
ENGL 1010	033/68461	T Th 10:10am - 11:25am 601b Fairchild Life Sciences Bldg	Raluca Albu	3	14/14	ENGL 1010	203/71746	T Th 2:40pm - 3:55pm C01 Knox Hall	Kristin Slaney	3	14/14
						ENGL 1010	204/81033	T Th 5:40pm - 6:55pm 502 Northwest Corner	Trevor Corson	3	13/14

ENGL 1010	301/27783	M W 11:40am - 12:55pm 408a Philosophy Hall	Phillip Polefrone	3	14/14
ENGL 1010	302/67506	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Abigail Rabinowitz	3	13/14
ENGL 1010	303/92349	T Th 4:10pm - 5:25pm 411 Hamilton Hall	Jaime Green	3	14/14
ENGL 1010	401/60832	M W 11:40am - 12:55pm 313 Hamilton Hall	Meredith Shepard	3	14/14
ENGL 1010	402/86250	M W 4:10pm - 5:25pm 413 Hamilton Hall	Daniel Pearce	3	14/14
ENGL 1010	403/18697	T Th 8:40am - 9:55am 413 Hamilton Hall	Miranda Pennington	3	14/14
ENGL 1010	404/28534	T Th 10:10am - 11:25am 413 Hamilton Hall	Nina Sharma	3	14/14
ENGL 1010	501/77530	M W 10:10am - 11:25am 325 Pupin Laboratories	Aled Roberts	3	14/14
ENGL 1010	502/62285	M W 1:10pm - 2:25pm 201b Philosophy Hall	Simon Porzak	3	14/14
ENGL 1010	503/88150	T Th 4:10pm - 5:25pm 114 Knox Hall	Avery Erwin	3	14/14
ENGL 1010	901/98348	M W 2:40pm - 3:55pm 315 Hamilton Hall	Alexis Fabrizio	3	13/14
ENGL 1010	902/97296	M W 5:40pm - 6:55pm 502 Northwest Corner	Justin Snider	3	14/14
ENGL 1010	903/93639	T Th 1:10pm - 2:25pm 307 Mathematics Building	Elizabeth Walters	3	14/14

WRITING CENTER

The Undergraduate Writing Program sponsors The Writing Center (<http://www.college.columbia.edu/core/uwp/writing-center>) in 310 Philosophy, which offers individual writing instruction and consultations to students enrolled in Columbia University courses. Students may visit the center at any stage in the writing process. The Writing Center's consultants are advanced graduate students who have had significant training and experience teaching writing at Columbia. Students may walk in during open hours or sign up for appointments.

FOREIGN LANGUAGE REQUIREMENT

General Information: Office of Academic Affairs, 208 Hamilton; 212-854-2441; cc-academicaffairs@columbia.edu

The Foreign Language Requirement Website (<http://www.college.columbia.edu/core/classes/fl.php>)

The foreign language requirement forms part of Columbia College's mission to prepare students to be tomorrow's conscientious and informed citizens. Knowledge of another's language and literature is the most important way to begin to know a country and people. The study of a foreign language:

1. Introduces students to world cultures, also making them aware of their own culture within that context;
2. Informs students of the differences in structure, grammar, and syntax that distinguish languages from each other, and clarifies the intimate links between language and cultural meaning;
3. Contributes to the development of students' critical, analytical, and writing skills.

The requirement may be satisfied in one of the following ways:

1. Satisfactory completion of the second term of an intermediate language sequence.
2. Demonstration of an equivalent competence through the appropriate score on the SAT II Subject Test or Advanced Placement Tests.
3. Demonstration of an equivalent competence through the College's own placement tests (consult the department through which the language is offered).
4. The successful completion of an advanced level foreign language or literature course that requires *1202* or the equivalent as a prerequisite. This course must be taken for a letter grade.
5. Students whose native language is not English are not required to take an additional foreign language or an achievement test if they have completed the secondary school requirement in the native language.

Because success in learning a foreign language is dependent on the full engagement of the students enrolled in a language course, all terms of language instruction/conversation courses, whether being used toward fulfillment of the foreign language requirement or not, must be taken in order and for a letter grade. These courses may not be taken for a grade of Pass/D/Fail.

Students wishing to satisfy the requirement in any other language should consult with their advising dean. In some instances, equivalent language courses offered at Barnard College and in the School of General Studies may be used to satisfy the requirement, however, students should speak with the Columbia department

to ensure that courses from these schools are approved for the requirement.

Any student who wishes to submit a language course taken at another institution in fulfillment of the language requirement must pass a departmental placement examination.

In order to ensure that students achieve foreign-language proficiency without a significant break in progress, this requirement must be completed before a student can be eligible to study abroad, even if the language of instruction of the study-abroad program is English. For students seeking to study abroad in other languages, more advanced foreign-language study is usually required (see *Special Programs*).

The following languages are offered in the College toward satisfaction of the requirement:

- **Akkadian**
Language Resource Center
- **Arabic**
Middle Eastern, South Asian, and African Studies
- **Armenian**
Middle Eastern, South Asian, and African Studies
- **Bengali**
Language Resource Center
- **Catalan**
Latin American and Iberian Cultures
- **Chinese**
East Asian Languages and Cultures
- **Czech**
Slavic Languages
- **Dutch**
Germanic Languages (p. 460)
- **Filipino**
Language Resource Center
- **Finnish**
Germanic Languages
- **French**
French and Romance Philology
- **German**
Germanic Languages
- **Greek, Classical and Modern**
Classics
- **Hebrew**
Middle Eastern, South Asian, and African Studies
- **Hindi-Urdu**
Middle Eastern, South Asian, and African Studies
- **Hungarian**
Italian
- **Italian**
Italian
- **Japanese**
East Asian Languages and Cultures
- **Korean**

East Asian Languages and Cultures

- **Latin**
Classics
- **Persian**
Middle Eastern, South Asian, and African Studies
- **Polish**
Slavic Languages
- **Portuguese**
Latin American and Iberian Cultures
- **Pulaar**
Middle Eastern, South Asian, and African Studies
- **Punjabi**
Middle Eastern, South Asian, and African Studies
- **Romanian**
Language Resource Center
- **Russian**
Slavic Languages
- **Sanskrit**
Middle Eastern, South Asian, and African Studies
- **Serbo-Croatian**
Slavic Languages
- **Spanish**
Latin American and Iberian Cultures
- **Swahili**
Middle Eastern, South Asian, and African Studies
- **Swedish**
Germanic Languages
- **Tamil**
Middle Eastern, South Asian, and African Studies
- **Tibetan**
East Asian Languages and Cultures
- **Turkish, Modern**
Middle Eastern, South Asian, and African Studies
- **Ukrainian**
Slavic Languages
- **Vietnamese**
East Asian Languages and Cultures
- **Wolof**
Middle Eastern, South Asian, and African Studies
- **Yiddish**
Germanic Languages
- **Yoruba**
Language Resource Center
- **Zulu**
Middle Eastern, South Asian, and African Studies

GLOBAL CORE REQUIREMENT

Chair of the Global Core Requirement: Prof. Patricia Grieve,
302 Casa Hispánica; 212-854-4338; peg1@columbia.edu

General Information: Office of Academic Affairs, 202 Hamilton; 212-854-2442; cc-academicaffairs@columbia.edu

Global Core Requirement Website (<http://www.college.columbia.edu/core/classes/gc>)

The Global Core requirement asks students to engage directly with the variety of civilizations and the diversity of traditions that, along with the West, have formed the world and continue to interact in it today. Courses in the Global Core typically explore the cultures of Africa, Asia, the Americas, and the Middle East in an historical context. These courses are organized around a set of primary materials produced in these traditions and may draw from texts or other forms of media, as well as from oral sources or performance, broadly defined.

Global Core courses fall into two categories, and can be, on occasion, a hybrid of the two types: those with a comparative, multidisciplinary, or interdisciplinary focus on specific cultures or civilizations, tracing their existence across a significant span of time, and may include Europe and/or the U.S.; and those that address a common theme or set of analytic questions comparatively (and may include Europe and the U.S.). The Global Core requirement consists of courses that examine areas not the primary focus of Literature Humanities and Contemporary Civilization and that, like other Core courses, are broadly introductory, interdisciplinary, and temporally and/or spatially expansive.

Students must complete two courses from the approved list of Global Core courses for a letter grade.

FALL 2015 APPROVED COURSES

African-American Studies

AFAS C1001	Introduction to African-American Studies
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Anthropology

ANTH V3933	Arabia Imagined
ANHS W4001	The Ancient Empires

Art History and Archaeology

AHUM V3340	Art In China, Japan, and Korea
AHUM V3342	Masterpieces of Indian Art and Architecture

Center for the Core Curriculum

AFCV C1020	African Civilizations
LACV C1020	Primary Texts of Latin American Civilization

Center for the Study of Ethnicity and Race

CSER W1010	Introduction to Comparative Ethnic Studies
CSER W1601	Introduction to Latino/a Studies
CSER W3922	Asian American Cinema
CSER W3926	Latin Music and Identity
CSER W3928	Colonization/Decolonization

Classics

CLCV W3244	Global Histories of the Book (Effective beginning Fall 2015)
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Colloquia and Interdepartmental Seminars

INSM W3920	Nobility and Civility
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East Asian Languages and Cultures

ASCE V2002	Introduction to Major Topics in Asian Civilizations: East Asia
ASCE V2359	Introduction to East Asian Civilizations: China
ASCE V2361	Introduction to East Asian Civilization: Japan
ASCE V2365	Introduction to East Asian Civilizations: Tibet
EAAS W3342	Mythology of East Asia (Effective beginning Fall 2015)
AHUM V3400	Colloquium on Major Texts: East Asia
HSEA W3880	History of Modern China I (Effective beginning Fall 2015)
EAAS V3927	China in the Modern World

Economics

ECON W4325	Economic Organization and Development of Japan
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Germanic Languages

GERM W3780	Berlin/Istanbul: Migration, Culture, Values (GER) (Effective beginning Fall 2015)
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History

HIST W3719	History of the Modern Middle East
HIST W3764	History of East Africa: Early Time to the Present (Effective beginning Spring 2014)
HSME W3810	History of South Asia I: al-Hind to Hindustan
HIST W4601	Jews in the Later Roman Empire, 300-600 CE (Effective beginning Fall 2014)

Latin American and Iberian Cultures

SPAN W3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN W3350	Hispanic Cultures II: Enlightenment to the Present

Middle Eastern, South Asian, and African Studies

ASCM V2003	Introduction to Islamic Civilization
MDES W2030	Major Debates in the Study of Africa (Effective beginning Spring 2014; formerly ANTH V2010)
ASCM V2357	Introduction to Indian Civilization
MDES W3000	Theory and Culture
AHUM V3399	Colloquium on Major Texts: Middle East and South Asia
CLME W3928	Arabic Prison Writing (Effective beginning Fall 2014)

Music

MUSI V2020	Salsa, Soca, and Reggae: Popular Musics of the Caribbean
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MUSI V2430	Listening and Sound in Cross-Cultural Perspective (Effective beginning Fall 2014; formerly MUSI W4430)
AHMM V3321	Introduction To the Musics of India and West Asia
Religion	
RELI V2008	Buddhism: East Asian
RELI V2305	Islam
Slavic Languages	
CLRS W4022	Russia and Asia: Orientalism, Eurasianism, Internationalism
Sociology	
SOCI W3324	Global Urbanism
Theatre	
THTR V3000	Theatre Traditions in a Global Context (Effective beginning Fall 2014)

SPRING 2016 APPROVED COURSES

As Spring 2016 schedules become available, more courses will be added to this list. Please check back for additional updates. Last updated on January 19, 2016.

Art History and Archaeology

AHIS W3832	Sacred Landscapes of the Ancient Andes (Effective beginning Spring 2016)
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Center for the Core Curriculum

AFCV C1020	African Civilizations
LACV C1020	Primary Texts of Latin American Civilization

Center for the Study of Ethnicity and Race

CSER W3928	Colonization/Decolonization
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Colloquia and Interdepartmental Seminars

INSM W3921	Nobility and Civility II
INSM W3950	Friendship in Asian and Western Civilization

Comparative Literature and Society

CLGM V3920	The World Responds to the Greeks: Greece Faces East
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East Asian Languages and Cultures

ASCE V2002	Introduction to Major Topics in Asian Civilizations: East Asia
ASCE V2359	Introduction to East Asian Civilizations: China
ASCE V2361	Introduction to East Asian Civilization: Japan
AHUM V3400	Colloquium on Major Texts: East Asia
EARL W4127	Mediations, Perceptions, Words: Poetry in Buddhist Literature (Effective beginning Spring 2016)

EAAS W4277	Japanese Anime and Beyond: Gender, Power and Transnational Media (Effective beginning Spring 2016)
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EARL W4310	Life-Writing in Tibetan Buddhist Literature (Effective beginning Spring 2015)
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English and Comparative Literature

ENGL W4650	Novels of Immigration, Relocation, Diaspora (Effective Spring 2015; formerly ENGL W3510)
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History

HIST W1054	Introduction to Byzantine History (Effective beginning Spring 2016)
HIST W3618	The Modern Caribbean
HIST W3661	Latin American Civilization II
HIST W3811	South Asia II: Empire and Its Aftermath
HSEA W3898	The Mongols in History

Latin American and Iberian Cultures

SPAN W3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
PORT W3350	Lusophone Africa and Afro Brazilian Culture
SPAN W3350	Hispanic Cultures II: Enlightenment to the Present

Middle Eastern, South Asian, and African Studies

ASCM V2008	Contemporary Islamic Civilization
MDES W2650	Gandhi and His Interlocutors (Effective beginning Spring 2015)
AHUM V3399	Colloquium on Major Texts: Middle East and South Asia
CLME W4031	Cinema and Society In Asia and Africa
CLME G4241	Sufism: Primary Texts and Contexts (Effective beginning Spring 2016)

Music

AHMM V3320	Introduction To the Musics of East Asia and Southeast Asia
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Religion

RELI V2205	Hinduism
RELI V2405	Chinese Religious Traditions
RELI V3307	Muslims in Diaspora (Effective beginning Spring 2016)

ALL APPROVED COURSES

Not all courses are taught each academic year. Below is the full list of all courses approved for the Global Core Requirement, regardless of semester offered. Last updated on November 12, 2015.

African-American Studies

AFAS C1001	Introduction to African-American Studies
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Anthropology

ANTH V1008	The Rise of Civilization
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ANTH V1130	Africa and the Anthropologist
ANTH V2013	Africa in the 21st Century: Aesthetics, Culture, Politics
ANTH V2014	Archaeology and Africa: Changing Perceptions of the African Past
ANTH V2020	Chinese Strategies: Cultures in Practice
ANTH V2027	Changing East Asia Foodways
ANTH V2035	Introduction to the Anthropology of South Asia
ANTH V2100	Muslim Societies
ANTH V3300	Pre-Columbian Histories of Native America
ANTH V3465	Women and Gender Politics in the Muslim World
ANTH V3525	Introduction to South Asian History and Culture
ANTH V3821	Native America (formerly V3090)
ANTH V3892	Contemporary Central Asia (formerly ANTH V2029)
ANTH V3933	Arabia Imagined
ANTH V3947	Text, Magic, Performance
ANHS W4001	The Ancient Empires
ANTH G4065	Archaeology of Idols

Art History and Archaeology

AHIS V3201	Arts of China
AHIS W3208	The Arts of Africa
AHUM V3340	Art In China, Japan, and Korea
AHUM V3342	Masterpieces of Indian Art and Architecture
AHIS W3832	Sacred Landscapes of the Ancient Andes (Effective beginning Spring 2016)
AHIS W3898	Yoruba and the Diaspora (Effective beginning Fall 2014)
AHIS G4085	Andean Art and Architecture

Center for the Core Curriculum

AFCV C1020	African Civilizations
LACV C1020	Primary Texts of Latin American Civilization

Center for the Study of Ethnicity and Race

CSER W1010	Introduction to Comparative Ethnic Studies
CSER W1600	
CSER W1601	Introduction to Latino/a Studies
CSER W3510	Immigration, Relocation, and Diaspora
CSER W3922	Asian American Cinema
CSER W3926	Latin Music and Identity
CSER W3928	Colonization/Decolonization
CSER W3961	Wealth and Poverty in America (Effective beginning Fall 2013)

Classics

CLCV W3111	Plato and Confucius: Comparative Ancient Philosophies (Effective beginning Spring 2015)
CLCV W3244	Global Histories of the Book (Effective beginning Fall 2015)

Colloquia and Interdepartmental Seminars

INSM W3920	Nobility and Civility
INSM W3921	Nobility and Civility II
INSM C3940	Science Across Cultures
INSM W3950	Friendship in Asian and Western Civilization

Comparative Literature and Society

CPLS W3333	East/West Frametale Narratives
CPLS W3454	Blood/Lust: Staging the Early Modern Mediterranean
CLGM V3920	The World Responds to the Greeks: Greece Faces East
CPLS W3945	Transnational Memory Politics and the Culture of Human Rights (Effective beginning Spring 2014)
CPLS W3955	The West in Global Thought
CPLS W3956	Postcolonial Narrative and the Limits of the Human
CPLS W4100	Andalusian Symbiosis: Islam and the West (Effective beginning Fall 2014)

East Asian Languages and Cultures

ASCE V2002	Introduction to Major Topics in Asian Civilizations: East Asia
ASCE V2359	Introduction to East Asian Civilizations: China
ASCE V2361	Introduction to East Asian Civilization: Japan
ASCE V2363	Introduction to East Asian Civilizations: Korea
ASCE V2365	Introduction to East Asian Civilizations: Tibet
EAAS W3342	Mythology of East Asia (Effective beginning Fall 2015)
EAAS V3350	Japanese Fiction and Film (Effective beginning Fall 2014)
AHUM V3400	Colloquium on Major Texts: East Asia
AHUM V3830	Colloquium On Modern East Asian Texts
HSEA W3880	History of Modern China I (Effective beginning Fall 2015)
EAAS V3927	China in the Modern World
EARL W4127	Mediations, Perceptions, Words: Poetry in Buddhist Literature (Effective beginning Spring 2016)
EAAS W4160	Cultures of Colonial Korea (Effective beginning Spring 2014; formerly EAAS G4160)

EAAS W4277	Japanese Anime and Beyond: Gender, Power and Transnational Media (Effective beginning Spring 2016)
EARL W4310	Life-Writing in Tibetan Buddhist Literature (Effective beginning Spring 2015)
HSEA W4866	Competing Nationalisms in East Asia: Representing Chinese and Tibetan Relations in History (Effective beginning Fall 2015)
HSEA W4870	Japan Before 1600 (Effective beginning Spring 2015)
Economics	
ECON W4325	Economic Organization and Development of Japan
English and Comparative Literature	
CLEN W4200	Caribbean Diaspora Literature
ENGL W4650	Novels of Immigration, Relocation, Diaspora (Effective Spring 2015; formerly ENGL W3510)
Germanic Languages	
GERM W3780	Berlin/Istanbul: Migration, Culture, Values (GER) (Effective beginning Fall 2015)
History	
HIST W1004	Ancient History of Egypt (Effective beginning Spring 2015)
HIST W1054	Introduction to Byzantine History (Effective beginning Spring 2016)
HIST W3618	The Modern Caribbean
HIST W3657	Medieval Jewish Cultures
HIST W3660	Latin American Civilization I
HIST W3661	Latin American Civilization II
HIST W3665	
HIST W3701	Ottoman Empire (Effective beginning Fall 2013)
HIST W3719	History of the Modern Middle East
HIST W3764	History of East Africa: Early Time to the Present (Effective beginning Spring 2014)
HIST W3772	West African History
HIST W3800	Gandhi's India
HIST W3803	The Worlds of Mughal India (Effective beginning Spring 2014)
HSME W3810	History of South Asia I: al-Hind to Hindustan
HIST W3811	South Asia II: Empire and Its Aftermath
HSEA W3898	The Mongols in History
HIST W3902	History of the World to 1450 CE (Effective beginning Fall 2014)
HIST W3903	History of the World from 1450 CE to the Present (Effective beginning Fall 2013)
HIST W3943	Cultures of Empire

HIST W4103	Empires and Cultures of the Early Modern Atlantic World (Effective only for Spring 2014)
HIST W4404	Native American History
HIST W4601	Jews in the Later Roman Empire, 300-600 CE (Effective beginning Fall 2014)
HIST W4678	Indigenous Worlds in Early Latin America (Effective beginning Spring 2015)
HIST W4779	Africa and France
Latin American and Iberian Cultures	
SPAN W3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
PORT W3350	Lusophone Africa and Afro Brazilian Culture
SPAN W3350	Hispanic Cultures II: Enlightenment to the Present
SPAN W3490	Latin American Humanities I: From Pre-Columbian Civilizations to the Creation of New Nations
SPAN W3491	Latin American Humanities II: From Modernity to the Present [In English]
Middle Eastern, South Asian, and African Studies	
ASCM V2001	Introduction to Major Topics in the Civilizations of the Middle East and India
ASCM V2003	Introduction to Islamic Civilization
ASCM V2008	Contemporary Islamic Civilization
MDES W2030	Major Debates in the Study of Africa (Effective beginning Spring 2014; formerly ANTH V2010)
MDES W2041	Introduction to Indian Philosophy (Effective beginning Spring 2015)
ASCM V2357	Introduction to Indian Civilization
MDES W2650	Gandhi and His Interlocutors (Effective beginning Spring 2015)
MDES W3000	Theory and Culture
CLME W3032	Colonialism: Film, Fiction, History & Theory
MDES W3130	East Africa and the Swahili Coast in an Interconnected World (Effective beginning Spring 2015)
AHUM V3399	Colloquium on Major Texts: Middle East and South Asia
MDES W3445	Societies & Cultures Across the Indian Ocean (Effective beginning Fall 2013)
CLME W3928	Arabic Prison Writing (Effective beginning Fall 2014)
CLME W4031	Cinema and Society In Asia and Africa
MDES G4052	Locating Africa in the Early 20th Century World

CLME G4241	Sufism: Primary Texts and Contexts (Effective beginning Spring 2016)
CLME G4261	Popular Islam: Asia and Africa
MDES G4326	The Armenian Genocide and the Holocaust: Memory and Representation
Music	
MUSI V2020	Salsa, Soca, and Reggae: Popular Musics of the Caribbean
MUSI V2430	Listening and Sound in Cross-Cultural Perspective (Effective beginning Fall 2014; formerly MUSI W4430)
AHMM V3320	Introduction To the Musics of East Asia and Southeast Asia
AHMM V3321	Introduction To the Musics of India and West Asia
Religion	
RELI V2008	Buddhism: East Asian
RELI V2205	Hinduism
RELI V2305	Islam
RELI V2405	Chinese Religious Traditions
RELI V2645	Religion in Black America: An Introduction
RELI V3307	Muslims in Diaspora (Effective beginning Spring 2016)
RELI V3411	Tantra in South Asia, East Asia & the West (Effective beginning Spring 2015)
Slavic Languages	
SLCL W3001	Slavic Cultures
CLRS W4022	Russia and Asia: Orientalism, Eurasianism, Internationalism (Effective beginning Spring 2015)
CLRS W4190	Race, Ethnicity, and Narrative, in the Russian/Soviet Empire
Sociology	
SOCI W3324	Global Urbanism
Theatre	
THTR V3000	Theatre Traditions in a Global Context (Effective beginning Fall 2014)

SCIENCE REQUIREMENT

General Information: Office of Academic Affairs, 208 Hamilton; 212-854-2441; cc-academicaaffairs@columbia.edu

Science Requirement Website (<http://www.college.columbia.edu/core/classes/science.php>)

The objective of the science component of Columbia College's Core Curriculum is identical to that of its humanities and social science counterparts, namely to help students "to understand the civilization of their own day and to participate effectively in

it." The science component is intended specifically to provide students with the opportunity to learn what kinds of questions are asked about nature, how hypotheses are tested against experimental or observational evidence, how results of tests are evaluated, and what knowledge has been accumulated about the workings of the natural world.

Three courses bearing at least 3 points each (for a total of at least 10 points) must be completed to meet this portion of the Core Curriculum. All courses used to satisfy the science requirement must be taken for a letter grade.

Students normally take *SCNC C1000 Frontiers of Science* in their first year in the term in which they are not taking *ENGL C1010 University Writing*.

For the remainder of the requirement, students may choose any two courses from the list of approved courses below. These courses may be taken in the same department or in different departments. However, at least one course must be taken in the Departments of Astronomy; Biological Sciences; Chemistry; Earth and Environmental Sciences; Ecology, Evolution, and Environmental Biology; Physics; or Psychology.

Students who wish to request an exception to these policies must petition the Committee on Science Instruction (<http://www.college.columbia.edu/academics/petitions>) (202 Hamilton) **prior** to their final term at the College.

GUIDELINES FOR COURSES APPROVED FOR THE SCIENCE REQUIREMENT

Unless otherwise indicated, students may not use Barnard College courses to fulfill the Columbia College science requirement.

Students who wish to have a course not included on the lists below count toward fulfilling the science requirement must petition the Committee on Science Instruction (202 Hamilton) **prior** to registration for the term in which they intend to take the course.

Students should pay careful attention to the prerequisites and instructor approvals required for certain courses. Prerequisite and instructor approval requirements can be found in the course descriptions for each course located in specific departments' sections of this bulletin.

While students are not required to complete a two-term sequence, students may choose to do so. For this reason, the Committee on Science Instruction has indicated recommended sequences below. Unless otherwise noted, the first course in the sequence must be taken before the second course in the sequence.

COURSES DESIGNED FOR NONSCIENCE MAJORS

Astronomy [ASTR]

ASTR W1234	The Universal Timekeeper: Reconstructing History Atom by Atom (previously offered as ASTR C1234)
ASTR W1403	Earth, Moon and Planets (Lecture) (previously offered as ASTR C1403)
ASTR W1404	Stars, Galaxies and Cosmology (Lecture) (previously offered as ASTR C1404)
ASTR W1420	Galaxies and Cosmology (previously offered as ASTR C1420)
ASTR W1453	Another Earth (previously offered as ASTR C1453)
ASTR W1610	Theories of the Universe: From Babylon to the Big Bang (previously offered as ASTR C1610)
ASTR BC1753	Life in the Universe
ASTR BC1754	Stars, Galaxies, and Cosmology
ASTR W1836	Stars and Atoms (previously offered as ASTR C1836)
Recommended Sequences:	
ASTR W1403 - ASTR W1404	Earth, Moon and Planets (Lecture) and Stars, Galaxies and Cosmology (Lecture)
ASTR W1403 - ASTR W1420	Earth, Moon and Planets (Lecture) and Galaxies and Cosmology
ASTR W1403 - ASTR BC1754	Earth, Moon and Planets (Lecture) and Stars, Galaxies, and Cosmology
ASTR W1403 - ASTR W1836	Earth, Moon and Planets (Lecture) and Stars and Atoms
ASTR BC1753 - ASTR W1404	Life in the Universe and Stars, Galaxies and Cosmology (Lecture)
ASTR BC1753 - ASTR BC1754	Life in the Universe and Stars, Galaxies, and Cosmology
Biology [BIOL]	
BIOL C1002	Theory and Practice of Science: Biology
BIOL W1130	Genes and Development
Computer Science [COMS]	
COMS W1001	Introduction to Information Science
CSEN W1002	
Earth and Environmental Engineering [EAEE]	
EAEE E2100	A better planet by design
Earth and Environmental Sciences [EESC]	
EESC W1001	Dinosaurs and the History of Life: Lectures and Lab (previously offered as EESC V1001)
EESC W1003	Climate and Society: Case Studies (previously offered as EESC V1003)

EESC W1011	Earth: Origin, Evolution, Processes, Future (previously offered as EESC V1011)
EESC W1030	Oceanography (previously offered as EESC V1030)
EESC W1053	Planet Earth (previously offered as EESC V1053)
EESC W1201	Environmental Risks and Disasters (previously offered as EESC V1201)
EESC W1401	Dinosaurs and the History of Life: Lectures (previously offered as EESC V1401)
EESC W1411	Earth: Origin, Evolution, Processes, Future: Lectures (previously offered as EESC V1411)
EESC W1600	Earth Resources and Sustainable Development (previously offered as EESC V1600)

Ecology, Evolution, and Environmental Biology [EEEB]

EEEB W1001	Biodiversity
EEEB W1010	Human Origins and Evolution (previously offered as EEEB V1010)
EEEB W1011	Behavioral Biology of the Living Primates (previously offered as EEEB V1011)

Recommended Sequences:

EEEB W1001 - EEEB W3087	Biodiversity and Conservation Biology (see Additional Courses Approved for the Sequence Requirement)
EEEB W1010 - EEEB W1011	Human Origins and Evolution and Behavioral Biology of the Living Primates (previously offered as EEEB V1010)

Electrical Engineering [ELEN]

ELEN E1101	The digital information age
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Mathematics [MATH]

PHIL V3411	Symbolic Logic
PHIL G4424	Modal Logic

Physics [PHYS]

PHYS W1001	Physics for Poets
PHYS W3018	Weapons of Mass Destruction

Psychology [PSYC]

PSYC W1001	The Science of Psychology
PSYC W1010	Mind, Brain and Behavior

Recommended Sequences:

PSYC W1001 - PSYC W1010	The Science of Psychology and Mind, Brain and Behavior
PSYC W1001	The Science of Psychology (and any PSYC course numbered 22xx or 24xx. 2600-level psychology courses may not be used to fulfill the science requirement.)

Science [SCNC]

SCNC W1800	From the Conservation of Energy to Energy Conservation
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Statistics [STAT]

STAT W1001	Introduction to Statistical Reasoning
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ADDITIONAL COURSES APPROVED FOR THE SCIENCE REQUIREMENT

Most of the following courses have required prerequisites and/or require instructor approval. Prerequisite and instructor approval requirements can be found in the course descriptions for each course located in specific departments' sections of the on-line bulletin.

Astronomy [ASTR]

Any 3-point course numbered 2000 or higher

Biology [BIOL]

Any 3-point course numbered 2000 or higher

Chemistry [CHEM]

CHEM W1403	General Chemistry I (Lecture) (previously offered as CHEM C1403)
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CHEM W1404	General Chemistry II (Lecture) (previously offered as CHEM C1404)
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CHEM W1500	General Chemistry Laboratory (previously offered as CHEM C1500)
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CHEM W1604	Intensive General Chemistry (Lecture) (previously offered as CHEM C1604)
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CHEM W2507	Intensive General Chemistry Laboratory (previously offered as CHEM C2507)
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Any course numbered 3000 or higher

Computer Science [COMS]

COMS W1004	Introduction to Computer Science and Programming in Java
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COMS W1005	Introduction to Computer Science and Programming in MATLAB
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COMS W1007	Honors Introduction to Computer Science
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Any 3-point course numbered 3000 or higher

Earth and Environmental Sciences [EESC]

EESC W2100	Earth's Environmental Systems: The Climate System (previously offered as EESC V2100)
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EESC W2200	Earth's Environmental Systems: The Solid Earth System (previously offered as EESC V2200)
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EESC W2300	Earth's Environmental Systems: The Life System (previously offered as EESC V2300)
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EESC W2330	Science for Sustainable Development
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Any course numbered 3000 or higher

Ecology, Evolution, and Environmental Biology [EEEB]

EEEB W2001	Environmental Biology I: Elements to Organisms
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EEEB W2002	Environmental Biology II: Organisms to the Biosphere
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EEEB W3087	Conservation Biology
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Any course numbered 3000 or higher except W4321 and W4700

Mathematics [MATH]

Any 3-point MATH course numbered 1100 or higher

CSPH G4801	Mathematical Logic I
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CSPH G4802	Math Logic II: Incompleteness
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Physics [PHYS]

PHYS W1201	General Physics I (previously offered as PHYS V1201/F1201)
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PHYS W1202	General Physics II (previously offered as PHYS V1202/F1202)
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PHYS W1401	Introduction To Mechanics and Thermodynamics (previously offered as PHYS C1401)
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PHYS W1402	Introduction To Electricity, Magnetism, and Optics (previously offered as PHYS C1402)
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PHYS W1403	Introduction to Classical and Quantum Waves (previously offered as PHYS C1403)
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PHYS W1601	Physics, I: Mechanics and Relativity (previously offered as PHYS C1601)
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PHYS W1602	Physics, II: Thermodynamics, Electricity, and Magnetism (previously offered as PHYS C1602)
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Any 3-point course numbered 2000 or higher

Psychology [PSYC]

With prior departmental approval, any 3- or 4-point course numbered 32xx, 34xx, 42xx, or 44xx

Statistics [STAT]

Any 3-point course except STAT C3997

SPECIAL SUMMER PROGRAM

The following special program fulfills two of the three terms of the science requirement.

Earth Institute Center for Environmental Sustainability [EICES]

Summer Ecosystem Experiences for Undergraduates (SEE-U). Locations change yearly and there is rolling admissions. *

* Please check with EICES for details: <http://eices.columbia.edu/education-training/see-u/>

SUMMER SESSION COURSES

Students who wish to take summer courses may do so through the Summer Session offered by the School of Continuing Education. For policies regarding summer study, see the *Academic Regulations*—(<http://>

bulletin.columbia.edu/columbia-college/regulations/
#studyoutsidecolumbiacolletext) Summer Study (<http://bulletin.columbia.edu/columbia-college/regulations/#studyoutsidecolumbiacolletext>) section of this Bulletin. For a list of summer courses approved for the science requirement, students should consult the annually updated List of Approved Summer Courses (<http://www.college.columbia.edu/academics/courseselection>).

These criteria are monitored by the Center for Student Advising and certified by the Office of the Registrar.

Questions about athletic eligibility should be referred to the appropriate advising dean or the compliance office in the Department of Intercollegiate Athletics and Physical Education.

For more information, visit <http://www.gocolumbiaions.com>.

PHYSICAL EDUCATION REQUIREMENT

General Information: Physical Education Department, Dodge Physical Fitness Center; 212-854-3439

Physical Education Website (<http://www.dodgefitnesscenter.com>)

Successful completion of two Physical Education Activities is required for the degree. All students are also required to pass a swimming test or take beginning swimming for one term to fulfill the swimming requirement. Students may not register for more than one section of physical education each term.

Students who fulfill the attendance participation requirements for the course pass the course. **Students who are absent more than the permissible number of times are given a mark of W (Withdrawal), unless they file a drop form with the Department of Physical Education by the official deadline to drop a course.**

One point of the Physical Education requirement may be a Barnard Physical Education course or a Barnard Dance technique course. No more than 4 points of physical education courses may be counted toward the degree.

A student who intends to participate in an intercollegiate sport should register for the appropriate section of PHED C1005 Intercollegiate Athletics. Intercollegiate athletes who attend regularly receive 1 point of credit up to a maximum of 4. Student athletes who leave the team in mid-term but still wish to receive academic credit must notify the Physical Education Office and be placed in another physical education activity to complete the attendance requirement. Student athletes are also responsible for fulfilling the swimming requirement.

For more information, visit the Physical Education Department website: <http://www.dodgefitnesscenter.com>

ELIGIBILITY FOR INTERCOLLEGIATE ATHLETICS

Any student in the College who is pursuing the undergraduate program or a combined program toward a first degree is eligible for intercollegiate athletics. To be eligible for athletic activities, the student must make appropriate progress toward the degree as defined by the NCAA, the Ivy League, and Columbia University.

ACADEMIC REGULATIONS

DEGREE REGULATIONS POINTS PER TERM

Columbia College students must register for no fewer than 12 points per term. Part-time status, i.e., registration of fewer than 12 points, is not permissible. Students must petition the Committee on Academic Standing in order to register for more than 22 points. First-year students may not petition to register for more than 22 points in their first semester. The average load for a Columbia College student is 15-16 points per term. Final semester students may petition the Committee on Academic Standing to register for fewer than 12 points if they will complete the degree in that term.

Students not registered for at least 12 points by the end of the Change-of-Program period (p. 4) will be withdrawn from Columbia College.

ATTENDANCE

Students are expected to attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Students are held accountable for absences incurred owing to late enrollment. For additional information, see *Columbia University Policies*—Religious Holidays.

LENGTH OF CANDIDACY

A student is normally permitted eight terms in which to earn the Bachelor of Arts (B.A.) degree at Columbia College. A student may continue to work for the degree past the eighth term only with advance permission from the Committee on Academic Standing and must first discuss such requests with their advising deans. Study beyond the eighth semester is only granted for students who have found themselves in emergent circumstances beyond their control which have prevented them from completing the degree in eight terms. Study beyond the eighth semester is not granted for the purposes of changing or adding a major or concentration.

REGULATIONS FOR TRANSFER STUDENTS

Regulations on Transfer Credit

In order to receive the Columbia College degree, transfer students must complete a minimum of 60 points while enrolled in the College (including credits earned on Columbia-sponsored study abroad programs). Transfer students may apply a maximum of 64 points toward advanced standing at the College.

Credit granted on the basis of Advanced Placement, International Baccalaureate, and other standardized examinations are counted toward the 64-point maximum, as are credits earned on study-abroad programs outside of Columbia. Credit is not granted for college courses taken while in high school.

Credit Toward the Degree and Core/Major Requirements

Transfer students receive credit for non-Columbia courses that are substantially similar to Columbia College courses only when the grades received are C- or better. Transfer students must supply course descriptions and syllabi for all courses to be considered for transfer credit. Once a transfer student is admitted, a credit review is conducted by the James H. and Christine Turk Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) and a tentative credit evaluation is sent to the student. A final credit evaluation is conducted once the student has matriculated in Columbia College and has submitted a final official transcript, as well as course descriptions and syllabi, to their advising deans in the Center for Student Advising, where all appropriate approvals will be coordinated with the relevant academic departments.

Degree Completion

Transfer students are expected to graduate in eight semesters, including terms completed before entering Columbia. Extended time is not granted. Under no circumstances will extended time be granted to enable a student to finish a particular major or concentration. Therefore, transfer students should be especially careful when planning their academic schedule and are strongly urged to do so with the guidance of their advising deans in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) and the relevant departmental director of undergraduate studies (<http://www.college.columbia.edu/academics/majoradvising>).

Some majors may be difficult for transfer students to complete due to the number of credits required, the specific course sequencing, and the number of terms remaining for the student to complete all Core and major requirements. There is no guarantee that a transfer student can complete every major and concentration offered, and all transfer students must declare a major or concentration that they are capable of completing in the time available to them in Columbia College.

PROGRESS TOWARD THE DEGREE

At the end of each term, the Committee on Academic Standing reviews the records of all students enrolled in the College to determine student standing, including academic warning, academic probation, suspension, and dismissal.

Academic Probation

Students may be placed on academic probation for the following reasons: failure to successfully complete 12 points in a term; a term or cumulative grade point average below 2.0; or failure

to make satisfactory progress toward the degree (an average of 15.5 points per term). Students are notified when placed on academic warning. Students and parents/guardians are notified when students are placed on academic probation or suspension, or are dismissed from the College. The advising deans in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) are available to provide concerted support to help students on academic action return to good standing.

There is no appeal available to students placed on academic warning or academic probation. Academic warning does not remain on students' records. Academic probation, suspension, and dismissal remain on students' records.

Students who do not make adequate progress toward the degree will be placed on academic probation, according to the following chart:

Semester	Points for typical progress	Threshold for academic probation
1	12	<12
2	31	<24
3	46	<38
4	62	<52
5	77	<69
6	93	<86
7	108	<105
8	124	

For example, by the end of the first two terms, Columbia College students are expected to have completed 31 points (an average of 15.5 points per term). If they have completed fewer than 24 points, they will be placed on academic probation and should work with their advising dean to plan ways to return to normal progress toward the degree. No more than eight terms will be granted to a student to complete the degree.

The advising deans in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) offer support to help students on academic action return to good standing.

Parents are notified when students are placed on academic probation or suspension, or are academically dismissed from the College.

Students who are on academic probation are not eligible to study abroad.

Academic Suspension/Dismissal

Students who fail to improve after being on academic probation, as well as students with extremely poor records in one term, will be suspended and required to withdraw from the College for at least one year. Conditions for readmission are specified at the time of suspension. If a student is readmitted after having been suspended and again fails to achieve satisfactory grades or to make normal progress toward the degree, it is likely that he or she will be dismissed from the College. When students are suspended

or dismissed, they are notified of their status and the appeals process by e-mail and express mail. The decision of the appeals committee is final.

International students in F-1 or J-1 status are not allowed to remain in the United States while suspended or dismissed from the University. Any international student who is dismissed or suspended should immediately contact the International Students and Scholars Office (<http://www.columbia.edu/cu/isso>) (ISSO) to discuss any options available.

EXAMS AND GRADES EXAMINATIONS

Midterm Examinations

Midterm examinations are generally scheduled by instructors in late October and the middle of March.

Final Examinations

Final examinations are given at the end of each term. The Master University Examination Schedule is available in Student Services Online (SSOL) (<http://ssol.columbia.edu>). The Projected Exam schedule is available at the beginning of each term. The confirmed Final Exam schedule is typically available shortly after the midterm examinations.

Rescheduling Exams

Examinations are not rescheduled in order to accommodate students' travel plans. Students are expected to remain on campus throughout the final examination period at the end of each semester.

Under certain circumstances, it may be necessary for an instructor to reschedule an exam. Any day or time changed in appointed final exam times must be agreed with members of the class. All students unable to take the exam at the new agreed-upon time must be given a make-up exam at a time that they are able to attend.

Student Examination Conflicts

Students will occasionally have two exams scheduled for the same time and no student is obliged to take three exams on any given calendar day (i.e., not a twenty-four hour period).

Students in either circumstance should meet with their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) in order to initiate the process for arranging a make-up exam, no later than two weeks after the final exam schedule is published (November 1 in the fall semester and March 31 in the spring semester).

Failure to Complete a Final Exam

If a student does not take a final exam, or begins but does not complete a final exam, the grade of zero or F will be factored for

that portion of the final grade. No make-up exams will be offered in these circumstances.

Incompletes

Students facing grave medical or family emergencies at the time of a final exam may petition the Committee on Academic Standing for permission to complete the final exam or paper at a later date. Students will receive a temporary mark of IN (Incomplete) until the work is completed. For more information, see the Grades (p. 102) section.

GRADES

The grading system is as follows: A, excellent; B, good; C, fair; D, poor but passing; F, failure (a final grade, not subject to reexamination). Plus and minus grades may also be used, except with D or F. Pass (P) is awarded when students receive a C- or higher in a course they have elected to take on a Pass/D/Fail basis, or when they have passed a course that is offered only on a Pass/Fail basis.

The Committee on Instruction of Columbia College has instructed the Registrar to calculate a cumulative grade point average for external purposes, such as official transcripts. The Registrar also calculates term and cumulative grade point averages for internal purposes, such as determining eligibility for the Dean's List.

Percentage of A Grades Calculation

College transcripts note the percentage of grades in the A-range in all lecture classes with at least twelve students and in all colloquia and seminar classes with at least twenty-three students, in accordance with the grading policies of the Faculty of Columbia College. (R grades are excluded from this calculation.)

When the Registrar computes a student's Columbia College grade point average, only grades earned while enrolled in the College in the fall and spring, and in the Columbia School of Continuing Education in the summer terms, are counted. Courses are weighted according to the number of credits.

The following scale is used:

Grade	GPA Equivalent
A+	4.33
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D	1.0
F	0

The Pass/D/Fail Option

All students registered in Columbia College during the regular academic year may elect one course each semester during the regular academic year to take on a Pass/D/Fail basis. This is in addition to any courses that are graded only on a Pass/Fail basis. Students who do not utilize both Pass/D/Fail options during the academic year may elect, in the summer immediately following, to take one Summer Session course on a Pass/D/Fail basis.

Courses used to meet the stated degree requirements (except those only given on a Pass/Fail basis) may not be taken for a grade Pass/D/Fail. All Core Curriculum courses (i.e., *Literature Humanities*, *Frontiers of Science*, *Contemporary Civilization*, *Art Humanities*, *Music Humanities*, *University Writing*, Global Core, Science Requirement, and Foreign Language instruction courses) must be taken for a letter grade. All courses used to meet the requirements of a major or concentration, including related courses, are also excluded from this option, except the first such one-term course taken by the student in his or her eventual major, unless otherwise specified by the department.

The purposes of this option are to encourage students to take courses of interest to them outside of the field of specialization and to permit those who have not decided upon a major to test their talents in a particular field that may be of interest. Instructors are not informed of the student's grading option decision.

Students who wish to exercise this grading option may designate in Student Services Online (SSOL) (<https://ssol.columbia.edu>) a single course for the grade of Pass/D/Fail when registering each term in the College until the end of the Change-of-Program period (p. 4). After this and no later than the dates specified on the *Academic Calendar*, i.e., November 19 in Fall 2015 and March 24 in Spring 2016, students may e-mail their request to the Registrar's Office at registrar@columbia.edu and include their full name, UNI, course title and call number, along with the desired grading option.

During the semester and no later than these deadlines, students may elect to change the course designated to be taken on a Pass/D/Fail basis via e-mail. No more than one course may be designated to be taken on a Pass/D/Fail basis at any point in a given semester. If a student elects more than one course to be taken on a Pass/D/Fail basis, the Office of the University Registrar will automatically remove the Pass/D/Fail option from that of the most recently elected course.

In order to encourage students to engage more fully in the courses they elect to take for a grade of Pass/D/Fail, students are allowed to uncover a grade of Pass within two weeks of the start of the semester immediately following that in which the grade of Pass was received. Students have until the end of the add period in the spring semester to uncover the grade of a fall course and until the end of the add period in the fall semester to uncover the grade of a spring or summer term course. Seniors who graduate

in May have until June 1 to uncover the grade of a final spring course.

The grade of Pass is not used in calculating grade point average; the grades of D and Fail are used.

The Grade of D

No more than 6 points of D may be credited toward the degree in any academic year, and no more than a cumulative total of 12 points of D may be credited toward the degree. Degree credit for the grade of D is awarded only for courses listed in this Bulletin and for other courses taken while the student is enrolled in Columbia College. The decision as to whether or not a D may be used to satisfy the requirements for a major or concentration is made in each relevant academic department. In any given semester, the grade of D precludes the attainment of Dean's List status (see *Academic Honors, Prizes, and Fellowships*—Dean's List).

The Mark of W (Withdrawal)

Columbia College students are not permitted to have a course deleted from their academic record after the drop deadline (the fifth week of the semester). If a student withdraws from a course after the drop deadline and no later than the Pass/D/Fail deadline (the eleventh week of the semester), the transcript will show a mark of W (indicating official withdrawal) for that course. This is a permanent mark, and will remain on the transcript even if the student repeats the course. Students will earn no points of academic credit for classes in which they receive the mark of W. In any given semester, the mark of W precludes the attainment of Dean's List status (see *Academic Honors, Prizes, and Fellowships*—Dean's List).

Students may not drop or withdraw from a Core Curriculum course (i.e., *Literature Humanities*, *Frontiers of Science*, *Contemporary Civilization*, *Art Humanities*, *Music Humanities*, and *University Writing*) after the Core drop deadline (which is also the end of the Change-of-Program period (p. 4)). This does not apply to courses taken to fulfill the Global Core, Science, or Foreign Language requirements.

Students may not drop or withdraw from any course after the Pass/D/Fail deadline. After that point, a student will receive the letter grade earned in the course.

Students should be aware that, in order to remain in good academic standing, they must successfully complete no fewer than 12 points in a given semester. Students who do not earn at least 12 points per term will face academic probation, suspension, or dismissal. Students who do not make adequate progress toward the degree (an average of 15.5 points per term) may also face probation, suspension, or dismissal.

To withdraw from a class, students must first meet with their advising dean to discuss their plans and then submit a Columbia College Acknowledgment of Course Withdrawal form to their

advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner.

Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course. Students who stop attending classes without dropping or officially withdrawing are assigned the letter grade earned by factoring a zero or F for any missing work.

The Mark of AR (Administrative Referral)

A mark of AR is given to students as a temporary mark in circumstances when a student's irregular academic behavior in class merits something other than grades A through F, and designed to allow an instructor a reasonable default grade for use until an appropriate permanent grade can be submitted. Ultimately, the decision as to what the final grade should be will rest with the individual instructor, and a grade of AR will alert the dean of advising, whose staff will follow up with the instructor to help determine what final grade is appropriate.

The Mark of IN (Incomplete)

An IN is a temporary grade designation granted by the Committee on Academic Standing for students who cannot complete their course work or are unable to take a final examination. The only reasons for which an IN will be granted are incapacitating illness (as certified by a healthcare practitioner and confirmed by Health Services at Columbia), grave family emergency, or circumstances of comparable gravity.

Students who wish to receive the mark of IN must speak with their advising dean in order to petition the Committee on Academic Standing in writing (petition forms are available in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>)) before the last day of classes, in the case of course work, or no later than the day before the final examination when requesting permission to miss the examination. To be granted an IN, it is expected that students will have completed all work in the class with the exception of the final project or exam. If a student has not completed all work in the class up to the final project or exam, an IN will not be granted. Students may not arrange unofficial incompletes or extended deadlines with their instructors.

Students who are granted an IN are assigned a deadline for completion of the overdue work or a date by which a deferred examination must be taken. Those who fail to meet the assigned deadline or miss the deferred examination will receive the contingency grade indicated by the instructor. All other marks of IN that remain unresolved by the end of one calendar year will be converted to the final grade of F, unless there is a documented reason to do otherwise. Questions may be directed to the advising deans in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

Students who receive the grade of IN, **approved in advance** by the Committee on Academic Standing, are eligible for Dean's List only after all IN grades are changed to letter

grades (see *Academic Honors, Prizes, and Fellowships*—Dean's List).

The Mark of R (Registration Credit)

The "R" credit option is available only to Columbia College seniors. Students who wish to audit a class can request permission from the Committee on Academic Standing in the Center for Student Advising to take a course for R credit. No point credit is given for R credit, and the GPA is unaffected by the mark of R. Students who take a course for R credit must have the permission of the instructor, in addition to that of the Committee on Academic Standing. Students may be required to complete certain work as specified by that instructor. The exact nature of the work should be determined by the instructor when the student registers for the course. An instructor may fail a student who has not completed assigned work. The deadline for registering for R credit is the same deadline to drop classes, as specified on the *Academic Calendar* in this Bulletin. Registering for R credit is allowed only when:

1. The courses are in excess of the 124 points required for the B.A. degree;
2. The courses are taken in the last two terms of the student's attendance in Columbia College;
3. The courses are not used to fulfill a requirement for the B.A. degree;
4. The student has the permission of the Committee on Academic Standing and the instructor.

The Mark of YC (Year Course)

A mark of YC is given at the end of the first term of a course in which the full year's work must be completed before a qualitative grade is assigned. The grade given at the end of the second term is the grade for the entire course. In any given semester, the mark of YC precludes the attainment of Dean's List status (see *Academic Honors, Prizes, and Fellowships*—Dean's List).

The Mark of CP (Credit Pending)

With specific permission of the Columbia College Committee on Instruction, certain seminars may allow students to complete their research over the winter break and submit their final papers on a pre-arranged date after the start of the spring term. In such instances, a mark of CP will appear on the students' transcripts until the final grade is submitted. The mark of CP cannot be used for individual students but, rather, can only be granted on a course-wide basis. In any given semester, the mark of CP precludes the attainment of Dean's List status (see *Academic Honors, Prizes, and Fellowships*—Dean's List).

Report of Grades

Grades are available on SSOL (<https://ssol.columbia.edu>) on the first business day after they are received by the Registrar. Paper and electronic transcripts may be ordered by currently enrolled students via SSOL. Students who find discrepancies in or have

questions about their records should contact the Office of the University Registrar (<http://registrar.columbia.edu>).

PLACEMENT & ADVANCED STANDING

LANGUAGE PLACEMENT EXAMINATIONS

First-year students can select appropriate levels in French, German, Hebrew, Latin, Italian, or Spanish on the basis of scores on SAT II: Subject Tests or Advanced Placement examinations. All continuing language students who have not taken one of these tests **must** take a Columbia placement exam in order to enroll in language study. The exact exam times and dates are provided in the orientation schedule distributed to first-year students when they arrive on campus. Upperclass students should contact departments before the beginning of each semester to inquire about placement exam options other than those provided during the New Student Orientation Program.

ADVANCED STANDING

Entering first-year students are subject to all rules for first-year students in their first two terms, regardless of the number of credits earned from approved advanced standing programs.

The College grants up to one semester (16 points) of college-level work completed before matriculation at Columbia College. This work may be done under the College Board Advanced Placement (AP) Program, GCE Advanced Level Examinations, International Baccalaureate Examination, or other national systems.

Entering first-year students are not granted credit for courses taken at other colleges before graduation from secondary school. Students may receive a maximum of 6 points of credit for college courses taken after graduation from secondary school and prior to matriculation at Columbia. In order to accomplish this, students must submit a transcript and the relevant syllabi to their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). Final determination will be made by the dean of advising.

Students who wish to receive advanced credit or exemption for the language requirement may not take courses at Columbia that cover similar or more basic material than the advanced work already completed. Nor may students receive credit for two exams that cover the same material (e.g., Calculus AP and Mathematics GCE Advanced Level Exam). In some cases, credit is awarded only when students successfully complete the course into which placement was awarded (or, the College may require a student to complete a particular course in order to receive advanced credit).

The actual determination of advanced credit is made after students matriculate in accordance with departmental and College policies and is awarded upon completion of the first year at Columbia. Students wishing to arrange such credit must

meet with their advising dean and provide the relevant transcript/certificate.

For information about advanced standing for transfer students, see *Academic Regulations*—Regulations for Transfer Students.

ADVANCED PLACEMENT (AP) EXAMINATIONS

College Board Advanced Placement scores cannot be used toward exemption from any of the Core Curriculum courses; however, scores may be used toward satisfying the foreign language requirement (see *The Core Curriculum* (p. 90)—Foreign Language Requirement (p. 90)). Each year, individual departments review the College Board AP curriculum and determine appropriate placements, credit, and/or exemptions.

Students entering in the 2015–2016 academic year may be awarded AP credit for the following subjects and should refer to the relevant department sections in this Bulletin for specific information on credit granted, placement, and exemptions:

Subject	Department
Biology	Biological Sciences
Chemistry	Chemistry
Computer Science	Computer Science
Economics	Economics
English	English and Comparative Literature
French	French and Romance Philology
German	German Languages
Government and Politics	Political Science
History	History
Italian	Italian
Latin	Classics
Mathematics	Mathematics
Physics	Physics
Spanish	Latin American and Iberian Cultures
Statistics	Statistics

International Baccalaureate

Entering students are granted 6 points of credit for each score of 6 or 7 in IB Higher Level examinations if taken in disciplines offered as undergraduate programs at Columbia College, up to a total maximum of 16 points. For further information, students should consult with their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

BRITISH ADVANCED LEVEL EXAMINATIONS

Students with grades of A or B on British Advanced Level examinations are granted 6 points of credit for each taken in the disciplines offered as undergraduate programs at Columbia, up to

a total maximum of 16 points. For further information, students should consult with their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

OTHER NATIONAL SYSTEMS

Pending review by the appropriate academic department at Columbia, students who complete secondary school work in other national systems may be granted credit in certain disciplines for sufficiently high scores. For further information, students should consult with their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

STUDY OUTSIDE COLUMBIA COLLEGE COURSES TAKEN IN OTHER COLUMBIA UNDERGRADUATE SCHOOLS

None of the courses listed in this Bulletin or in the bulletins of Barnard College and the School of General Studies require any special approval for enrollment unless so indicated in various programs and course descriptions.

The Fu Foundation School of Engineering and Applied Science

A maximum of four courses offered by the Fu Foundation School of Engineering and Applied Science may be taken on a space-available basis. The four-course limit does not apply to students in the 3-2 Program.

COURSES TAKEN IN THE GRADUATE SCHOOL OF ARTS AND SCIENCES

Courses offered by the Graduate School of Arts and Sciences may be taken by qualified undergraduates with the permission of the director of undergraduate studies in the department in which the course is taught.

COURSES TAKEN IN OTHER DIVISIONS OF THE UNIVERSITY

Students have available to them a number of courses offered by some professional schools of the University and may take a maximum of four courses for elective credit and apply those points toward the 124 points necessary for their degree.

Students who wish to take such a course and not count it toward the 124 points necessary for the undergraduate degree must receive the permission of their advising dean. In either instance, students **must** follow the policies established by the various professional schools, **must** have the permission of the instructor of the course they wish to take, and in some instances, must have the permission of the school in which the course is offered. Following is a list of schools and programs that allow undergraduates to register for courses, with their policies

regarding the enrollment of Columbia College students. Students who wish to take a course in a Columbia school not listed below should first consult with their advising dean in the Center for Student Advising (<https://cc-seas.columbia.edu/csa>).

Graduate School of Architecture, Planning and Preservation

Lectures offered by the Graduate School of Architecture, Planning and Preservation may be taken on a space-available basis by qualified undergraduates. Undergraduates are not allowed to enroll in any seminars or studio courses.

School of the Arts

Graduate courses offered by the School of the Arts may be taken on a space-available basis by qualified undergraduates.

Graduate School of Business

Courses offered by the Graduate School of Business that are designed specifically for undergraduates can be found in *Departments, Programs, and Courses—Business*. Other Business School courses may only be taken on a space-available basis by seniors who have completed the required prerequisites. Students must have signed permission from the Center for Student Advising. Deadlines are often earlier than the College registration and Change-of-Program periods.

School of Continuing Education

Columbia College students are not permitted to enroll during the academic year, i.e., fall and spring terms, in courses offered through the School of Continuing Education. The School of Continuing Education sponsors the Summer Session at Columbia. For additional information on taking courses at Columbia during the summer, please see the Summer Study (p. 106) section.

School of International and Public Affairs

Open Enrollment Courses offered by the School of International and Public Affairs are open to all Columbia students unless the class is full. Students interested in registering for a SIPA Open Enrollment Course may receive permission to enroll by completing a Registration and Drop/Add form and submitting it to the SIPA Registration site on the 6th floor of the International Affairs Building. If the class is not full, approval will be granted.

School of Journalism

Courses offered by the School of Journalism may be taken on a space-available basis. Students must have signed permission from the School of Journalism's Office of the Associate Dean of Academic Affairs, 407E Journalism.

Law School

Normally, students are not allowed to enroll in courses offered through the Law School. Exceptions to this policy may be granted under the following circumstances:

1. Law School courses may be taken by students in the AILE program. Students must have signed permission from the Law School Office of the Assistant Dean of Academic Services, 500 William and June Warren Hall.
2. A small number of seniors are permitted to enroll in one or two seminars, selected by Law School faculty. More information is available in the Center for Student Advising.

Mailman School of Public Health

Courses offered by the Mailman School of Public Health may be taken by qualified undergraduates on a space-available basis with the permission of the department in which the course is taught. Students must complete the Public Health Cross Registration Application Form and receive signed permission from the department, as well as from the School of Public Health's Office of Student Affairs, 722 West 168 Street, Suite 1014. Once Public Health permissions are secured, students must also receive signed permission from the Center for Student Advising (<https://cc-seas.columbia.edu/csa>), 403 Lerner, before proceeding to register for the course at the Registrar's Office, 205 Kent.

The Public Health Cross Registration Form can be found at <http://www.mailman.columbia.edu/students/student-academics/registration-course-info/downloadable-forms>.

School of Social Work

Courses offered by the School of Social Work may be taken on a space-available basis.

Teachers College

Normally, students are not allowed to enroll in courses offered by Teachers College. Exceptions to this policy may be granted under the following circumstances:

1. Courses that are not offered at Columbia but are deemed by the student's faculty adviser as essential to a student's undergraduate program of study. Students should submit a petition (<http://www.college.columbia.edu/academics/petitions>) to the dean of academic affairs of Columbia College, 208 Hamilton.
2. Instrumental music instruction course (e.g., piano). In this instance, students are charged per credit for the course over and above their Columbia tuition. Students should submit a petition (<http://www.college.columbia.edu/academics/petitions>) to the dean of advising in the Center for Student Advising (<https://cc-seas.columbia.edu/csa>), 403 Lerner.

SUMMER STUDY

Columbia Summer Session

Normally, credit for summer school is given to College students only for courses taken in the Columbia Summer Session. There is a 16-point limit per Summer Session, with no more than 8 points in any Summer Session period or in overlapping periods.

All students registered in Columbia College during the regular academic year may elect one course each semester during the

regular academic year on a Pass/D/Fail basis. This is in addition to any courses that are given only on a Pass/D/Fail basis. Students who do not utilize both Pass/D/Fail options during the academic year may elect, in the summer immediately following, to take one Summer Session course on a Pass/D/Fail basis. For additional information on and restrictions governing Pass/D/Fail credit, see the *Academic Regulations*—Exams and Grades section of this Bulletin.

Students who plan to take any summer courses toward their major or concentration must consult with their major department. **Not all courses in the Summer Session Bulletin are accepted by Columbia College for credit.** Students should also consult the annually updated List of Approved Summer Courses (<http://www.college.columbia.edu/academics/courseselection>).

Summer School Classes Taken Outside Columbia

Students are not normally permitted to earn credit toward their degrees outside of Columbia except in the case of approved study abroad programs. Students who nevertheless wish to request permission to receive credit for summer school courses taken outside Columbia *must*:

1. Obtain a copy of Columbia College's Pre-Approval for a Course Taken at Another U.S. Institution form, available in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner.
2. Read carefully the procedures to follow to apply for such credit. Please note that permission to take classes outside of Columbia is normally given only when a student has fallen behind in credits, when the student wishes to take a language course, or when the summer course is a prerequisite for a course that must be taken in the fall for the student's major or concentration. Students should note that introductory and intermediate language courses are only approved pending the successful completion of the departmental placement test or successful completion of a higher level language course. Students are responsible for arranging departmental testing upon return to campus in the fall. If students do not place into the next level of the language course, credit will not be granted. Students who elect to discontinue study of the language or do not take the relevant departmental placement test will not be granted credit for the summer courses taken.
3. Discuss the study plans with their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).
4. Complete the approval request form, outlining their reasons for taking summer courses and listing the specific courses in which they wish to enroll. Submitted to students' advising deans, the request is then reviewed by the Committee on Academic Standing, which determines whether or not summer school courses are approved for credit. It is strongly advised that students gain pre-approval prior to enrolling in courses at other institutions, as there is no guarantee that requests will be approved, and students will not be reimbursed for any expenditure.
5. Students may not receive credits for study abroad during the summer except in Columbia-sponsored programs or approved foreign-language, archaeology, and field-studies programs. Students seeking summer study abroad credits must receive permission from the Office of Global Programs (<http://www.ogp.columbia.edu>), 606 Kent.
6. Students applying for summer school credit for courses that they wish to use in partial fulfillment of the science or Global Core requirements **must** submit the relevant course approval petition to their advising dean in the Center for Student Advising for approval by the appropriate faculty committee, prior to taking the course. Note that only non-Columbia study abroad courses may be petitioned towards the Global Core requirement. Approval to receive College credit for summer school courses does **not** ensure approval of the course toward one of these requirements.

STUDY OUTSIDE COLUMBIA UNIVERSITY

Permission to study at another school for a term or a year is granted only for study at institutions outside of the United States, as part of an approved study abroad program (p. 114), or to participate in approved exchange programs (p. 117). Exceptions may be granted for study during the summer. See the Summer Study (p. 106) section for more information.

Matriculation at another institution renders students ineligible to continue at Columbia. Columbia College students who matriculate at another post-secondary institution and/or are considered a degree-seeking student at a college or university other than Columbia College will be withdrawn from Columbia with no opportunity to return and complete the Columbia College degree.

COURSES TAKEN FOR GRADUATE SCHOOL CREDIT

An undergraduate in the College may take graduate courses at Columbia and apply the earned credit toward a Columbia M.A. or Ph.D. degree, assuming admission to the Graduate School of Arts and Sciences, under the following conditions:

1. The work must be in excess of the 124 points required for the B.A. degree.
2. The student must obtain the approval of both the graduate department(s) offering the course(s) and the undergraduate department in which he or she is majoring or concentrating.
3. A course used to fulfill a requirement for the B.A. degree may not be counted toward graduate credit.
4. The maximum amount of graduate credit that an undergraduate can earn is two Residence Units toward the Ph.D. degree requirement, only one of which may be applied toward the M.A. degree requirement.

5. Courses that a student completes while registered in the Columbia Summer Session may not be credited toward the completion of degree requirements in the Graduate School.

WITHDRAWALS, LEAVES, & READMISSION

Withdrawal is defined as the dropping of one's entire program in a given term and thus withdrawal from the College. Any student withdrawing from the College must notify the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) in writing; **notification to instructors or failure to attend classes does not constitute an official withdrawal from the College and will result in failing grades in all courses.**

MEDICAL LEAVE OF ABSENCE

A medical leave is granted to a student whose health interferes with successful full-time study. A leave can be granted for a minimum of one term and a maximum of two years (whether cumulatively or consecutively).

Unless a student is granted an exception in extenuating circumstances, a student is permanently withdrawn after they exceed this maximum time period and must reapply for admission through the school's regular admissions process. Students may only return in the fall or spring term. Under no circumstances will students be readmitted from medical leave to enroll in courses for the Columbia Summer Session. The length of the leave must fall within these parameters and be accompanied by an individualized assessment by a healthcare practitioner at the start and end of leave.

Students must consult with their advising dean to initiate a leave, and then provide medical documentation to support the request. Medical leaves must be accompanied by an individualized assessment of students' individual healthcare needs.

While on leave, students must be actively engaged in a course of medical treatment that leads to recovery. In addition, students are required to continue to access their Columbia e-mail as this is the official means of communication by the University. All questions can continue to be addressed to students' advising deans.

Academic Standing

Students who leave in good academic standing will return in good academic standing; students who leave on academic action will return on academic action. If a medical leave begins on or before the Columbia College Pass/D/Fail deadline, the semester will not appear on the record and will not count toward the eight-semester limit. If a leave begins after that deadline, courses will remain on the transcript, and the semester will count toward the eight total semesters granted every undergraduate in the College. Ordinarily, Columbia College students who are authorized to withdraw for medical reasons after the Pass/D/Fail deadline will receive a mark of W for each of their courses for the term. These notations indicate an authorized withdrawal from the courses. In rare cases, when a student must leave for medical

reasons beyond the relevant deadline, a student and advising dean can work together with the faculty to determine whether an "Incomplete" would be a more appropriate notation on the transcript. In order to be eligible for this, the student must have completed all work for the course except the final paper, exam, or project; the course must not have required attendance; and the student must have obtained the approval of the relevant deans in the Center for Student Advising and the faculty. Students should consult with their advising deans for more details.

As noted, in rare cases, students who initiate a leave beyond the deadline listed above may qualify for authorized Incompletes in their courses. Students who have been approved for authorized Incompletes in the last semester before their medical leave must complete the work of each course upon their return to campus during the deferred exam period. If the work is not completed during the deferred exam period of the semester in which the student returns, the grade will convert to the contingency grade or an F. Due dates of incomplete work should be determined in consultation with the CSA advising dean upon notification of readmission.

When students depart after the deadlines listed above, they must be aware that they will likely fall behind in points necessary to remain in good academic standing. To determine whether or not they will fall behind, students should remember that Columbia College students should complete an average of 15.5 points per term to remain in good academic standing. Students should consult with their advising deans to learn whether or not they will fall below the "low points threshold" established for Columbia College students and, if so, work with their advising deans and departments to create a reasonable academic plan to ensure completion of the degree in eight terms.

Students are not permitted to earn transferable credits toward the degree while on medical leave from the University, as the purpose of the leave is to regain full health in order to return and resume full-time study. In some cases, healthcare practitioners may recommend that students take courses at home institutions as part of the recovery process. Those points will not, however, count toward the Columbia degree.

Additionally, if a student matriculates at another institution while on leave from Columbia, s/he will have to apply to Columbia as a transfer student through the Office of Undergraduate Admissions (p. 42) and cannot be readmitted via the medical leave readmission process.

Readmission from Medical Leave of Absence

Students must complete all parts of the following readmission procedures by the following deadlines:

- Fall semester readmission – June 1
- Spring semester readmission – November 1
- Summer Session readmission – not permitted

In order to begin readmission, students must first discuss their plans with their advising dean and then submit by e-mail or fax to their advising deans the following letters:

1. Request for readmission: this letter should review the circumstances that led to the leave, describe in detail any activities pursued while away, explain why studies can now be successfully resumed, and outline a plan for continued support. The letter should also indicate whether or not campus housing will be required.
2. Medical practitioner support: this letter should describe the treatment, progress made, an evaluation of students' readiness to return to full-time study at Columbia, and the recommended continued care plan.

The Medical Leave Readmission Committee, made up of representatives of Columbia University Health Services and the Center for Student Advising, meets in June and November to consider readmission requests for the fall and spring, respectively. Committee review is not guaranteed when documentation is submitted late. Students will receive notification regarding one of the following three outcomes of the Committee's assessment of readmission requests:

1. Applicants are approved for interview by a Columbia University Health Services practitioner for final adjudication. Students may then be officially readmitted or denied readmission and will be notified by the Center for Student Advising by letter and email;
2. Additional information is requested;
3. Readmission denied. Students may reapply.

Once officially readmitted, students will be provided an on-line registration appointment in order to enroll for the coming term. Normally, students will be able to register in late August for the fall and in mid-January for the spring term. In addition, students who are guaranteed housing upon readmission may submit housing application by following the instructions in the readmission letter. Students on leave cannot participate in housing lotteries until readmitted.

Students must note that all financial obligations to the University must be cleared before readmission is finalized.

Students are urged to meet with their advising dean and a Residential Programs staff member, if applicable, during the first two weeks upon return to campus to ensure a smooth transition to the campus community.

VOLUNTARY LEAVE OF ABSENCE

A voluntary leave of absence (VLOA) may be granted by the Committee on Academic Standing to undergraduate students who request a temporary withdrawal from Columbia College for a nonmedical reason. Students considering a voluntary leave must discuss this option in advance with their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

Voluntary leaves are granted for a period of one to four terms. Students must be in good academic standing at the time of the leave, and must be able to complete the degree in eight semesters.

Students may not take courses for transferable credit while on leave. If a student matriculates at another institution while on leave from Columbia, s/he will have to apply to Columbia as a transfer student through the Office of Undergraduate Admissions (p. 42) and cannot be readmitted via the voluntary leave readmission process.

Students who choose to take voluntary leaves are not guaranteed housing upon return to the University. International students should contact the International Students and Scholars Office (<http://www.columbia.edu/cu/isso>) to ensure that a leave will not jeopardize their ability to return to Columbia College.

FAMILY EMERGENCY LEAVE OF ABSENCE

Columbia College students who must leave the university for urgent family reasons that necessitate a semester-long absence (e.g., family death or serious illness in the family) may request an emergency family leave of absence. Documentation of the serious nature of the emergency must be provided. Students must request an emergency family leave of absence from their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

When an emergency family leave of absence is granted during the course of the semester, the semester will be deleted if the leave begins prior to the drop deadline. Normally, if a student leaves after the drop deadline, all courses will receive a mark of W (authorized withdrawal). In certain circumstances, a student may qualify for an Incomplete, which would have to be completed by the first week of the semester in which the student returns to Columbia. If the Incomplete is not completed by that time, a W will be inserted.

To return to Columbia College, students must notify the Center of Student Advising by June 1 for the fall term or November 1 for the spring term. Students must request readmission in writing and submit a statement describing their readiness to return. Once readmission is granted, housing will be guaranteed.

Students may not take courses for transferable credit while on leave. If a student matriculates at another institution while on leave from Columbia, s/he will have to apply to Columbia as a transfer student through the Office of Undergraduate Admissions (p. 42) and cannot be readmitted via the family emergency leave readmission process.

Students who decide not to return must notify the Center for Student Advising of their decision. Leaves may not extend beyond four semesters. Students who do not notify the Center for Student Advising of their intentions by the end of the two-year period will be permanently withdrawn from the College.

READMISSION

Students seeking readmission to Columbia College must submit evidence that they have achieved the purposes for which they left. Consequently, specific readmission procedures are determined by the reasons for the withdrawal. Policy statements outlining the readmission procedures for voluntary or medical leaves of absences are available in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). Students should consult their advising dean for further information.

Students who fail to graduate and who have been withdrawn must apply for readmission within a two-year period in order to have an opportunity to complete the degree. To apply for readmission, students must have successfully completed no fewer than 90 points of academic credit and earned a GPA of no less than 2.0. Students must fulfill the degree and major or concentration requirements in place at the point of original matriculation. Readmission will be predicated upon the assessment of the student's ability to successfully complete the degree within one calendar year. Inquiries regarding readmission should be directed to the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

Students applying for readmission should complete all parts of the appropriate readmission procedures by June 1 for the fall term or November 1 for the spring term. Once an international student in F-1 or J-1 status is readmitted, the student should contact the International Students and Scholars Office (<http://www.columbia.edu/cu/isso>) to obtain a new visa certificate (form I-20 or form DS-2019).

Students may not take courses for transferable credit while on leave. If a student matriculates at another institution while on leave from Columbia, s/he will have to apply to Columbia as a transfer student through the Office of Undergraduate Admissions (p. 42) and cannot be readmitted via the voluntary/medical/family leave readmission process.

GOVERNANCE

DEGREE REQUIREMENTS

The Committee on Instruction and the faculty of Columbia College review College degree requirements and curricular matters each year. The Bulletin reflects these faculty recommendations and curricular changes in its annual publication. College policy requires students to fulfill the degree requirements as stated in the bulletin of the first year of their matriculation into the College.

MODIFICATION OF REQUIREMENTS

The requirements for the degree may be modified or waived in individual cases only by the faculty Committee on Instruction acting for the Faculty of Arts and Sciences. Students wishing to petition the Committee are advised to discuss their requests with their advising dean.

THE COLUMBIA COLLEGE COMMITTEE ON ACADEMIC STANDING

The Columbia College Committee on Academic Standing implements academic policies and regulations for Columbia College students as set forth by the faculty Committee on Instruction, the University Senate, or the faculty as a whole. The Committee on Academic Standing is expected to uphold the policies and regulations of the Committee on Instruction.

The Committee on Academic Standing is composed of advising deans, the associate dean of advising, and the dean of advising.

REGISTRATION

University Registrar (<http://registrar.columbia.edu>): 205 Kent, 212-854-4400; registrar@columbia.edu

REGISTRATION AND ENROLLMENT

Registration is the systematic process that reserves seats in particular classes for eligible students. It is accomplished by following the procedures announced in advance of each term's registration period. Enrollment is the completion of the registration process and affords the full rights and privileges of student status. Enrollment is accomplished by the payment or other satisfaction of tuition and fees and by the satisfaction of other obligations to the University.

Registration alone does not guarantee enrollment; nor does registration alone guarantee the right to participate in a class. In some cases, students need to obtain the approval of the instructor or of a representative of the department that offers a course. In other cases, students may be required to attend the first few class sessions prior to official registration. Please check the course information in the *Departments, Programs, and Courses* section of this Bulletin and the registration instructions contained in the directory of classes in Vergil (<https://vergil.registrar.columbia.edu>) for all of the approvals required.

To comply with current and anticipated Internal Revenue Service mandates, Columbia University requires all students to report their Social Security numbers at the time of admission. Newly admitted students who do not have Social Security numbers should **obtain one well in advance of first registration**. International students should consult with the International Students and Scholars Office (<http://www.columbia.edu/cu/isso>), located at 524 Riverside Drive (telephone: 212-854-3587) for more information.

According to University regulations, each person who completes registration is considered a student of the University during the term for which they register, unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school/college of the University shall at the same time be registered in any other school/college, either of Columbia University or of any other institution, without specific authorization of the dean/director of the school/college in which he or she is first registered.

The privileges of the University are not available to any student until they have completed registration. Typically, a student who is not officially registered for a University course may not attend the course. Some courses may require students to attend the first few class sessions prior to official registration. No student may register after the stated registration period unless he or she obtains the written consent of the faculty member

and the Committee on Academic Standing (<https://www.cc-seas.columbia.edu/csa/cas>).

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with an unpaid debt to the University. Students are held accountable for absences incurred owing to late enrollment.

No Columbia College student may register for fewer than 12 points in any given semester without the express permission of the Committee on Academic Standing (<https://www.cc-seas.columbia.edu/csa/cas>). Each Columbia College student must be registered for at least 12 points by the close of the Change-of-Program period and those students who are registered for fewer than 12 points by this point will be withdrawn from the College unless permission to remain is granted by the Committee on Academic Standing. Questions should be directed to the James H. and Christine Turk Berick Center for Student Advising (CSA) (<https://www.cc-seas.columbia.edu/csa>).

Registration and Change-of-Program Instructions

Registration instructions are announced in advance of each registration period. Students' individual registration times are listed in Student Services Online (SSOL) (<https://ssol.columbia.edu>) and registration dates are listed on the Academic Calendar. Students should also consult the Registrar's website (<http://registrar.columbia.edu>) for additional information.

REGISTERING FOR CLASSES

Registration for classes is by appointment on-line via Student Services Online (SSOL) (<https://ssol.columbia.edu>). Some classes may be blocked for on-line registration and require written approval; students should check the directory of classes in Vergil (<https://vergil.registrar.columbia.edu>) for approval information. Courses blocked from on-line registration can only be added to a student's academic program by the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) and require a completed Registration Adjustment form, with all necessary approvals confirmed. Students cannot use the Registration Adjustment form to register for courses not blocked from on-line registration.

Students otherwise unable to register through SSOL must submit to the Center for Student Advising a completed Registration Adjustment form, with all necessary approvals confirmed.

Students are not permitted to register for more than 22 points or for overlapping classes. They are responsible for ensuring that their academic programs are in accordance with these policies. If students are accepted into courses through the Wait List mechanism which results in registration for more than 22 points and/or for overlapping courses, students are required to bring their enrollment down to 22 points or fewer and to resolve the overlaps by dropping courses by the end of the Change-of-Program period (p. 4). The Committee on Academic Standing in the Center for Student Advising is tasked with upholding

the academic policies of the College and will make changes to students' registration in the event that students fail to ensure that their academic programs comply with the policies of the faculty.

DROPPING COURSES

Students may drop a course on-line by appointment until the drop deadline. With the exception of certain Core Curriculum courses (see below (p. 112)), the final dates for dropping courses are October 13 for Fall 2015 and February 23 for Spring 2016.

Columbia College students are not permitted to remove a course from their academic record after the drop deadline. If a student withdraws from a course after the drop deadline and no later than the Pass/D/Fail deadline (the eleventh week of the semester), the transcript will show a mark of W (indicating official withdrawal) for that course. This is a permanent mark and will remain on the transcript even if the student repeats the course. Students will earn no points of academic credit for classes in which they receive the mark of W. In any given semester, the mark of W precludes the attainment of Dean's List status.

Students may not drop or withdraw from a Core Curriculum course (i.e., *Literature Humanities*, *Frontiers of Science*, *Contemporary Civilization*, *Art Humanities*, *Music Humanities*, and *University Writing*) after the Core drop deadline (which is also the end of the Change-of-Program period). This does not apply to courses taken to fulfill the Global Core, Science, or Foreign Language requirements.

Students may not withdraw from any course after the Pass/D/Fail deadline. After that point, students can only receive the letter grade earned in the course.

Students should be aware that, in order to remain in good academic standing, they must successfully complete no fewer than 12 points in a given semester. Students who do not earn at least 12 points per term will face academic probation, suspension, or dismissal. Students who do not make adequate progress to the degree (an average of 15.5 points per term) will also face probation, suspension, or dismissal.

To withdraw from a class, students must first meet with their advising dean to discuss their plans and then submit a Columbia College Acknowledgment of Course Withdrawal form to their advising dean in the Center for Student Advising (CSA) (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner.

Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course. Students who stop attending classes without dropping or officially withdrawing are assigned the letter grade earned by factoring as zero or F for any missing work.

DROPPING CORE COURSES

Students may drop a Core Curriculum course, using the on-line registration system, no later than September 18 for Fall 2015 and January 29 for Spring 2016. Note that these deadlines differ from

the deadlines to drop other courses. Students may also refer to the Core Curriculum website (<http://www.college.columbia.edu/core/reg>) for more information.

Students are not permitted to drop *Literature Humanities*, *Frontiers of Science*, *Contemporary Civilization*, *Art Humanities*, *Music Humanities*, or *University Writing* after these deadlines without the approval of the Committee on Academic Standing (<https://www.cc-seas.columbia.edu/csa/cas>). Students should consult their CSA advising dean for more information on the petition process.

Students wishing to drop courses counting toward the Global Core, Science, and Foreign Language requirements are bound by the general drop deadlines listed on the Registrar's website (<http://registrar.columbia.edu>), and on the *Academic Calendar* in this Bulletin.

CHANGING GRADING OPTIONS

Students may elect to change their course grading options from letter grading to Pass/D/Fail or from Pass/D/Fail to letter grading by Thursday, November 19 for Fall 2015 and by Thursday, March 24 for Spring 2016.

If the grading option change is not available in Student Services Online (SSOL) (<https://ssol.columbia.edu>) at the time that students wish to change it, they should email the Registrar's Office at registrar@columbia.edu and include their full name, UNI, course title and call number, along with the desired grading option. Please refer to *Academic Regulations—Exams and Grades* listed in this Bulletin for more information regarding this grading option.

STUDY ABROAD

Office of Global Programs (<http://www.ogp.columbia.edu>):
606 Kent; 212-854-2559; ogp@columbia.edu

Studying in a foreign country for a semester, a full year, or sometimes a summer, represents a significant enhancement to the Columbia College education. Study abroad expands the walls of the institution and offers students the opportunity to gain first-hand experience of the larger global community of which we are all members. Students engaged in international study discover insights into other cultures, develop new perspectives, and learn to reflect on how their own culture has shaped their understanding of the world. Students interested in studying abroad should visit the Office of Global Programs (<http://www.ogp.columbia.edu>), 606 Kent, as early as possible to discuss their academic goals and to develop a plan for integrating international study into their curriculum.

ELIGIBILITY

The College maintains the authority over students' participation in study abroad programs and upholds standards for all potential candidates. To be eligible for participation in a Columbia-approved study abroad program, students must meet the following criteria:

- Have a minimum GPA of 3.0;
- Make progress toward finishing the Core Curriculum (p. 73);
- Complete the Core foreign language requirement (p. 90) (i.e., satisfactory completion of the intermediate sequence). Some programs require one or two courses beyond this level, so students may also need to complete advanced language prerequisites;
- Demonstrate academic interest by completing at least one course pertaining to the country or region where the student intends to study;
- Maintain good academic standing. A review of each student's academic and disciplinary records is conducted as part of the required clearance process. Students on academic or disciplinary probation are not permitted to study abroad during the term of their probation.

It is generally possible to arrange for study in most foreign countries through programs sponsored by Columbia or by other American institutions, or through direct application to foreign universities. Such studies may be approved for one to two terms in the junior year or during any summer term.

CREDIT AND GRADING

Students who enroll in the following Columbia-sponsored programs receive direct Columbia credit for their courses. The grades earned in their studies are reflected on their official transcripts and cumulative GPA:

- Reid Hall in Paris
- The Berlin Consortium for German Studies
- The Kyoto Center for Japanese Studies
- The Columbia in Beijing Program at Tsinghua University
- The Tropical Biology and Sustainability Program in Kenya
- The Consortium for Advanced Studies in Barcelona
- Columbia Global Seminars taught on Columbia-sponsored study abroad programs

Credit from outside approved programs is certified as transfer credit toward the degree when the student returns to the College and upon receipt of appropriate transcripts and other supporting materials. Grades earned during participation in outside approved programs are not reflected on the transcript or the cumulative GPA. College transfer students should note that they are permitted no more than 60 points of outside credit (see *Academic Regulations*—Regulations for Transfer Students).

All students are reminded that the final 30 credits required for the degree must be taken while enrolled in the College for study on Columbia's New York campus or on one of the Columbia-sponsored programs abroad. Any exceptions require special permission from the Committee on Academic Standing.

In addition, the following conditions apply for study abroad:

1. No credit is granted for courses in business, education, journalism, or other subjects that, at Columbia, are typically taught in professional schools.
2. Transfer credit is not awarded for courses taken on a Pass/Fail basis in outside programs. The minimum grade necessary for transfer of credit is C-.

STUDY ABROAD CLEARANCE

Students must be cleared to study on approved programs by the Office of Global Programs (<http://www.ogp.columbia.edu>), 606 Kent, by October 15 for the spring semester and by March 15 for the fall semester/academic year. Students must register with this office before November 15 for the spring semester and April 15 for the fall semester/academic year.

TUITION AND FINANCES

While abroad, students remain enrolled at the College; tuition is paid to Columbia. Columbia, in turn, pays the academic costs of the overseas program. Students are financially responsible for room, board, and any other miscellaneous costs. Students receiving financial aid at Columbia remain eligible for aid when they study abroad with Columbia's approval.

Students may direct financial aid and study abroad inquiries to the Office of Financial Aid and Educational Financing (<https://cc-seas.financialaid.columbia.edu>), 618 Lerner; 212-854-3711; ugrad-finaid@columbia.edu.

SPONSORED PROGRAMS

Columbia College students who enroll in the Columbia-sponsored programs listed below have the same access to the financial aid they would have if they were enrolled in classes in New York. Students who plan to apply should consult with the Office of Global Programs (<http://www.ogp.columbia.edu>), 606 Kent; 212-854-2559; ogp@columbia.edu.

AFRICA

Kenya: Tropical Biology and Sustainability in Kenya Program

In partnership with Princeton University, Columbia has developed a field semester abroad program in Kenya on Tropical Biology and Sustainability. Operating during the spring semester, this global immersion experience gives students the opportunity to study ecology, evolutionary biology, conservation biology, environmental engineering, and sustainable development in the environmental hub of East Africa. Based at Princeton's Mpala Research Centre in central Kenya, and with support from Columbia's Global Center Africa in Nairobi, students also travel across Kenya to places such as the forested slopes of Mt. Kenya, the wildlife-rich savannas of Laikipia, and the coffee and tea plantations of western Kenya. Students take four three-week course modules taught by Princeton and Columbia faculty who work in Kenya and other parts of East Africa.

Applicants must have completed Environmental Biology I and II, or the equivalent, to be eligible to apply.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

EAST ASIA

China: Semester or Academic Year in Beijing

This program is designed for students who demonstrate a high level of both written and spoken Mandarin Chinese and who would like to directly enroll in courses at Tsinghua University. The program offers access to a broad range of courses through the Faculty of Humanities and Social Sciences and other schools where participants take classes with Chinese university students. A local faculty member advises students on their academic program and organizes co-curricular activities. Tsinghua University graduate students are available to tutor students and assist with the transition into the Chinese university system.

Applicants must have the equivalent of three years of college-level Chinese, although more is recommended.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail beijing@columbia.edu.

Japan: The Kyoto Consortium for Japanese Studies

The Kyoto Consortium for Japanese Studies (KCJS) offers an intensive, two-semester academic program primarily for

undergraduates who wish to do advanced work in Japanese language and Japanese studies. The program is open to qualified students who have completed two or more years of college-level Japanese at the time of enrollment. A limited number of students may be admitted for single semester study in the fall or spring.

The KCJS curriculum provides intensive Japanese language study and the opportunity to choose from a broad spectrum of social sciences and humanities courses on premodern and contemporary Japan. The program takes advantage of the numerous social and cultural resources of Kyoto by incorporating into the curriculum field trips, guest speakers, and research projects based on local field work.

For program information, students may consult <http://www.kcjs.columbia.edu> and e-mail kyoto@columbia.edu. Students are also advised to consult with the director of undergraduate studies (<http://www.college.columbia.edu/academics/dus>) in the Department of East Asian Languages and Cultures (<http://ealac.columbia.edu>).

EUROPE

France: Reid Hall in Paris

Established in 1966, the Columbia-Penn Program in Paris at Reid Hall offers semester, academic-year, and summer study-abroad options that challenge students to step outside the boundaries of a traditional French language program and use French as a means to further their understanding of their own area of study. Students with a good command of the French language refine their speaking and writing skills through intensive language training and by taking selected disciplinary courses taught in French specifically for the program at Reid Hall and in the French university system at partner institutions: Institut d'Etudes Politiques (Sciences Po), University of Paris I (Panthéon Sorbonne), University of Paris IV (Sorbonne), University of Paris VII (Denis Diderot), and the École du Louvre. Opportunities for participating in joint honors seminars and directed research are also available.

The minimum prerequisite for the semester or academic-year program is two years of college-level French, although more is recommended.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail reidhall@columbia.edu.

Germany: The Berlin Consortium for German Studies

The Berlin Consortium for German Studies (BCGS) provides students with the opportunity to enroll in courses at the Freie Universität Berlin (FU Berlin) for the fall semester or a full academic year. The program begins with a six-week intensive language practicum which, in conjunction with a month-long homestay, prepares students for study at the FU Berlin. Upon completion of the practicum, students enroll in one course taught by the BCGS directors on a topic such as cultures,

politics, history, literature, theater, or cinema; and for at least two, possibly more, FU Berlin courses for which they meet the prerequisites.

The FU Berlin offers a wide range of courses in the humanities, social sciences, and natural sciences. Students majoring in a variety of disciplines may choose from an array of appropriate courses.

Applicants must have the equivalent of two years of college-level German, although more is recommended.

For program information, students may consult <http://www.bcgs.columbia.edu> and e-mail berlin@columbia.edu. Students are also advised to consult with the director of undergraduate studies (<http://www.college.columbia.edu/academics/dus>) in the Department of Germanic Languages (<http://www.columbia.edu/cu/german>).

Spain: The Consortium for Advanced Studies in Barcelona

The Consortium for Advanced Studies in Barcelona (CASB) offers a full-immersion program designed to accommodate students in any major with advanced Spanish or Catalan skills. Students are immersed in the local university environment and take their courses at one or more of the Consortium's four distinguished partner universities: the Universitat de Barcelona (UB), the Universitat Autònoma de Barcelona (UAB), the Universitat Pompeu Fabra (UPF), and the Universitat Politècnica de Catalunya (UPC). The combined course offerings of the four universities offer students a vast array of opportunities in the humanities, social sciences, physical and natural sciences, and the arts. All students also attend a language and culture pro-seminar course during the first three weeks of the program which provides basic Catalan instruction, Spanish review, an overview of Spanish history and culture as well as a variety of excursions and activities. Comprehensive student services support the academic and social experience. The program runs the full academic year, although a semester option is also available.

Applicants must have the equivalent of five semesters of college-level Spanish or Catalan.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

United Kingdom: The Oxford/Cambridge Scholars Program

Columbia students interested in spending their junior year at Oxford or Cambridge should apply for admission to the Oxford/Cambridge Scholars Program during the first term of their sophomore year. Application to the program is made through the Office of Global Programs (<http://www.ogp.columbia.edu>), where a preliminary selection of candidates is made. Designated candidates for admissions then apply to one of the participating colleges of Oxford or Cambridge. Criteria for admission

include a very strong academic record at Columbia, as well as commitment to a chosen field of study. Application through the Columbia Oxford/Cambridge Scholars Program is the only way the College authorizes study at either university.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

EUROPE AND THE MIDDLE EAST

Turkey: Columbia Global Seminar in Istanbul: Byzantine and Modern Greek Encounters

The Columbia Global Seminar in Istanbul allows students to combine courses taken at Boğaziçi University with two seminars taught by Columbia faculty. The two seminars, composed of not more than 15 American, Turkish, and Greek students, will be taught consecutively in condensed sessions over the spring term. Students will also take a Turkish language course and two other courses in any discipline. Boğaziçi University offers a wide range of courses in the humanities, social sciences, and natural sciences. Students majoring in a variety of disciplines may choose from an array of appropriate courses.

This program is available only in the spring term.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

LATIN AMERICA AND THE CARIBBEAN

Cuba: The Consortium for Advanced Studies in Cuba

The Consortium for Advanced Studies Abroad's (CASA) program in Cuba is a collaborative initiative involving seven U.S. universities: Brown, Columbia, Cornell, Dartmouth, Johns Hopkins, Northwestern, and the University of Pennsylvania. CASA-Cuba provides students with a unique opportunity to have direct access to Cuba's leading institution of higher learning, the University of Havana, and to Casa de Las Américas, the Cuban government's premier research institution on Caribbean and Latin American studies, Cuban culture, and the arts. Comprehensive student services support the academic and social experience. The program runs in both fall and spring semesters.

Applicants must have the equivalent of five semesters of college-level Spanish.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

SUMMER STUDY ABROAD

Summer study abroad provides a meaningful complement to the College curriculum and can help students prepare for semester- or year-long overseas programs.

Columbia College students who enroll in the Columbia-sponsored summer programs listed below earn direct credit for their courses.

AFRICA AND THE MIDDLE EAST

Jordan: The Arabic Language Program in Amman

This nine-week program helps students strengthen their skills in Modern Standard Arabic by offering intensive language training. All skills are emphasized in the classroom and during tutorials. Group excursions, cultural activities, and a week long travel break give students various perspectives of Jordanian society and different venues in which to practice their Arabic.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

Jordan/France: The Middle Eastern and North African Studies Program in Amman and Paris

This nine-week program offers a multifaceted introduction to the languages, history, and culture of the Maghreb, emphasizing the region's relations with the Middle East and France. Students take the equivalent of a year of Modern Standard Arabic and receive training in the dialects of the Maghreb. The language program is complemented by a 3-point cultural and historical seminar featuring lectures by prominent specialists from Columbia University and partner institutions in the Middle East and France.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

Tunisia/Turkey: Democracy and Constitutional Engineering in Tunis and Istanbul

This three-week program focuses on the concept of democracy, the challenges of democratic transitions and consolidation, and trade-offs associated with different ways of organizing democratic institutions. The program takes place in Tunis and Istanbul and enrolls Columbia students alongside students from leading universities in the Middle East, North Africa, and Turkey.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

EAST ASIA

China: The Chinese Language Program in Beijing

This nine-week program offers three levels of intensive Chinese language studies, from second through fourth year. All four skills are emphasized in the classroom, in drill sections, and through private tutorials. Group excursions in and around Beijing,

lectures by local experts, and a week-long travel break give students insight into Chinese society and lifestyle, and provide a variety of environments in which to use their language skills.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

China: The Business Chinese and Internship Program in Shanghai

This ten-week program is based at Shanghai Jiao Tong University and offers advanced Chinese language students an opportunity to gain firsthand experience in the language, culture, and customs that drive the economic development of the world's most populated nation. Students enroll in six weeks of intensive, personalized instruction in business Chinese language classes and four weeks of field placements in Shanghai offices of local/multinational companies.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

Japan: The Kyoto Consortium for Japanese Studies Program in Advanced and Classical Japanese

This six- or eight-week program offers intensive training in modern and classical Japanese for students who have completed at least one year or three years of Japanese, or the equivalent.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

Korea: The Columbia Global Seminar in Seoul: Visual Cultures at Yonsei University

This four-week program provides Columbia students with the opportunity to study alongside Yonsei University students and examines the connections between visual culture and the urban space, with a focus on the modern history of Seoul as site of the local and the global. Students participate in field trips related to readings/film screenings, as well as a Korean language and culture workshop.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

EUROPE

France: Reid Hall in Paris

Summer French Studies in Paris

The six-week program offers modules at several levels designed to allow students to work together in small classes to integrate language and cultural studies and to progress in French while using Paris as a learning lab for language, culture, and extracurricular activities.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

Art Humanities and Music Humanities in Paris

This six-week program enables students to complete two Core Curriculum (p. 73) courses, *Art Humanities* and *Music Humanities*, in Paris. The program emphasizes the musical and visual cultures of Paris. Day trips to important sites in the region, such as Chartres and Giverny, will complement the excursions to monuments and musical performances within Paris.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

Italy: The Archaeological Fieldwork at Hadrian's Villa Program in Rome

This four-week program provides students with the unique opportunity to excavate at Hadrian's Villa, a UNESCO World Heritage site near Rome and the most important of Roman imperial villas. Students learn archaeological techniques at all levels and think critically about how excavation work allows for deeper insight into the social, political, economic, architectural, and artistic history of classical antiquity.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

Italy: The Italian Cultural Studies Program in Venice

This six-week program is based at Ca' Foscari University in Venice and uses an interdisciplinary approach to understanding Italian culture and society through study of its language, literature/film, art history and conservation, and economy. Students are given the opportunity to gain a deeper appreciation of the rich Venetian culture, traditions, and history.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

LATIN AMERICA

Brazil: The Summer Portuguese Program in Rio de Janeiro

This four-week program is based at the Pontificia Universidade Catolica (PUC-Rio) located in the Gavea district of Rio, and offers intensive language training in Portuguese. All students participate in a Community Involvement Project, which provides an invaluable opportunity to strengthen language proficiency while gaining insight into Brazilian culture and society.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

THE MIDDLE EAST

Turkey: The Columbia-Boğaziçi Byzantine Studies and Urban Mapping in Istanbul

This six-week program explores the history, urban development, and historic monuments of the city of Byzantium/Constantinople/Istanbul. Participants are encouraged to explore and understand Istanbul's modern topography as an exciting palimpsest of empires, cultures, and religions first hand.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail ogp@columbia.edu.

SUMMER STUDY ABROAD APPROVAL

Students seeking to study abroad during the summer must be approved by the Office of Global Programs (<http://www.ogp.columbia.edu>), 606 Kent. Transfer credit for summer classes taken abroad on outside programs is awarded only for foreign-language courses under these conditions:

- Credits for language study at the elementary and intermediate levels are awarded after the student takes a placement exam to determine his/her progress in the language. Advanced foreign-language instruction courses are accepted for academic credit upon review by the appropriate language department.
- The only non-language instruction courses eligible for credit are courses which will satisfy the major or concentration. The courses must be taken abroad in a foreign language and must receive departmental approval to satisfy major or concentration requirements.

Limited exceptions can be made for awarding credit for summer courses taught in English. College credit can be granted provided that the course offers a unique experience, such as a field-studies program or archaeological dig, where the study-abroad site functions as a constituent part of the course, and the program must be approved by the Office of Global Programs (<http://www.ogp.columbia.edu>). Departmental approval is required and the course must satisfy major or concentration requirements.

OTHER OPPORTUNITIES ABROAD

Students interested in non-credited internships and other experiential learning opportunities abroad should inquire with the Center for Career Education (<http://www.careereducation.columbia.edu/students/undergrad>) (East Campus Building, Lower Level).

INTERNATIONAL EXCHANGE

In order to provide the richest and most immersive experience possible to its students, Columbia has established a network of exchange agreements with international institutions. With an exchange agreement, Columbia students may study at a partner institution; in exchange, students from the foreign institution may study at Columbia. Students take regular courses alongside

local students, live in campus housing, have an academic adviser, and have access to all university facilities and resources.

EXCHANGE PROGRAMS

Currently, Columbia has undergraduate exchanges with the following institutions:

- Bocconi University
- Boğaziçi University
- Hong Kong University of Science and Technology
- Universität der Künste
- University College London
- University of Hong Kong
- Waseda University

Students who plan to apply to these programs should consult with the Office of Global Programs (<http://www.ogp.columbia.edu>), 606 Kent; 212-854-2559; ogp@columbia.edu.

CREDIT AND GRADING

As with other types of study abroad programs, all academic work completed abroad counts toward the Columbia degree, and students may take classes toward the major with the department's approval.

TUITION AND FINANCES

Columbia College students who attend these exchange programs have the same access to financial aid they would have if they were enrolled in classes on Columbia's New York campus. Columbia students pay their usual Columbia tuition and are responsible for non-academic costs abroad.

Students may direct financial aid and study abroad inquiries to the Office of Financial Aid and Educational Financing (<https://cc-seas.financialaid.columbia.edu>), 618 Lerner; 212-854-3711; ugrad-finaid@columbia.edu.

SPECIAL PROGRAMS

HEALTH PROFESSIONS

Preprofessional Advising (<https://www.cc-seas.columbia.edu/preprofessional>): James H. and Christine Turk Berick Center for Student Advising, 403 Lerner; 212-854-6378; preprofessional@columbia.edu

Medical, dental, and other health professional schools prefer that undergraduates complete a four-year program of study toward the bachelor's degree. All health professional schools require prerequisite coursework, but the specific coursework can vary somewhat from program to program and school to school. This coursework can be completed during the undergraduate years along with the Core Curriculum (p. 73) and the major or concentration.

MAJORS AND CONCENTRATIONS

There is no major preferred by medical school admissions committees. Students are encouraged to major or concentrate in any field that appeals to them. Students concentrating in a non-science area may wish to take one or two extra science courses to demonstrate their interest and aptitude in the sciences. Students should work closely with their advising deans (<https://www.cc-seas.columbia.edu/csa>) and preprofessional advisers (<https://www.cc-seas.columbia.edu/preprofessional>) from the James H. and Christine Turk Berick Center for Student Advising, as well as their major adviser in planning a program that meets all of their interests.

PREMEDICAL REQUIREMENTS

It is very important to note that each medical school in the United States and Canada individually determines its own entrance requirements, including prerequisite coursework or competencies. Each medical school also sets its own rules regarding acceptable courses or course equivalents. It is therefore essential that students confirm the premedical requirements for those schools to which they intend to apply.

In addition to medical school course requirements, all medical schools currently require applicants to sit for the Medical College Admissions Test (MCAT) (<https://www.aamc.org/students/applying/mcat>). A new format of this exam was introduced in the spring of 2015, for which the recommended minimum preparation is:

- 1 year of General Chemistry and General Chemistry Lab
- 1 year of Organic Chemistry and Organic Chemistry Lab
- 1 year of Introductory Biology and Biology Lab
- 1 year of General Physics and Physics Lab
- 1 semester of Introductory Psychology

At Columbia, the following courses correspond to the above requirements:

Chemistry

Select one of the following three options:

Option 1:

CHEM W1403 - CHEM W1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
CHEM W1500	General Chemistry Laboratory

Option 2: for students who place into the accelerated track:

CHEM W1604	Intensive General Chemistry (Lecture)
CHEM W2507 or CHEM W1500	Intensive General Chemistry Laboratory General Chemistry Laboratory

Option 3: available to students depending on results of placement exam:

CHEM W2507	Intensive General Chemistry Laboratory
CHEM W3045 - CHEM W3046	Intensive Organic Chemistry I (Lecture) and Intensive Organic Chemistry II (Lecture)
CHEM W3545	Intensive Organic Chemistry Laboratory

Organic Chemistry

CHEM W3443 - CHEM W3444	Organic Chemistry I (Lecture) and Organic Chemistry II (Lecture)
CHEM W3493 - CHEM W3494	Organic Chemistry Laboratory I (Techniques) and Organic Chemistry Laboratory II (Synthesis)

Biology

BIOL C2005 - BIOL C2006	Introductory Biology I: Biochemistry, Genetics & Molecular Biology and Introductory Biology II: Cell Biology, Development & Physiology
BIOL W2501	Contemporary Biology Laboratory (or other Biology laboratory approved by premedical adviser)

Physics

Select one of the following three options:

Option 1:

PHYS W1201 - PHYS W1202	General Physics I and General Physics II
PHYS W1291 - PHYS W1292	General Physics Laboratory and General Physics Laboratory II

Option 2:

PHYS W1401 - PHYS W1402	Introduction To Mechanics and Thermodynamics and Introduction To Electricity, Magnetism, and Optics
Or	
PHYS W1601 - PHYS W1602	Physics, I: Mechanics and Relativity and Physics, II: Thermodynamics, Electricity, and Magnetism
Also select one of the following laboratories:	
PHYS W1291 - PHYS W1292	General Physics Laboratory and General Physics Laboratory II
PHYS W1493	Introduction to Experimental Physics
PHYS W1494	Introduction to Experimental Physics
PHYS W2699	Experiments in Classical and Modern Physics
PHYS W3081	Intermediate Laboratory Work
Option 3:	
PHYS W2801 - PHYS W2802	Accelerated Physics I and Accelerated Physics II
Also select one of the following laboratories:	
PHYS W1493	Introduction to Experimental Physics
PHYS W1494	Introduction to Experimental Physics
PHYS W2699	Experiments in Classical and Modern Physics
PHYS W3081	Intermediate Laboratory Work
Psychology	
PSYC W1001	The Science of Psychology

While these courses are recommended for MCAT preparation, students should note the following additional information:

- **English:** Most medical schools require one year of English, emphasizing skill acquisition in writing. Columbia College students fulfill this requirement with University Writing (ENGL C1010) and *Masterpieces of Western Literature and Philosophy (Literature Humanities)* (HUMA C1001-HUMA C1002).
- **Mathematics:** Although not required by most medical schools, calculus is required for Columbia chemistry sequences and therefore all premedical students should have successfully completed the equivalent of one semester of Calculus. Medical schools that do have a mathematics requirement typically expect one semester of calculus and one semester of statistics. Any Columbia calculus and statistics classes will meet the requirement and it is sometimes possible to use AP credit toward this requirement.
- **Biochemistry:** An increasing number of medical schools require one semester of biochemistry. While Columbia's introductory biology sequence covers many foundational concepts of biochemistry, it is not guaranteed that medical

schools will accept this sequence in fulfillment of a biochemistry requirement.

- **Advanced Biology:** A small number of schools require more than one year of introductory biology and many of these recommend specific advanced level classes.
- **Social and Behavioral Science:** A small number of schools have begun to add social and behavioral science courses into their requirements, including, but not limited to, psychology and sociology.

Students should note that medical schools' stated prerequisites are subject to change from year to year and it is the responsibility of students to confirm the prerequisite requirements for the medical schools to which they intend to apply. Most medical schools list their requirements in greater detail on their individual websites. More information can also be found in the Association of American Medical Colleges (AAMC) website (<https://services.aamc.org/30/msar/home>).

BARNARD COURSES

While it is preferred that students complete their premedical requirements with Columbia College courses, students may take premedical requirements at Barnard. However, the Columbia Biology and Chemistry Departments may not accept Barnard courses toward the major or concentration. Students should consult their departmental adviser well in advance of registering for a Barnard course.

STUDENTS WITH ADVANCED PLACEMENT

Advanced Placement credit is accepted by some schools, but not all. Students are responsible for monitoring the requirements of each school to which they intend to apply. For more information on current AP policies by school, refer to the Medical School Admissions Requirements Chart (https://www.cc-seas.columbia.edu/sites/dsa/files/handbooks/MEDICAL%20SCHOOL%20ADMISSION%20REQUIREMENTS_June_2015%20V3.pdf).

Generally, students with Advanced Placement credit are strongly advised to take further courses in the field in which they have received such credit.

APPLICATION TO HEALTH PROFESSION PROGRAMS

Students must apply for admission to health profession schools more than one year in advance of the entry date. Students who are interested in going directly on to health profession schools following graduation should complete all prerequisite courses required for the Medical College Admissions Test (MCAT) by the summer following the junior year. It is entirely acceptable (and often preferred) for students to take time between undergraduate and health profession school and thus delay application to these schools for one or more years.

Students planning to apply to medical or dental school should be evaluated by the Premedical Advisory Committee prior to application. A Premedical Advisory Committee application is made available each year in December. For more information regarding this process, please consult with a preprofessional adviser (<https://www.cc-seas.columbia.edu/preprofessional>) in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner; 212-854-6378; preprofessional@columbia.edu.

VOLUNTEER PROGRAM

Preprofessional Advising (<https://www.cc-seas.columbia.edu/preprofessional>) maintains an on-line listing of many different clinical volunteer programs across the city. Students may find placements in a variety of different settings including, but not limited to, emergency rooms; intensive care units; research laboratories; outpatient settings; and health clinics. Clinical exploration is viewed by many medical schools as a good test of students' professional motivation and students are strongly encouraged to investigate some of the options available for meeting this expectation before applying to medical school.

DUAL/JOINT DEGREE PROGRAMS ENGINEERING

The Combined Plan (3-2) Program

The Combined Plan (3-2) Program provides students with the opportunity to earn both the B.A. at Columbia College and the B.S. at The Fu Foundation School of Engineering and Applied Science in five years. Columbia College students must apply in their junior year to The Fu Foundation School of Engineering and Applied Science. In order to apply, students must have completed or be in the process of completing the pre-engineering courses including:

Mathematics

MATH V1101 - MATH V1102 - MATH V1201	Calculus I and Calculus II and Calculus III (at a minimum)
MATH V1202	Calculus IV (required for some programs)
MATH V2030	Ordinary Differential Equations (formerly MATH E1210)

Chemistry

Select one of the following three sequences:

CHEM W1403 - CHEM W1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
CHEM W1604	Intensive General Chemistry (Lecture)
CHEM W3045 - CHEM W3046	Intensive Organic Chemistry I (Lecture) and Intensive Organic Chemistry II (Lecture)

Laboratory requirement depends on specific program

Physics

Select one of the following three sequences:

PHYS W1401 - PHYS W1402	Introduction To Mechanics and Thermodynamics and Introduction To Electricity, Magnetism, and Optics
PHYS W1601 - PHYS W1602	Physics, I: Mechanics and Relativity and Physics, II: Thermodynamics, Electricity, and Magnetism
PHYS W2801 - PHYS C2802	Accelerated Physics I and General Physics

Some programs require a third semester of Physics

Laboratory requirement depends on specific program

Computer Science

Select one of the following three courses, depending on program:

ENGI E1006	Introduction to Computing for Engineers and Applied Scientists
COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1005	Introduction to Computer Science and Programming in MATLAB

Economics

ECON W1105	Principles of Economics
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Students must also complete the requirements for a Columbia College major or concentration, as well as any additional pre-curricular requirements for the specific engineering major (see specific requirements on the Undergraduate Admissions website (<http://undergrad.admissions.columbia.edu/apply/combined-plan>)). In the fourth and fifth years of study, to be completed at The Fu Foundation School of Engineering and Applied Science, requirements for the major at The Fu Foundation School of Engineering and Applied Science must be completed in consultation with the major adviser there. Students with more than 35 transfer credits are not eligible for the program. Housing and financial aid will be continued.

Each fall, the Undergraduate Admissions Office conducts information sessions in which students meet with the Combined Plan Program administrator. For more information, students should contact their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner, or e-mail combinedplan@columbia.edu.

The 4-1 Program at Columbia College

The 4-1 Program provides students in The Fu Foundation School of Engineering and Applied Science the opportunity to obtain a B.A. degree from Columbia College with one additional year of study after completion of four years of study and fulfillment of all requirements for the B.S. degree in engineering. SEAS students who are interested in the 4-1 Program must declare their interest in the spring of their sophomore year and plan their next three years of study with the program adviser.

The program is selective, and admission is based on the following factors: granting of the B.S. at SEAS at the end of the fourth

year; the fulfillment of the College Core Curriculum (p. 73) requirements by the end of the fourth year at SEAS; maintaining a minimum GPA of 3.0 in College Core and other courses; the successful completion of any prerequisites for the College major or concentration; and creating a plan to complete a College major or concentration by the end of their fifth year that is approved by the appropriate director of undergraduate studies (<http://www.college.columbia.edu/academics/dus>).

For more information, students may contact their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner; 212-854-6378; csa@columbia.edu.

THE INTERNATIONAL AFFAIRS FIVE-YEAR PROGRAM

The International Affairs Five-Year Program offers Columbia College students the opportunity to earn both B.A. and M.I.A. degrees in five years. Students apply to the program during their junior year through the Admissions Office (<https://sipa.columbia.edu/admissions/program-admissions/miampa-admissions>) in the School of International and Public Affairs (SIPA) (<https://sipa.columbia.edu>). Once admitted to the joint program, students complete their senior year at Columbia College, but the bulk of courses taken are graduate-level ones acceptable to SIPA. Admission to the joint program does not constitute admission to SIPA.

To be eligible for the program, students must have been enrolled in Columbia College for at least four semesters by the end of the junior year; completed a minimum of 93 credits; taken a basic course in economics; achieved competence in a modern foreign language; and completed all College Core Curriculum (p. 73) requirements and major/concentration requirements, with the exception of 6 to 8 credits, or two courses. These two courses may be taken during the senior year while completing the 24 points required by SIPA. Three points of SIPA requirements may be taken in the junior year. Summer courses between the junior and senior year may be considered. Students must receive the B.A. with a satisfactory grade point average. Upon formal admission to SIPA after their senior year, students must apply for housing and financial aid.

For more information, students may contact their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner; 212-854-6378; csa@columbia.edu.

THE JUILLIARD SCHOOL

Exceptionally talented Columbia College students have access to instrumental, composition, and voice instruction at The Juilliard School through two distinct programs:

The Exchange Program

Students can be invited to cross-register for weekly instrumental (classical and jazz), composition, and vocal instruction with the

Juilliard faculty, but not participate in Juilliard ensembles or classes, after completing the formal application and successfully auditioning at Juilliard. Annual juries are held at the end of each academic year, which determine eligibility to continue in the program.

Applicants to the exchange program may be first-year applicants or current students within Columbia College. Students may participate in the program for up to four years of study and have the option of applying to the joint program in their junior year. Columbia College students interested in this program must submit a Juilliard Application for Admission (<https://undergrad.admissions.columbia.edu/apply/first-year/juilliard-exchange>), including pre-screening materials, by the December 1 deadline.

The Joint BA/MM Program

Columbia College students already in the exchange program can participate in the joint program that offers students the opportunity to earn a B.A. from Columbia and an M.M. from Juilliard in five years (voice candidates may need six years of study to complete the program depending on preparation). It is recommended that students interested in the program complement their exchange instruction with music classes and participation in ensembles at Columbia. However, exchange participants do not have any specific course requirements at Columbia in order to qualify for admission to the M.M. at Juilliard. If admitted, students normally spend two subsequent years (three for voice majors) primarily at Juilliard, while finishing any remaining undergraduate requirements at Columbia College. Students receiving Columbia financial aid are subject to Juilliard's financial aid policies during their time at Juilliard, and are not eligible for aid from Columbia.

To plan accordingly, students who wish to pursue the joint program should consult with their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). To apply, Columbia College students must have completed 94 points of course work, including the Core Curriculum (p. 73) requirements and major or concentration requirements for the B.A. within three years, and have participated in the exchange program for at least one year.

Exchange participants interested in applying for the program must submit the Juilliard Application for Admission (<http://undergrad.admissions.columbia.edu/apply/first-year/juilliard-exchange/#juilliardjoint>) by the December 1 deadline. The pre-screening (if applicable) is waived. Live auditions are held at The Juilliard School in early March.

ACCELERATED INTERDISCIPLINARY LEGAL EDUCATION PROGRAM

The Accelerated Interdisciplinary Legal Education (AILE) Program annually provides up to one or two Columbia College students with outstanding records the opportunity to earn both B.A. and J.D. degrees in six years. Selected students matriculate at the Law School after their junior year, having completed

the required 93 points including the College Core Curriculum (p. 73) requirements and a concentration. Interested students must submit an application in the spring of their junior year to the Office of Preprofessional Advising (<https://www.cc-seas.columbia.edu/preprofessional>) in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

The College nominates one or two juniors each year; the final admission determination is made by the Law School Admissions Committee. Transfer students and students with fewer than six semesters of study as Columbia College students on Columbia's New York campus (not abroad) before entering the Law School are not eligible for the program.

Prospective participants in this program must take the Law School Admission Test (LSAT) (<http://www.studentaffairs.columbia.edu/preprofessional/law/applying/lsat.php>) no later than the February administration of the year of intended enrollment. After formal admission to the Law School, the students are withdrawn from the College. In the student's second and third years at the Law School, 12 points of course work taken only at the Graduate School of Arts and Sciences must be completed. The courses must be approved beforehand by the student's preprofessional adviser. AILE candidates are required to apply for the B.A. degree the term before they expect to graduate.

Students should inform their dean of their plans to graduate in order to be considered for honors and Phi Beta Kappa. AILE students receive College and Law School degrees at the same time. Once admitted to the Law School, students interested in financial aid and housing should apply through the Law School.

For more information, students may contact the Office of Preprofessional Advising (<https://www.cc-seas.columbia.edu/preprofessional>), 403 Lerner, 212-854-6378; preprofessional@columbia.edu.

PUBLIC POLICY AND ADMINISTRATION FIVE-YEAR PROGRAM

The Graduate Program in Public Policy and Administration provides Columbia College students with the opportunity to earn both B.A. and M.P.A. degrees in five years. Students apply to the program during their junior year through the Admissions Office (<https://sipa.columbia.edu/admissions/program-admissions/miampa-admissions>) in the School of International and Public Affairs (SIPA) (<https://sipa.columbia.edu>). Once admitted to the joint program, students complete their senior year at Columbia College, but the bulk of courses taken are graduate-level ones acceptable to SIPA. Admission to the joint program does not constitute admission to SIPA.

To be eligible for the program, students must have been enrolled in Columbia College for at least four semesters by the end of the junior year; completed a minimum of 93 credits; taken a basic course in economics; achieved competence in a modern foreign

language; and completed all College Core Curriculum (p. 73) requirements and major/concentration requirements, with the exception of 6 to 8 credits, or two courses. These two courses may be taken during the senior year while completing the 24 points required by SIPA. Three points of SIPA requirements may be taken in the junior year. Summer courses between the junior and senior year may be considered. Students must receive the B.A. with a satisfactory grade point average. Upon formal admission to SIPA after their senior year, students must apply for housing and financial aid.

For more information, students may contact their advising dean in the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner; 212-854-6378; csa@columbia.edu.

EXCHANGE PROGRAMS COLUMBIA-HOWARD/SPELMAN EXCHANGE PROGRAMS

Columbia College, in partnership with Barnard College, offers students the opportunity to participate in domestic exchange programs with prominent historically black colleges/universities—Howard University in Washington, D.C., and Spelman College in Atlanta, Georgia. The program permits Columbia students to spend a semester or academic year at Howard or Spelman. In exchange, it allows Howard and Spelman students to spend a semester or academic year at Columbia.

Program participants pay tuition to Columbia College. However, students studying at Howard pay room and board expenses directly to Howard University, and students studying at Spelman College pay room and board expenses to Barnard College.

Courses taken at Howard and Spelman are treated as transfer credit. Transfer credit may be earned for approved courses in which students receive a letter grade of C- or higher. However, grades are not calculated into a student's grade point average. Courses taken to satisfy major requirements must be approved by the appropriate academic department.

To be eligible for participation, students should be juniors in good standing in the College and have a cumulative GPA of 2.8 or higher. Students interested in attending Howard should submit applications by the first week of March for the fall semester and by the first week of November for the spring semester. Students interested in attending Spelman during fall or spring semesters should submit applications by the first week of March.

Applications and additional information may be obtained from the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner; 212-854-6378; csa@columbia.edu.

ACADEMIC HONORS, PRIZES, AND FELLOWSHIPS

HONORS

DEAN'S LIST

During each academic term, students who have earned a minimum GPA of 3.6 or better in 12 or more points of letter credit in the preceding term are placed on the Dean's List.

The grade P is considered neutral when the averages are figured, and the dividing factor is reduced by the number of points taken for Pass credit. Students who have received grades of D, F, W (or UW pre-Spring 2014), YC (year course), or CP (credit pending) during the term are not eligible for consideration. Students who receive the grade of IN (incomplete), **approved in advance** by the Committee on Academic Standing, are eligible for Dean's List only after all IN grades are changed to letter grades.

COLLEGE (LATIN) HONORS

The Bachelor of Arts degree is awarded with honors in three categories (*cum laude*, *magna cum laude*, and *summa cum laude*) to no more than 25% of the graduating class, with no more than 5% *summa cum laude*, and the total of *summa* and *magna cum laude* not exceeding 15%.

College honors is the highest academic recognition awarded by the College. The Committee on Honors, Awards, and Prizes reviews the academic records of the top 35% of the graduating class. Selection is based not on GPA alone, but on the breadth, depth, and rigor of academic program, high quality of academic achievement, departmental recommendations, and outstanding academic work beyond that which is required for the degree. Students may not apply for honors nor may they solicit faculty for recommendations.

There is no separate consideration of honors for October or February graduates. Each spring, the Committee on Honors, Awards, and Prizes considers the October and February graduates along with those who are degree candidates for May. The report of those graduating with honors is in the May Class Day program. The honor is noted on the diploma and transcript. October and February graduates may ask the Registrar to add an honors notation to an already issued diploma.

VALEDICTORIAN AND SALUTATORIAN

The Committee on Honors, Awards, and Prizes reviews the academic records of the most exceptional students nominated by

the faculty for Valedictorian and Salutatorian. Selection is based not on GPA alone, but on the breadth, depth, rigor of academic program, high quality of academic achievement, departmental recommendations, and outstanding academic work beyond that which is required for the degree.

DEPARTMENTAL HONORS

Departmental honors may be established and awarded by any Columbia College department or academic program, and is recorded on a student's final transcript. Students should consult with their director of undergraduate studies (<http://www.college.columbia.edu/academics/dus>) no later than the beginning of the first term of their senior year if they wish to be considered for departmental honors. Students who are awarded departmental honors are notified by their department in mid-May. Not all departments and programs offer departmental honors.

College guidelines for departmental honors include the following three criteria:

1. Departmental honors are awarded to no more than 10%, or, in small departments, one member, of the graduating majors (including all October, February, and May degrees);
2. A grade point average (GPA) of at least 3.6 in major courses is expected for a student to be considered for departmental honors;
3. An honors thesis or equivalent project of high quality should be required by each department or academic program in order to receive departmental honors.

PHI BETA KAPPA

This academic society was founded in 1776 to recognize and celebrate friendship, morality, and learning. The Columbia College Delta chapter was formed in 1869. Each year, 10% of the senior class is inducted into Phi Beta Kappa by faculty who are members of the society. Two percent is elected in November and the other eight percent is elected in the spring. Selection is based not only on academic achievement, but also on evidence of intellectual promise, character, and achievement outside the classroom. Academic achievement is measured by strength and rigor of program, as well as by grades and faculty recommendations. Students may not apply for Phi Beta Kappa nor may they solicit faculty for recommendations.

As with graduation honors, October and February graduates are considered along with May graduates. Election to Phi Beta Kappa is noted on a student's transcript.

PRIZES

While prizes are typically awarded annually, they are done so at the discretion of the respective selection committees. Hence, should a selection committee decide, in a particular year, that there are no suitable candidates, the prize will not be awarded.

Unless otherwise noted, these prizes are awarded to Columbia College students only.

GENERAL PRIZES

ALUMNI ASSOCIATION ACHIEVEMENT AWARD

(1947) A trophy, in the form of a Columbia lion, awarded annually to the member of the senior class who is judged to be most outstanding for qualities of mind, character, and service to the College.

ALUMNI PRIZE

(1858) Awarded annually by the Alumni Association to the senior judged by classmates to be the most faithful and deserving.

CHARLES H. BJORKWALL PRIZE

(1937) Established by Ottilie Emma Bjorkwall in memory of her brother, Dr. Charles H. Bjorkwall. Awarded annually to a member of the senior class for unselfish service to the College community.

EDWARD SUTLIFF BRAINARD MEMORIAL PRIZE

(1920) Established by Miss Phebe Sutliff in memory of her nephew, Edward Brainard Sutliff, CC'21. Awarded annually to the member of the graduating class who is judged by classmates to be most worthy of distinction for qualities of mind and character.

JAMES CHRISTOPHER CARALEY MEMORIAL PRIZE

(1984) Established in memory of James Christopher Caraley, 1959–1979, CC'81, by his family and friends. Awarded annually to that member of the junior class who has demonstrated the greatest commitment to the value of preservation of the natural environment.

ROBERT LINCOLN CAREY MEMORIAL PRIZE

(1967) A trophy, in the form of a lion, awarded annually by the Alumni Association to the senior who, through a combination of leadership qualities as exercised in the non-athletic extracurricular program of Columbia College and outstanding achievement in the academic program of the College, best exemplifies the ideals that Robert Lincoln Carey sought to engender in the students of Columbia College.

STANLEY I. FISHEL/ZETA BETA TAU PRIZE

Established in honor of Stanley I. Fishel, CC'34, who was president of ZBT while at Columbia and later national president, and who believed in the important role fraternities can play in the development of undergraduates. Awarded to an undergraduate fraternity member who has demonstrated leadership, academic achievement, and participation in athletics or other campus activities.

RICHARD H. FOX MEMORIAL PRIZE

(1927) Established by Mr. and Mrs. Leon S. Fox in memory of their son, Richard H. Fox, CC'21. Awarded to the senior who, in the judgment of the King's Crown Advisory Committee, has shown to the College the greatest interest and helpfulness. The student must have participated in some nonathletic activities and

must be one who combines intelligence with a kindly interest in his or her fellows.

ROBERT SHELLOW GERDY PRIZE

(1969) Established by Mr. and Mrs. Irving Gerdy in memory of their son, Robert Shellow Gerdy, CC'39. Awarded to that member of the graduating class who, throughout the undergraduate years, has made a significant contribution as a member of the staff of one or more College student publications, especially *Jester*, *Columbia Review*, and *Spectator*.

ROBERT HARRON AWARD

(1972) Established by his friends in memory of Robert Harron. Awarded annually to a member of the junior class for qualities of grace and generosity.

KING'S CROWN AWARD

(1916) Gold and silver insignia in the form of King's Crowns, each distinguished by a device symbolic of a particular activity, awarded annually by the King's Crown Advisory Committee in recognition of significant participation in any activity under its jurisdiction. Conferred each spring on the basis of written nominations solicited from the governing board of each eligible organization.

MILCH PRIZE

(1948) Established by Dr. and Mrs. Henry Milch. Awarded annually to the member of the junior class who, by leadership in extracurricular as well as scholastic activities, has, in the judgment of teachers and classmates, done the most to enhance the reputation of Columbia College.

LEONARD A. PULLMAN MEMORIAL PRIZE

(1965) A certificate and the inscription of the student's name on a plaque in Alfred Lerner Hall, awarded annually to a member of the senior class who displays those qualities of outstanding scholarship and significant service to the College exemplified in the life of Leonard Pullman, CC'62. The recipient must occupy a position of responsibility in a nonathletic Columbia College activity.

CHARLES M. ROLKER, JR. PRIZE

(1909) Established by Mrs. C. M. Rolker in memory of her son, Charles M. Rolker, Jr., CC 1907. Awarded annually to the member of the graduating class who is judged by classmates to be most worthy of special distinction because of scholarship, participation in student activities, or in any combination thereof.

VAN AM PRIZE

(1925) Established by the Class of 1898 on the occasion of its twenty-fifth anniversary. Awarded to the member of the sophomore class who is most distinguished for service, character, and courtesy in relations with faculty members, fellow students, and visitors. A donation is presented to the student activity of the winner's choice.

GENERAL ACADEMIC PRIZES

ALBERT ASHER GREEN MEMORIAL PRIZE

(1913) Established by Mr. and Mrs. Asher Green in memory of their son, Albert Asher Green, CC 1914. Awarded to the senior who has been a student in good standing in the College for at least three years and who has made the best record of scholarship.

DAVID B. TRUMAN ALUMNI AWARD

(1970) Established in honor of David B. Truman, former Dean of the College. A lion trophy donated annually by the Alumni Association to the Columbia College student who has made the most distinguished contribution to the academic affairs of the College.

PRIZES IN THE CORE CURRICULUM

JOSHUA A. FEIGENBAUM PRIZE IN LITERATURE HUMANITIES

(2004) Established by Joshua Feigenbaum and awarded to a student who is judged by the faculty to have exhibited excellence in Literature Humanities.

WALLACE A. GRAY PRIZE IN LITERATURE HUMANITIES

(2004) Established in memory of the late Professor Wallace Gray and awarded annually to the Columbia College undergraduate who is judged by the faculty to have written the best essay in Literature Humanities.

DEAN HAWKES MEMORIAL PRIZE IN THE HUMANITIES

(1943) Established by a committee of the Class of 1943 in memory of Dean Herbert E. Hawkes. Awarded annually to the member of the junior class who is judged to be the most deserving on the basis of work in the humanities.

JONATHAN THRONE KOPIT PRIZE IN LOGIC AND RHETORIC

(1997) Established by Mrs. Ina Cohen in memory of her husband, Jonathan Throne Kopit, CC'68.

JAMES P. SHENTON PRIZE IN CONTEMPORARY CIVILIZATION

(2004) Established by the Committee on the Core and the Office of the Dean of the College in memory of Professor James P. Shenton, CC'49 and GSAS'55. Awarded annually to the Columbia College undergraduate who is judged by the faculty to have written the best essay in Contemporary Civilization.

PRIZES IN THE HUMANITIES

SENIOR THESIS PRIZE IN ART HISTORY AND ARCHAEOLOGY

(2002) Established as a gift from Philip E. Aarons, CC'73 and LAW'76, in recognition of an outstanding senior thesis by a major in the Department of Art History and Archaeology.

CHARLES PATERNO BARRATT-BROWN MEMORIAL PRIZE

(2000) Established by his parents and his sister in honor of Charles Paterno Barratt-Brown, CC'83. Awarded to a Columbia

College senior who is judged by the English Department to have excelled in critical writing in any scholarly field.

DINO BIGONGIARI PRIZE

(1954) Established by the former students and friends of Professor Dino Bigongiari, awarded annually to the senior who has written an outstanding essay on Italian civilization or whose work in the regular Italian courses is judged most worthy of distinction.

BUNNER PRIZE

(1896) Established by friends of the late Henry Cuyler Bunner. Awarded to the candidate for a degree in Columbia University who has submitted the best essay on a topic dealing with American literature. The topic to be selected in connection with course or seminar work in American literature and approved by the chairman of the Bunner Prize Committee.

DOUGLAS GARDNER CAVERLY PRIZE

(1994) Established in memory of Douglas Gardner Caverly, CC'68, by his family and friends, and awarded for outstanding performance by a graduating major in Classics.

DEUTSCHER VEREIN PRIZE IN GERMAN

(1917) Awarded annually to the junior or senior who submits the winning essay on a prescribed topic in German literature.

EARLE PRIZE IN CLASSICS

(1907) Established in memory of Mortimer Lamson Earle, CC 1886, lecturer and professor in the Department of Classics. Awarded for excellence in sight translation of passages of Greek and Latin. Only candidates for the degree of Bachelor of Arts may compete.

JAMES GUTMANN PRIZE IN PHILOSOPHY

(1987) Established in honor of James Gutmann, this prize is awarded to a graduating Columbia College senior in Philosophy who plans to pursue graduate work in the field.

JOHN VINCENT HICKEY PRIZE

(2004) Established by Dr. Helene J.F. de Aguilar in honor of her brother, John Vincent Hickey. Awarded annually to the Columbia College undergraduate who is judged by the Department of English and Comparative Literature to have submitted the best essay on Irish, English, or American poetry.

ADAM LEROY JONES PRIZE IN LOGIC

(1934) Established by Mrs. Adam Leroy Jones in memory of her husband, who was Associate Professor of Philosophy and Director of University Admissions, 1909–1934. Awarded to a student in the College for the best essay on any topic in the philosophy of science or in the foundation of logic. It may be either a topic connected with seminar work in the Department of Philosophy or one approved by the Jones Prize Committee.

HELEN AND HOWARD R. MARRARO PRIZE

(1972) Established in honor of Professor Howard R. Marraro. Awarded to an undergraduate of high academic distinction and promise in an area of study concerned with Italian culture, including art, music, comparative literature,

history, economics, government, or in any other academic discipline.

BENJAMIN F. ROMAINE PRIZE FUND

(1922) Gift of Benjamin F. Romaine to provide an annual prize for proficiency in Greek language and literature.

ERNEST STADLER PRIZE FOR THE EXCELLENCE IN THE STUDY OF CLASSICAL ANTIQUITY

(2006) Established by Dr. Richard A. Brooks, CC'53, and Dr. Eva Stadler Brooks, BC'53, in memory of Dr. Stadler Brooks' father, Ernest Stadler, who had a life-long commitment to the study of classical antiquity. The prize may be awarded annually to a graduating senior of Columbia College who is judged by the faculty to have demonstrated academic excellence through course work and the writing of a senior essay on some aspect of the history or culture of the classical world.

SUSAN HUNTINGTON VERNON PRIZE

(1941) Established by a member of the noted family of Hispanophiles to encourage young women in humanistic pursuits at the college level. Currently offered by the Department of Latin American and Iberian Cultures and the Hispanic Institute of Columbia University to the Columbia College senior who has most demonstrated excellence in the study of Spanish language and Spanish and Latin American literatures and cultures.

PRIZES IN THE SOCIAL SCIENCES

CHARLES A. BEARD PRIZE IN POLITICAL SCIENCE

(1963) Established by the Honorable Albert Levitt. Awarded to the student who writes the best paper in political science during the academic year.

CHARLES A. BEARD PRIZE IN HISTORY

(2003) Established by the History Department for a senior thesis of superior distinction in any historical field and period.

CARL B. BOYER MEMORIAL PRIZE

(1978) Established by Mrs. Carl B. Boyer in memory of her husband. Awarded annually to the Columbia undergraduate who writes the best essay on any topic in the history of science or mathematics as judged by a faculty committee.

CHANLER HISTORICAL PRIZE

(1877) Established at the bequest of J. Winthrop Chanler, CC 1847. Awarded to the senior who submits the best essay on a topic dealing with the history of civil government in America. The topic to be selected in conjunction with seminar work in one of the social science departments and approved by the chairperson of the Chanler Prize Committee.

TARAKNATH DAS FOUNDATION AWARD

(1957) Awarded annually to a student in Columbia College, the School of General Studies, or Barnard College for excellence in Asian studies, particularly in the history and culture of India.

ALBERT MARION ELSBERG PRIZE

(1912) Established by Mrs. Albert Elsberg in memory of her son, Albert Marion Elsberg. Awarded to a student with sophomore, junior, or senior standing who has demonstrated excellence in modern history.

LILY PRIZE IN HISTORY

Established by Professor James P. Shenton, CC'49 and GSAS'55, in honor of his mother. Awarded by the History Department for academic achievement in the study of history other than that of the United States.

GARRETT MATTINGLY PRIZE

(2003) Established by the History Department for a senior thesis of superior distinction in any historical field and period.

SANFORD S. PARKER PRIZE

(1980) Funded by the family and friends in memory of Sanford S. Parker, CC'37. Awarded to a Columbia College senior going on to graduate study in economics who shows promise of doing original work and has already demonstrated boldness of thought and a commitment to excellence, whose interests are wide, heart kind, and spirit generous.

ROMINE PRIZE

(1996) Established by John Romine in honor of his brother, David Estabrook Romine. Awarded to two undergraduate students who have done exemplary work in the field of economics.

CAROLINE PHELPS STOKES PRIZE

(1910) Established at the bequest of Caroline Phelps Stokes. Awarded to a student who has been a degree candidate for at least one academic year at Columbia College or Barnard College, and who has written the best essay on any topic concerning the rights of man. The topic to be selected in connection with course or seminar work and approved by the Stokes Prize Committee.

ALAN J. WILLEN MEMORIAL PRIZE

(1968) Established by classmates and friends of Alan J. Willen, CC'64, in his memory. Awarded to the Columbia College student who writes the best seminar paper on a contemporary American political problem. The selection is made jointly by representatives of the Departments of History and Political Science.

MYRA KRAFT PRIZE FOR EXCEPTIONAL PRACTICAL EXPERIENCE IN HUMAN RIGHTS ADVOCACY

(2013) Established to honor the memory of Myra Kraft, beloved wife of Robert Kraft, CC'63 and Trustee Emeritus, this prize is awarded to the rising Columbia College senior majoring in Human Rights who submits the best proposal for a summer or one-term human rights internship.

MYRA KRAFT PRIZE FOR SUPERIOR ACADEMIC ACHIEVEMENT IN THE STUDY OF HUMAN RIGHTS

(2013) Established to honor the memory of Myra Kraft, beloved wife of Robert Kraft, CC'63 and Trustee Emeritus, this prize is awarded to the Columbia College student majoring in Human

Rights who has the highest grade point average and a superior record of academic achievement in Human Rights.

PRIZES IN THE NATURAL AND PHYSICAL SCIENCES

RICHARD BERSOHN PRIZE

(2009) Established by Professor Louis Brus, who was a student of Professor Bersohn, this prize may be awarded to the Columbia College, General Studies, or SEAS student majoring in the chemical sciences who is deemed by the faculty to have demonstrated outstanding achievement as a scholar and as a researcher.

THE BRIDGES AND STURTEVANT PRIZE IN BIOLOGICAL SCIENCES

(2012) Established in honor of Calvin Bridges and Alfred Sturtevant whose pioneering studies as Columbia College undergraduates-using the fruit fly *Drosophila melanogaster* in Thomas Hunt Morgan's laboratory-laid the basis for our understanding of genes and the way they behave. The prize may be awarded annually to a graduating senior whose experimental or computational research is deemed by the faculty to have been both highly original and fruitful.

COMPUTER SCIENCE DEPARTMENT AWARD

Awarded to a degree candidate for scholastic achievements as a computer science major and as acknowledgment of his or her contributions to the Department of Computer Science and to the University as a whole.

THOMAS J. KATZ PRIZE

(2009) Established by friends and colleagues of Professor Katz, this prize may be awarded to the Columbia College, General Studies, or SEAS student majoring in the chemical sciences who is deemed by the faculty to have demonstrated outstanding achievement as a scholar and as a researcher.

ALFRED MORITZ MICHAELIS PRIZE

(1926) Established by Mrs. Jeanette Michaelis in memory of her son, Alfred Moritz Michaelis, CC 1920. Awarded to the member of the graduating class who has completed with the most proficiency the sequence of courses in physics that corresponds most nearly to the sequence given by the late Professor George V. Wendell.

RUSSELL C. MILLS AWARD

(1992) Established in memory of Russell C. Mills, a Ph.D. candidate in Computer Science who exemplified academic excellence and intellectual curiosity, and presented annually to the senior in Computer Science whose course work and projects stand out as the best in the class.

PROFESSOR VAN AMRINGE MATHEMATICAL PRIZE

(1910) Established by George G. DeWitt, CC 1867. Awarded to three College students (a first-year, a sophomore, and a junior) who are deemed most proficient in the mathematical subjects designated during the year of the award.

JOHN DASH VAN BUREN, JR. PRIZE IN MATHEMATICS

(1906) Established by Mrs. Louise T. Hoyt in memory of her nephew, John Dash Van Buren, Jr., CC 1905. Awarded to the degree candidate who writes the best examination on subjects prescribed by the Department of Mathematics.

PRIZES IN THE CREATIVE AND PERFORMING ARTS

ACADEMY OF AMERICAN POETS POETRY PRIZE

(1956) Awarded by the Academy to the poet who has written the best poem or group of poems submitted during the academic year. Manuscripts should normally be submitted to the Department of English and Comparative Literature before April 1.

SEYMOUR BRICK MEMORIAL PRIZE

(1969) Established by Mrs. Seymour Brick and her son, Richard, in honor of their husband and father, Seymour Brick, CC'34. Awarded to the Columbia College student who submits the best one-act or full-length play as judged by the Department of English and Comparative Literature.

KAREN OSNEY BROWNSTEIN WRITING PRIZE

(1991) Established by Neill H. Brownstein, CC'66, in memory of Karen Osney Brownstein. Awarded to a graduating senior in Columbia College who has written a single piece or a body of work so distinguished in its originality of concept and excellence of execution that it fairly demands the award, support, and recognition the prize intends.

GEORGE WILLIAM CURTIS PRIZE

(1902) Established by the late Samuel Putnam Avery, CC 1896, an associate of George William Curtis. Awarded to students in the College for excellence in the public delivery of English orations.

ARTHUR E. FORD POETRY PRIZE

(1980) Established by Mrs. Doris Ford in memory of Arthur E. Ford. Awarded annually to the senior who submits the best collection of poems.

PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE

(1902) Gift of J. Ackerman Coles, CC 1864. Awarded once every four years to the student in the college who shall be deemed most worthy, upon delivery of an original address on a subject concerning public affairs.

PHILOLEXIAN PRIZE FUND

(1904) A gift of the Philolexian Society, the income from which shall be used for prizes in Columbia College for debating, essays, short stories, and poetry.

AUSTIN E. QUIGLEY PRIZE

(2010) The Austin E. Quigley prize for outstanding artistic and intellectual achievement may be awarded to a Columbia College senior majoring in Drama and Theatre Arts. Named in honor of Columbia College's dean from 1995-2009, the prize is funded by

Nobel Laureate Richard Axel, CC'67 and University Professor of Biochemistry and Molecular Biophysics.

THE LOUIS SUDLER PRIZE IN THE ARTS

(1983) Awarded annually to a senior who, in the opinion of the Faculty, has demonstrated excellence of the highest standards of proficiency in performance or execution or in the field of composition in one of the following general areas of performing and creative arts: music, theatre, painting, sculpture, design, architecture, or film.

VAN RENSSELAER PRIZE

(1926) Gift of Maximilian Foster. Awarded to the candidate for a degree in Columbia University who is the author of the best example of English lyric verse. Material must be submitted to the Department of English and Comparative Literature by April 1.

GEORGE EDWARD WOODBERRY PRIZE

(1935) Established by the Woodberry Society of New York. Awarded every second year to an undergraduate student in Columbia University for the best original poem.

FELLOWSHIPS

FELLOWSHIPS FOR GRADUATE STUDY

HARRY J. CARMAN FELLOWSHIP

(1949) Established from the gifts of former friends and students of Dean Carman. Awarded to no more than two graduating seniors for advanced study.

JARVIS AND CONSTANCE DOCTOROW FELLOWSHIP

(2005) Established by the Jarvis and Constance Doctorow Foundation. Awarded to a graduating senior, this fellowship provides a stipend for one year of graduate study at St. Edmund Hall, Oxford.

HENRY EVANS TRAVELLING FELLOWSHIP

(1928) Gift of Mrs. Henry Evans in memory of her husband, Henry Evans, CC 1881. Awarded to a graduating senior, with preference given to the student planning to undertake a research project of a creative nature that requires travel rather than formal graduate study.

HOLTHUSEN-SCHINDLER ENDOWMENT FUND

(2000) Established as a bequest from the estate of Lenore S. Holthusen, the widow of Hen Holthusen, LAW 1917, to provide financial support in the form of scholarships to worthy graduates of Columbia College who continue their education at the Law School of Columbia University.

EURETTA J. KELLETT FELLOWSHIPS

(1932) Established at the bequest of Eurette Jane Schlegel. Awarded annually and for two consecutive years to two graduating seniors of the College who have shown exceptional proficiency in the study of the liberal arts, for study at Oxford or Cambridge University.

SPECIAL UNDERGRADUATE FELLOWSHIPS

BECKMAN SCHOLARS PROGRAM

(2015) Columbia College is one of 12 institutions nationwide selected to receive the Arnold and Mabel Beckman Foundation's Beckman Scholars Program Award (<http://www.beckman-foundation.com/beckman-scholars>) to support outstanding undergraduate sophomores majoring in biology, chemistry, chemical physics, biophysics, or neuroscience and behavior. Beckman Scholars, selected by a faculty committee, will engage in summer undergraduate research in one of the labs of the Beckman Scholar Program faculty and will present their work at the annual Arnold and Mabel Beckman Foundation Symposium.

THE CLASS OF 1939 SUMMER RESEARCH FELLOWSHIP

(1989) Established by the Class of 1939 in honor of the fiftieth anniversary of its graduation. Awarded to students in their sophomore or junior year to pursue independent research or to work in on-going laboratory projects over the summer.

HERBERT DERESIEWICZ SUMMER RESEARCH FELLOWSHIP

(2011) Established in memory of Professor Herbert Deresiewicz, a long time SEAS faculty member and department chairman who held a deep and abiding love for undergraduate teaching, the Herbert Deresiewicz Summer Research Fellowship provides support for a Columbia College or SEAS student who is a U.S. citizen or permanent resident, and whose interest in science has been kindled by his or her experiences at Columbia. The recipient, selected by a faculty committee, will engage in full-time laboratory research on the Morningside Heights campus in one of the following Columbia University academic departments: Biological Sciences, Biomedical Engineering, Chemistry, or Chemical Engineering.

SOLOMON AND SEYMOUR FISHER CIVIL LIBERTIES FELLOWSHIP

(1989) Gift of Solomon Fisher, CC'36, and Seymour Fisher, CC'45. Awarded annually to a Columbia College student to work during the summer in the Legal Department of the American Civil Liberties Union National Office in New York City.

KLUGE FELLOWS SUMMER RESEARCH GRANT

(1988) Endowment gift of John Kluge, CC'37. Administered by the Columbia University Scholars Program (CUSP) Summer Enhancement Fellowships (<https://www.cc-seas.columbia.edu/scholars/fellowships>), grants are awarded competitively to students from underrepresented groups to pursue an independent research project during the summer under the sponsorship of a faculty member. The application process includes a series of seminars and workshops.

RICHARD LEWIS KOHN TRAVELLING FELLOWSHIP

(1959) Established from gifts of various donors. Awarded annually to a well-qualified student to supplement work in the College with study during the junior year in Great Britain, preferably at the University of London. First consideration is given to students majoring or concentrating in political science or economics.

MELLON MAYS UNDERGRADUATE FELLOWSHIP

(1996) Awarded in the spring semester of the sophomore year to minority students, and other undergraduates with a demonstrated commitment to racial diversity, who wish to pursue a Ph.D. and whose intellectual and social commitments embody those of the late Dr. Benjamin Mays. The Fellowship provides a two-year academic enhancement program funded by the Andrew W. Mellon foundation.

SANFORD S. PARKER PRIZE SUMMER FELLOWSHIPS

(1980) Funded by the family and friends of Sanford S. Parker, CC'37. Awarded to Columbia College juniors in order to conduct summer research projects. Recipients will show promise of doing original work, and demonstrate boldness of thought and a commitment to excellence.

RICHARD AND BROOKE KAMIN RAPAPORT SUMMER MUSIC PERFORMANCE FELLOWSHIP

(1993) Gift of Richard A. Rapaport, CC'69, and Brooke Kamin Rapaport, to create a summer opportunity for continuing Columbia College students who are particularly gifted in musical performance, composition, or conducting.

EDWIN ROBBINS ACADEMIC RESEARCH AND PUBLIC SERVICE FELLOWSHIP

(1991) Established by Edwin Robbins, CC'53. A stipend awarded each summer to four Columbia College students majoring in political science or history who intend to conduct research into important political or policy making matters, or who will be working as interns, without compensation, in a governmental office, agency, or other public service organization.

ARTHUR ROSE TEACHING ASSISTANTSHIP

(1958) Gift of Mr. and Mrs. Bennett Rose in memory of their son, Arthur Rose. Awarded to a senior in the College who is to assist the work of a member of the faculty in one of the departments that contribute to the courses in Contemporary Civilization and the Humanities.

SCIENCE RESEARCH FELLOWS PROGRAM

A four-year fellowship program awarded to the most promising science students at the College. Fellows are guaranteed two summer research experiences with a Columbia scientist and their research culminates with a presentation at the annual Science Research Symposium.

THE PHYLLIS STEVENS SHARP FELLOWSHIP IN AMERICAN POLITICS

(2005) Established in 2005, the Phyllis Stevens Sharp Endowment Fund provides stipends to Political Science students to support research in American politics or policy making or

otherwise uncompensated internships in a government office, agency, or other organization serving the public.

RICHMOND B. WILLIAMS TRAVELLING FELLOWSHIP

(1988) Established at the bequest of Richmond B. Williams, CC'25. Awarded to a Columbia College junior English major for a summer research project requiring foreign travel. The recipient of the fellowship must register for an independent research course in the fall to write up the results of the summer's work.

SPECIAL ENDOWMENTS

CLASS OF 1954 URBAN NEW YORK PROGRAM ENDOWMENT

(1981) The Urban New York Program is sponsored by Barnard College, Columbia College, and The Fu Foundation School of Engineering and Applied Science and has been endowed by the Class of 1954. The program enables students and faculty to jointly experience cultural events in New York City twice during the academic year.

ARNOLD I. KISCH, M.D., AND VICTORIA L. J. DAUBERT, PH.D., ENDOWMENT

(1993) Created for students to experience opera in New York City within the Urban New York Program.

STANDARDS AND DISCIPLINE

As members of the Columbia University community, all Columbia College students are expected to uphold the highest standards of integrity, civility, and respect. Students are therefore expected to conduct themselves in an honest, civil, and respectful manner in all aspects of their lives. Students who violate these standards of behavior interfere with their ability, and the ability of others, to take advantage of the full complement of University life and are subject to Dean's Discipline.

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University. Although ultimate authority on matters of students' discipline is vested in the Trustees of the University, the Dean of Columbia College and his staff are given responsibility for establishing standards of behavior for Columbia College students beyond the regulations included in the Statutes of the University and for defining procedures by which discipline will be administered.

BEHAVIORAL VIOLATIONS

Behavioral violations of University policy include, but are not limited to, the following:

- Knowingly or recklessly endangering the health or safety of others;
- Participating in any activity involving arson, firecrackers, explosives, or firearms;
- Throwing or dropping items out of University buildings;
- Threatening, harassing, or abusing others, whether directly or indirectly, in person or via electronic means;
- Manufacturing, possessing, using, or distributing illegal drugs;
- Intentionally or recklessly destroying, damaging, or stealing property;
- Failing to respond to legitimate requests from University officials;
- Violating any local, state, or federal laws.

ACADEMIC INTEGRITY

Academic integrity defines an intellectual community and its educational mission. As members of such a community, Columbia College students are expected to honor intellectual work and respect its origins. A Columbia College education has two complementary elements: mastery over intellectual material within a discipline and overall development of moral character and personal ethics.

Engaging in violations of academic integrity severely inhibits a student's opportunity to mature academically, professionally, and socially. Consequently, a violation of academic integrity is one of the most serious offenses a student can commit at Columbia University.

Violations of academic integrity may be intentional or unintentional and can include, but is not limited to:

1. Plagiarism (the use of words, phrases, or ideas belonging to another, without properly citing or acknowledging the source);
2. Self-plagiarism (the submission of one piece of work in more than one course without explicit permission of the instructors involved);
3. Cheating on examinations, tests, or homework assignments;
4. Violating the limits of acceptable collaboration in coursework established by a faculty member or department;
5. Receiving unauthorized assistance on an assignment;
6. Copying computer programs;
7. Obtaining advance knowledge of exams or other assignments without permission;
8. Unauthorized distribution of assignments and exams;
9. Facilitating academic dishonesty by enabling another to engage in such behavior;
10. Lying to an instructor or University officer;
11. Falsification, forgery, or misrepresentation of information in coursework or lab work, and on any application, petition, or documents submitted to the College or a University official;
12. Fabrication of credentials in materials submitted to the University for administrative or academic review.

DEAN'S DISCIPLINE OVERVIEW

It is expected that all students act in an honest way and respect the rights of others at all times. Dean's Discipline is the process utilized by Columbia College to investigate and respond to allegations of behavioral or academic misconduct. The Dean's Discipline process aims to educate students about the impact their behavior may have on their own lives as well as on the greater community and, as a result, is not meant to be an adversarial or legal process.

The process is initiated when an allegation is reported that a student has violated Columbia College or University policies. Students may be subject to Dean's Discipline for any activity that occurs on or off campus that impinges on the rights of other students and community members. This also includes violations of local, state, or federal laws.

The Office of Judicial Affairs and Community Standards is responsible for all disciplinary affairs concerning undergraduate students that are not reserved to some other body.

Columbia College students are expected to familiarize themselves with the [Handbook of Standards and Discipline](#) and the comprehensive list of policies and expectations available on

the website of the Office of Judicial Affairs and Community Standards.

COLUMBIA UNIVERSITY POLICIES

Since policies and procedures are subject to change, please check the Columbia University website (www.columbia.edu) for the most current information.

RESERVATION OF UNIVERSITY RIGHTS

This Bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty.

The Bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this Bulletin. The Bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

Valuable information to help students, faculty, and staff understand some of the policies and regulations of the University can now be found in *Essential Policies for the Columbia Community*: www.essential-policies.columbia.edu, which includes information on the following:

- Policy on Access to Student Records under the Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as Amended
- Social Security Number Reporting
- University Regulations/Rules of University Conduct
- Student E-mail Communication Policy
- CUIT Computer and Network Use Policy
- Policies on Alcohol and Drugs
- Equal Opportunity and Nondiscrimination Policies
- Gender-Based Misconduct Policies
- Protection of Minors
- Non-Retaliation Policy
- University Event Policies
- Policy on Partisan Political Activity
- Crime Definitions in Accordance with the Federal Bureau of Investigation's Uniform Crime Reporting Program
- Voluntary Leave of Absence Policy
- Involuntary Leave of Absence Policy
- Military Leave of Absence Policy
- Essential Resources:
 - Campus Safety and Security
 - Disability Services

- Ombuds Office
- Transcripts and Certifications
- Central Administration of the University's Academic Programs
- Consumer Information
- Additional Policy Sources for the Columbia Community

IMMUNIZATION REQUIREMENTS

Measles, Mumps, and Rubella (MMR)

New York State Public Health Law 2165 requires that all students provide documentation of immunization for measles, mumps, and rubella (MMR) before registering for classes in their first term of study. There are several ways to provide documentation. In all cases, the Columbia University MMR form must be completed and submitted to the Columbia Health Immunization Compliance Office (<http://health.columbia.edu/students/immunization-compliance-requirements/immunization-compliance-requirements>) in Alfred Lerner Hall, upon acceptance to a program of study at Columbia, and no later than 30 days before the registration of classes (see the specific term deadline listed on the *Academic Calendar* in this Bulletin).

Immunization documentation and health forms must be faxed, mailed or delivered in person. The Immunization Compliance Office is unable to accept documentation via e-mail for privacy and security reasons. The blood test and MMR immunizations can be obtained at Columbia Health Medical Services.

For information about these requirements, visit the Columbia Health Insurance and Immunization Compliance website (<http://health.columbia.edu/insurance-and-immunization-compliance-offices>), call 212-854-7210, or e-mail hs-enrollment@columbia.edu.

Meningococcal Meningitis Decision

New York State Public Health Law 2167 requires that students receive information from their institutions about meningococcal meningitis and the vaccine that protects against most strains of the disease that can occur on university campuses.

Columbia students must make an informed decision about being vaccinated and certify their decision on-line (<https://ssol.columbia.edu/ssv/crt/menIntro.html>). Full instructions are given on-line, and the process takes two to three minutes to complete. Students must formally indicate their decision about being vaccinated before they are permitted to register for classes.

Immunizations Recommendations

Columbia Health recommends that students receive all routine childhood vaccinations, an updated tetanus booster, vaccination for Hepatitis B (three-dose series), and varicella (chicken pox). These vaccines are available at Columbia Health Medical Services. Students paying the Columbia Health Fee are not charged for the following vaccines when administered at Medical Services: MMR, Hepatitis A, Hepatitis B, Hepatitis

Combination A and B, Influenza, Meningococcal Meningitis, Pneumococcal (if clinically indicated), Tetanus-Diphtheria, Tetanus-Diphtheria-Pertussis, and Varicella.

For all other vaccinations, students are charged for the cost of the vaccine. Vaccinations are available to students not paying the Columbia Health Fee for a minimal fee. For more information, visit the Columbia Health website (<http://health.columbia.edu/getting-care/service-fees>) or e-mail immunizationcompliance@columbia.edu.

RELIGIOUS HOLIDAYS

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days.

No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

GRADUATION

The B.A. degree is awarded three times during the year: in February, May, and October. There is one commencement ceremony in May (see *Academic Calendar*).

Application or Renewal of Application for the Degree

Students pick up and file applications for their degree at the Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) in 403 Lerner Hall. General deadlines for applying for graduation are August 1 for October degrees; November 1 for February degrees; and December 1 for May degrees. (When a deadline falls on a weekend or holiday, the deadline moves to the next business day.) Students who fail to earn the degree by the conferral date for which they applied must file another application for a later conferral date.

Diplomas

There is no charge for the preparation and conferral of an original diploma. Students' names will be printed exactly as they appear on their transcript. Students are advised to check their

transcript, and if errors are found, they may e-mail the Registrar's Office at registrar@columbia.edu.

If students wish to change their name, they must submit the Name Change Affidavit located on the back of the degree application form. The affidavit must be notarized and filed by the application deadline.

If students' Columbia diploma is lost or damaged, there will be a charge of \$100 for a replacement diploma. Note that replacement diplomas carry the signatures of current University officials. Applications for replacement diplomas are available at registrar.columbia.edu/registrar-forms/application-replacement-diploma

For additional information, see the following websites:
www.columbia.edu/cu/registrar/docs/forms/app-for-deg-or-cert.html
registrar.columbia.edu/students/graduation-and-diplomas
www.columbia.edu/cu/ceremonies/commencement/

POLICY ON ACADEMIC CONCERNS, COMPLAINTS, AND GRIEVANCES

Columbia University is committed to fostering intellectual inquiry in a climate of academic freedom and integrity. Its members, students, and faculty alike, are expected to uphold these principles and exhibit tolerance and respect for others.

When a student believes that a faculty member has failed to meet his or her obligations in an instructional setting, the student has two principal sources of immediate assistance: the University's Ombuds Office and the professional staff of the School in which the student is enrolled.

The Ombuds Office is available to help students find solutions to a wide range of problems arising in the context of their association with the university, including those involving faculty misconduct in an instructional setting. Students may wish to consult with the Ombuds Office before taking their concerns to the School, or they may wish to consult with the Ombuds Office at any time in the course of their discussions with School officials or, eventually, with members of the Vice President's Grievance Committee.

Like the Ombuds Office, each of the Schools has a professional staff ready to help students with concerns and complaints of many kinds, including those involving faculty misconduct in an instructional setting. The staff works with students and faculty to resolve such issues, but should resolution not be possible, the student may avail herself or himself of the School's grievance procedures.

The following procedures are part of a process to ensure that student concerns about experiences in the classroom or with faculty are addressed in an informed and appropriate manner.

Due to the size and diverse nature of our scholarly community, each school maintains its own processes for addressing a variety of student life issues, including students' concerns about

experiences in the classroom or with faculty at their school. Experience has shown that most student concerns are best resolved in a collaborative way at the school level, starting with the advising dean or dean of students, as explained below for your particular school.

The grievance procedures available through the office of the Vice President for Arts and Sciences are intended to complement, not substitute for, the procedures available in each of the Schools, and they treat a considerably more limited range of issues. They are designed to address only those cases involving professional misconduct by a faculty member of Arts and Sciences in an instructional setting in which there were significant irregularities or errors in applying School procedures. Information on this process can be found on the Faculty of the Arts and Sciences website (<http://fas.columbia.edu>).

If the instructor at issue is not a member of the Arts and Sciences faculty, the student should consult the instructor's particular school for its procedures.

Columbia College students can learn more about how to initiate a concern, complaint, or grievance on the Columbia College website (<http://www.college.columbia.edu/academics/complaints-studentinformation>).

We welcome students' thoughts on ways to clarify or enhance these procedures: Columbia College students may e-mail cc-academicaffairs@columbia.edu.

Timeframe for Proceedings

A student should ordinarily bring any concern or complaint within thirty (30) days of the end of the semester in which the offending conduct occurred or by the beginning of the following semester. The school process will ordinarily take thirty (30) days.

Confidentiality

At every level, those involved recognize and respect a student's need for confidentiality when addressing certain kinds of concerns. If the student wishes complete confidentiality, any concern may be raised with the University's Ombuds Officer, a neutral complaint handler for the University. The office offers a range of options and communication channels. Students, however, must be aware that the Ombuds Office has no authority to adjudicate a complaint; it is there as a confidential resource to students, faculty, and administrators to advise on various avenues of redress and to mediate disputes, if both parties agree.

NOTICE OF NON-DISCRIMINATION

Columbia University is committed to providing a learning, living and working environment free from unlawful discrimination and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. Consistent with this commitment, and with all applicable laws, it is the policy of the University not to tolerate unlawful

discrimination in any form and to provide persons who feel that they are victims of discrimination with mechanisms for seeking redress.

Columbia University prohibits any form of discrimination against any person on the basis of race, color, sex, gender, pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, gender identity, gender expression, national origin, disability, military status, or any other legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs.

Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to statements or written materials that are relevant and appropriately related to the subject matter of courses.

Inquiries or complaints regarding any form of discrimination or harassment may be directed to:

Title IX Coordinator/Section 504 Officer for Columbia University
Melissa Rooker, Associate Provost
Office of Equal Opportunity and Affirmative Action, 103 Low Library
mrooker@columbia.edu; 212-854-5511

Department of Education
Office for Civil Rights (New York Office)
OCR.NewYork@ed.gov; 646-428-3800

STUDENT POLICIES AND PROCEDURES ON DISCRIMINATION AND HARASSMENT, GENDER-BASED MISCONDUCT POLICIES FOR STUDENTS AND CONSENSUAL ROMANTIC AND SEXUAL RELATIONSHIPS

Columbia University is committed to providing a learning, living, and working environment free from discrimination, harassment and gender-based and sexual misconduct. Consistent with this commitment and with applicable laws, the University does not tolerate discrimination, harassment or gender-based or sexual misconduct in any form and it provides students who believe that they have been subjected to conduct or behavior of this kind with mechanisms for seeking redress. All members of the University community are expected to adhere to the applicable policies, to cooperate with the procedures for responding to complaints of discrimination, harassment and gender-based and sexual misconduct, and to report conduct or behavior they believe to be in violation of these policies to the Office of Equal Opportunity and Affirmative Action (<http://eoaa.columbia.edu>) or Student Services for Gender-Based and

Sexual Misconduct (<http://ssgbsm.columbia.edu>). For additional information on these issues, policies and resources, please visit the Sexual Respect website at: <https://titleix.columbia.edu/>.

Complaints against students for gender-based misconduct are processed in accord with the Gender-Based Misconduct Policies for Students (http://ssgbsm.columbia.edu/files/gbsm/content/Gender-Based_Misconduct_Policies_Students.pdf). Students who attend Barnard College and Teachers College as well as Columbia University are covered by these policies. The use of the term “gender-based misconduct” includes sexual assault, sexual harassment, gender-based harassment, stalking, and intimate partner violence. Columbia University's Sexual Respect Online (<http://www.sexualrespect.columbia.edu>) provides additional information and resources for students, faculty, and staff.

Complaints against students for other forms of discrimination and harassment are processed in accord with the Student Policies and Procedures on Discrimination and Harassment (http://eoaa.columbia.edu/files/eoaa/content/student_policies_procedures_discrim_harass_final_april_2013.pdf) and should be filed with the Dean of Students of the school in which the accused student is enrolled.

Complaints against employees and third parties affiliated with the University for discrimination and harassment are processed in accord with the Employment Policies and Procedures on Discrimination and Harassment (http://eoaa.columbia.edu/files/eoaa/content/ement_discrim_harass_april_2013_final.pdf). The use of the term “discrimination and harassment” includes discrimination, discriminatory harassment, gender-based harassment, stalking, intimate partner violence, sexual harassment, and sexual assault.

Columbia University maintains policies regarding consensual romantic and sexual relationships between faculty and students, and staff and students. The Faculty-Student Relationship Policy (http://eoaa.columbia.edu/files/eoaa/content/consensual_relationship_policy_2d_july_2012_brochure.pdf) states that no faculty member shall exercise academic or professional authority over any student with whom he or she has or previously has had a consensual romantic or sexual relationship. This policy covers all officers of instruction, research and the libraries, including student officers of instruction and research and teaching assistants. The Staff-Student Relationship Policy (http://eoaa.columbia.edu/files/eoaa/content/consensual_relationship_staff_to_student.march2013.pdf) states that no staff member at Columbia should participate in the supervision, employment actions, evaluation, advising or mentoring of any Columbia University student with whom that staff member has or has had a consensual romantic or sexual relationship, except in unusual circumstances, where explicit advance authorization has been obtained.

For further information and assistance, contact:

Office of Equal Opportunity and Affirmative Action

103 Low Library, MC 4333
<http://eoaa.columbia.edu/>; eoaa@columbia.edu; 212-854-5511

Title IX Coordinator/Section 504 Officer for Columbia University
Melissa Rooker, Associate Provost
Office of Equal Opportunity and Affirmative Action, 103 Low Library
mrooker@columbia.edu; 212-854-5511

Deputy Title IX Coordinator for Staff and Faculty Concerns
Michael K. Dunn, Director of Investigations
Office of Equal Opportunity and Affirmative Action, 103 Low Library
mkd2010@columbia.edu; 212-854-6699

Deputy Title IX Coordinator for Student Concerns (temporary)
Virginia Ryan, Interim Assistant Director
Student Services for Gender-Based and Sexual Misconduct, 108I Wien Hall
vmr2105@columbia.edu, 212-854-1717

Deputy Title IX Coordinator for Student Concerns
Jeri Henry, Interim Director
Gender-Based Misconduct, Office of Judicial Affairs and Community Standards, 2852 Broadway, Second Floor
jh3079@columbia.edu; 212-854-1717

Columbia offers a number of confidential resources to students who believe they were subjected to discrimination, harassment or gender-based or sexual misconduct and who do not wish to report to the University:

Counseling Services
Columbia Morningside: 212-854-2878, CUMC: 212-496-8491

Rape Crisis/Anti-Violence Support Center, 212-854-HELP

Office of the University Chaplain, 212-854-6242

Columbia Health*
Columbia Morningside (212) 854-2284, Columbia Morningside clinician-on-call (212)854-9797
CUMC: 212-305-3400, CUMC clinician-on-call: 212-305-3400

** Medical providers are considered confidential resources in the context of providing medical treatment to a patient.*

DEPARTMENTS, PROGRAMS, AND COURSES

This section contains a description of the curriculum of each department in the College, along with information regarding degree requirements for majors and concentrators, specific course information - including descriptions and registration information, elective courses, and suggestions about courses and programs in related fields.

Columbia College students should use the school bulletin for academic planning purposes, as not all courses listed on the University-wide *Directory of Classes* and *Vergil* are open to Columbia College students.

The College reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

- African-American Studies (p. 138)
- American Studies (p. 145)
- Ancient Studies (p. 150)
- Anthropology (p. 152)
- Archaeology (p. 164)
- Architecture (p. 167)
- Art History and Archaeology (p. 171)
- Astronomy (p. 184)
- Biological Sciences (p. 191)
- Business (p. 212)
- Chemistry (p. 216)
- Classics (p. 232)
- Colloquia, Interdepartmental Seminars, and Professional School Offerings (p. 245)
- Comparative Literature and Society (p. 247)
- Computer Science (p. 255)
- Creative Writing (p. 274)
- Dance (p. 289)
- Drama and Theatre Arts (p. 306)
- Earth and Environmental Sciences (p. 317)
- East Asian Languages and Cultures (p. 333)
- Ecology, Evolution, and Environmental Biology (p. 361)
- Economics (p. 379)
- Education (p. 398)
- English and Comparative Literature (p. 404)
- Ethnicity and Race Studies (p. 435)
- Film Studies (p. 444)
- French and Romance Philology (p. 449)
- Germanic Languages (p. 460)
- History (p. 471)
- History and Philosophy of Science (p. 499)
- Human Rights (p. 503)
- Italian (p. 509)
- Jazz Studies (p. 527)
- Jewish Studies (p. 530)
- Language Resource Center (p. 533)
- Latin American and Caribbean Studies (p. 542)
- Latin American and Iberian Cultures (p. 545)
- Linguistics (p. 571)
- Mathematics (p. 576)
- Medieval and Renaissance Studies (p. 589)
- Middle Eastern, South Asian, and African Studies (p. 590)
- Music (p. 612)
- Philosophy (p. 629)
- Physical Education and Intercollegiate Athletics (p. 636)
- Physics (p. 643)
- Political Science (p. 655)
- Psychology (p. 675)
- Regional Studies (p. 690)
- Religion (p. 691)
- Slavic Languages (p. 715)
- Sociology (p. 733)
- Statistics (p. 739)
- Sustainable Development (p. 753)
- Urban Studies (p. 762)
- Visual Arts (p. 768)
- Women's and Gender Studies (p. 776)

AFRICAN-AMERICAN STUDIES

Institute for Research in African-American Studies: 758 Schermerhorn Extension; 212-854-7080
<http://www.columbia.edu/cu/iraas/>

Director of the Institute for Research in African-American Studies:

Prof. Samuel K. Roberts, 758 Schermerhorn Extension;
 212-854-7080; skr2001@columbia.edu

Director of Undergraduate Studies: Prof. Josef Sorett, 80 Claremont Avenue; 212-854-4141; js3119@columbia.edu

Assistant Director: Shawn Mendoza, 758 Schermerhorn Extension; 212-854-8789; sm322@columbia.edu

Administrative Assistant: Sharon Harris, 758 Schermerhorn Extension; 212-854-7080; sh2004@columbia.edu

The Institute for Research in African-American Studies was established at Columbia in 1993, expanding the University's commitment to this field of study. The African-American studies curriculum explores the historical, cultural, social, and intellectual contours of the development of people of African descent. The curriculum enables students to master the basic foundations of interdisciplinary knowledge in the humanities and social sciences in the black American, Caribbean, and sub-Saharan experience.

Courses examine the cultural character of the African diaspora; its social institutions and political movements; its diversity in thought, belief systems, and spiritual expressions; and the factors behind the continuing burden of racial inequality. During their junior and senior years of study, students focus their research within a specific discipline or regional study relevant to the African diaspora.

Students should consider a major in African-American studies if they are interested in careers where strong liberal arts preparation is needed, such as fields in the business, social service, or government sectors. Depending on one's area of focus within the major, the African-American studies program can also prepare individuals for career fields like journalism, politics, public relations, and other lines of work that involve investigative skills and working with diverse groups. A major in African-American studies can also train students in graduate research skills and methods, such as archival research, and is very useful for individuals who are considering an advanced graduate degree such as the Ph.D.

DEPARTMENTAL HONORS

The requirements for departmental honors in African-American studies are as follows:

1. All requirements for major must be completed by graduation date;
2. Minimum GPA of 3.6 in the major;
3. Completion of senior thesis—due to the director of undergraduate studies on the first Monday in April.

A successful thesis for departmental honors must be selected as the most outstanding paper of all papers reviewed by the thesis committee in a particular year. The Thesis Evaluation Committee is comprised of department faculty and led by the director of undergraduate studies. The thesis should be of superior quality, clearly demonstrating originality and excellent scholarship, as determined by the committee. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

THE AFRICAN-AMERICAN STUDIES THESIS

Although the senior thesis is a prerequisite for consideration for departmental honors, all African-American studies majors are strongly encouraged to consider undertaking thesis work even if they are ineligible or do not wish to be considered for departmental honors. The senior thesis gives undergraduate majors the opportunity to engage in rigorous, independent, and original research on a specific topic of their choosing, the result of which is a paper of 35-60 pages in length.

The senior thesis must be written under the supervision of at least one faculty member. Should the thesis writer elect to have more than one thesis adviser (either from the outset or added on during the early stages of research), these faculty in the aggregate comprise the Thesis Committee, of which one faculty member must be designated chair. In either case, it is incumbent upon the thesis writer to establish with the thesis chair and committee a reasonable schedule of deadlines for submission of outlines, chapters, bibliographies, drafts, etc.

In many cases, thesis writers may find that the most optimal way in which to complete a thesis is to formally enroll in an AFAS independent study course with their thesis adviser as the instructor. **All students interested in writing a thesis should notify the director of undergraduate studies and submit the name of the faculty adviser ideally by October 1, but certainly no later than the end of the fall semester.** In close consultation with the thesis adviser, students develop a viable topic, schedule of meetings, bibliography, and timeline for completion (including schedule of drafts and outlines).

FACULTY

SENIOR FACULTY

- Robert Gooding-Williams (Philosophy)
- Steven Gregory (Anthropology)
- Farah J. Griffin (English and Comparative Literature)
- Samuel K. Roberts (History)

- Sudhir A. Venkatesh (Sociology)

JUNIOR FACULTY

- Kevin Fellezs (Music)
- Carla Shedd (Sociology)
- Josef Sorett (Religion)

RESEARCH FELLOWS

- Marcellus Blount (English and Comparative Literature)
- Fredrick C. Harris (Political Science)
- Carl Hart (Psychology)
- Kellie E. Jones (Art History and Archaeology)
- Natasha Lightfoot (History)
- Dorian Warren (Political Science)
- Mabel Wilson (Architecture, Planning and Preservation)

AFFILIATED FACULTY

- Christopher Brown (History)
- Maguette Camara (Dance, Barnard)
- Mamadou Diouf (Middle Eastern, South Asian, and African Studies)
- Ann Douglas (English and Comparative Literature)
- Barbara Fields (History)
- Eric Foner (History)
- Saidiya Hartman (English and Comparative Literature)
- Ousmane Kane (School of International and Public Affairs)
- Rashid Khalidid (History)
- George E. Lewis (Music)
- Mahmood Mamdani (Anthropology)
- Gregory Mann (History)
- Alondra Nelson (Sociology; Women's and Gender Studies)
- Gary Okihiro (School of International and Public Affairs)
- Robert O'Meally (English and Comparative Literature)
- David Scott (Anthropology)
- Susan Strum (Law School)

REQUIREMENTS

MAJOR IN AFRICAN-AMERICAN STUDIES

The major should be arranged in consultation with the director of undergraduate studies. Students interested in majoring should plan their course of study no later than the end of their sophomore year. A minimum of 36 points is required for the major as follows:

AFAS C1001	Introduction to African-American Studies
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AFAS C3936	Black Intellectuals Seminar
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One senior research seminar

A minimum of four courses in the governed electives category, which provides an interdisciplinary background in the field of African-American studies. Such electives must be drawn from at least three different departments. Of these, one must be a literature course; one must be a history course; and one must focus primarily on cultures and societies located in Africa or within the African diaspora outside of the United States, such as the Caribbean or Latin America.

Five courses must be taken within a designated area of study, preferably within a distinct discipline (e.g., anthropology, English, sociology, political science, history). Students may also select their five courses within a distinct regional or geographical area within the African diaspora (e.g., sub-Saharan Africa). One of these five courses must be a seminar.

CONCENTRATION IN AFRICAN-AMERICAN STUDIES

A minimum of 24 points is required for the concentration. All students must take the introductory course, AFAS C1001 Introduction to African-American Studies. Within the governed elective category, a minimum of 9 points must be taken. Of these, one course must be selected from the humanities; one course must be in the social sciences; and one must focus primarily on non-U.S. cultures and societies within the African diaspora and sub-Saharan Africa. Additionally, a minimum of 12 points must be acquired from courses within a designated area of study, such as a specific discipline or a regional area (e.g., Africa). One of the courses taken to fulfill either the governed electives category or the designated area of study category must be either AFAS C3936 Black Intellectuals Seminar or a research seminar.

COURSES

AFAS C1001 Introduction to African-American Studies. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

From the arrival of enslaved Africans to the recent election of President Barack Obama, black people have been central to the story of the United States, and the Americas, more broadly. African Americans have been both contributors to, and victims of, this “New World” democratic experiment. To capture the complexities of this ongoing saga, this course offers an interdisciplinary exploration of the development of African-American cultural and political life in the U.S., but also in relationship to the different African diasporic outposts of the Atlantic world. The course will be organized both chronologically and thematically, moving from the “middle passage” to the present so-called “post-racial” moment—drawing on a range of classical texts, primary sources, and more recent secondary literature—to grapple with key questions, concerns, and problems (i.e., agency, resistance, culture, etc.) that have preoccupied scholars of African-American history, culture, and politics. Students will be introduced to a range of disciplinary methods and theoretical approaches (spanning the humanities and social

sciences), while also attending to the critical tension between intellectual work and everyday life, which are central to the formation of African-American Studies as an academic field. This course will engage specific social formations (i.e., migration, urbanization, globalization, etc.), significant cultural/political developments (i.e., uplift ideologies, nationalism, feminism, Pan-Africanism, religion/spirituality, etc.), and hallmark moments/movements (i.e., Harlem Renaissance, Civil Rights movement, etc.). By the end of the semester, students will be expected to possess a working knowledge of major themes/figures/traditions, alongside a range of cultural/political practices and institutional arrangements, in African-American Studies.

Fall 2015: AFAS C1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 1001	001/62896	M W 10:10am - 11:25am Ren Kraft Center	Josef Sorett	3	110/150

AFAS W3030 African-American Music. 3 points.

Not offered during 2015-16 academic year.

This course focuses on a central question: how do we define “African-American music”? In attempting to answer this question, we will be thinking through concepts such as authenticity, representation, recognition, cultural ownership, appropriation, and origin(s). These concepts have structured the ways in which critics, musicians and audiences have addressed the various social, political and aesthetic contexts in which African-American music has been composed (produced), performed (re-produced) and heard (consumed).

AFAS C3930 (Section 1) Topics in the Black Experience: Culture of Freedom: Quilombos, Palenques & Maroon Societies in the Americas and Beyond. 4 points.

Open to all Undergraduates

Topics in the Black Experience: Culture of Freedom: Quilombos, Palenques & Maroon Societies in the Americas and Beyond. Africans in the Americas had various ways of resisting slavery and oppression including work slowdowns, breaking of tools, destruction of crops and property, revolt and escape from captivity. This course, Maroons in the Americas..., will discuss the important societies formed by self-liberated Africans including quilombos and mocambos in Brazil, palenques and cumbes in the Spanish speaking Americas, and maroon societies in the United States, South America and the Caribbean. It will also cover the little known siddi community of Northern Karnataka, India established by Africans fleeing enslavement in Goa. In addition to creating the first non-indigenous republics in the Americas, maroons gave us pioneering ideas about social responsibility and individual rights, concepts that are still operative in our social philosophy. Revolts and runaways also gave the Americas some exceptional leaders who are still celebrated, including Captain Sebastián Lemba in the Dominican Republic, Yanga in Mexico, King Zumbi in Brazil, King Benkos Bioho in Columbia, King Bayano in Panama, Queen Grandy Nanny and Captain Kojo in Jamaica, King

Miguel Guacamaya in Venezuela, Makandal and Boukman in Haiti, and, although not as well known as the others, John Horse (aka Juan Caballo or Gopher John) in the United States and Mexico. Furthermore, we will investigate the numerous quilombos, palenques and maroon societies that still exist, as well as how their ubiquitous ideas are represented in all spheres of society from the arts to cyberspace. Africans in the Americas had various ways of resisting slavery and oppression including work slowdowns, breaking of tools, destruction of crops and property, revolt and escape from captivity. This course, Maroons in the Americas..., will discuss the important societies formed by self-liberated Africans including quilombos and mocambos in Brazil, palenques and cumbes in the Spanish speaking Americas, and maroon societies in the United States, South America and the Caribbean. It will also cover the little known siddi community of Northern Karnataka, India established by Africans fleeing enslavement in Goa. In addition to creating the first non-indigenous republics in the Americas, maroons gave us pioneering ideas about social responsibility and individual rights, concepts that are still operative in our social philosophy. Revolts and runaways also gave the Americas some exceptional leaders who are still celebrated, including Captain Sebastián Lemba in the Dominican Republic, Yanga in Mexico, King Zumbi in Brazil, King Benkos Bioho in Columbia, King Bayano in Panama, Queen Grandy Nanny and Captain Kojo in Jamaica, King Miguel Guacamaya in Venezuela, Makandal and Boukman in Haiti, and, although not as well known as the others, John Horse (aka Juan Caballo or Gopher John) in the United States and Mexico. Furthermore, we will investigate the numerous quilombos, palenques and maroon societies that still exist, as well as how their ubiquitous ideas are represented in all spheres of society from the arts to cyberspace. See more at: <http://www.iraas.com/node/383#sthash.YMtbhmiW.dpuf>

Fall 2015: AFAS C3930 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930	001/71997	T 4:10pm - 6:00pm 758 Ext Schermerhorn Hall	C. Daniel Dawson	4	14/12

Spring 2016: AFAS C3930 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930	001/17797	T 4:10pm - 6:00pm 758 Ext Schermerhorn Hall	C. Daniel Dawson	4	17/14

AFAS C3930 (Section 2) Topics in the Black Experience: #Sayhername African American Women's History. 4 points.

#sayhername: African American Women's History
 ___ Recognizing the intersectionality of the African American women's experience is paramount to contextualize both interracial and intraracial dialogues about race and gender in the United States. In searching for political freedom and economic opportunity, African American women have historically challenged race and gender norms in order to secure justice for themselves and their communities. The contemporary call to “sayhername” has historical antecedents, as generations of

African American women worked to rewrite the Black American narrative to construct independent identities as race women, and thereby position themselves as race leaders. By linking the past to the present, the goal of this course is to explore the role of African American Women as change agents by situating their narratives at the center of the American experience.

Fall 2015: AFAS C3930 (Section 2)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930	002/76946	W 11:00am - 12:50pm 758 Ext Schermerhorn Hall	Richard Blint	4	10/12

Spring 2016: AFAS C3930 (Section 2)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930	002/21196	M 12:10pm - 2:00pm 758 Ext Schermerhorn Hall	Prudence Cumberbatch	4	12/14

AFAS C3930 (Section 3) Topic in the Black Experience : Romare Bearden-Home is Harlem. 4 points.
open to all undergraduate schools

This course, **Romare Bearden: Home is Harlem**, is an exploration into one of the greatest American artists finding home in Harlem. Romare Bearden (1911-1988) noted painter, collagist, intellectual and advocate for the arts, spent his childhood and young adult life in Harlem. Known for chronicling the African-American experience, he found rich sources in the Manhattan neighborhoods above 110th Street.

Part of the great migration, Bearden's family left Charlotte, NC when he was 3 years old, an abrupt departure that inspired a life long desire to create home, and to celebrate the soul of a community. The Odyssey, one of Bearden's most well known series, was created in 1977 and inspired by Homer's Odyssey. Like the ancient epic poem, it is essentially about the artist's own search, and everyman's search for home. This course takes up the issues in The Black Odyssey exhibition, and beyond, examining Harlem as home through Bearden's eyes, from an artistic perspective, and around what inspired him most –the history, the people, and jazz music.

Fall 2015: AFAS C3930 (Section 3)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930	003/71298	Th 2:10pm - 4:00pm 758 Ext Schermerhorn Hall	Robert Gooding-Williams	4	15/17

Spring 2016: AFAS C3930 (Section 3)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930	003/15797	W 10:10am - 12:00pm 758 Ext Schermerhorn Hall	Deidra Harris-Kelley	4	8/14

AFAS C3936 Black Intellectuals Seminar. 4 points.

AFAM Major/Concentrator required course

This undergraduate seminar examines a diverse group of black intellectuals' formulations of ideologies and theories relative to racial, economic and gender oppression within the context of dominant intellectual trends. The intellectuals featured in the course each contributed to the evolution of black political thought, and posited social criticisms designed to undermine racial and gender oppression, and labor exploitation around the world. This group of black intellectuals' work will be analyzed, paying close attention to the way that each intellectual inverts dominant intellectual trends, and/or uses emerging social scientific disciplines to counter racism, sexism, and classism. This seminar is designed to facilitate an understanding of the black intellectual tradition that has emerged as a result of African-American thinkers' attempts to develop a unified response to an understanding of the black condition. This course explores of a wide range of primary and secondary sources from several different periods, offering students opportunity to explore the lives and works of some of the most important black intellectuals. We will also consider the way that period-specific intellectual phenomenon-such as Modernism, Marxism, Pan-Africanism, and Feminism-combined with a host of social realities.

Spring 2016: AFAS C3936

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3936	001/62901	W 12:10pm - 2:00pm Room TBA	Frank Guridy	4	13/14

AFAS W4031 Protest Music and Popular Culture. 3 points.

Open to graduate students and limited advanced undergraduates.**Not offered during 2015-16 academic year.**

This course will examine the relationship between popular music and popular movements. We will be taking a historical, as well as a thematic, approach to our investigation as a way to trace various legacies within popular music that fall under the rubric of "protest music" as well as to think about the ways in which popular music has assisted various communities to speak truth to power. We will also consider the ways in which the impact of the music industry has either lessened or enhanced popular music's ability to articulate "protest" or "resistance" to hegemonic power.

AFAS W4032 Image and Identity in Contemporary Advertising. 4 points.

Open to undergraduate sophomores, juniors, and seniors; and MA students only.**Not offered during 2015-16 academic year.**

This course examines the organization of contemporary advertising industry. A special emphasis is placed on the role of diversity and difference, including but not restricted to the ways that race, ethnicity, and other demographic/social difference impact both the profession and the creative process. Advertising is a polyglot organizational field consisting of traditional advertising agencies, but also digital companies and social media firms that use creative marketing techniques, such

as crowdsourcing and viral marketing. We will consider the ways that corporations and those in their service produce and consume information and image, in an effort to shape individual and collective identities, and to market goods and services. The course is organized around collective discussion.

AFAS W4035 Criminal Justice and the Carceral State in the 20th Century United States. 4 points.

To apply for course enrollment, please contact Prof. Samuel Roberts (skroberts@columbia.edu).

This course provides an introduction to historical and contemporary concepts and issues in the U.S. criminal justice system, including state violence; the evolution of modern policing; inequality and criminal justice policy; drug policy as urban policy; and the development of mass incarceration and the “carceral continuum.” The writing component to this course is a 20-25 page research paper on a topic to be developed in consultation with the instructor. This course has been approved for inclusion in the African-American Studies and History undergraduate curricula.

Spring 2016: AFAS W4035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4035	001/28347	W 10:10am - 12:00pm 652 Schermerhorn Hall	Samuel Roberts	4	12

AFAS W4037 Third World Studies. 4 points.

Not offered during 2015-16 academic year.

Introduction to third world studies; an introduction to the methods and theories that inform the field of third world studies (aka ethnic studies), including imperialism, colonialism, third world liberation movements, subjectivities, and racial and social formation theories;

AFAS W4039 Afro-Latin America. 4 points.

This undergraduate seminar course examines the historical experiences of people of African descent in Latin America and the Caribbean (often called “Afro-Latin America”). The guiding questions of this course are: What is Afro-Latin America? Where is it? How can we write the histories of African descended peoples in the region we call “Latin America”? Can the histories of Africans and their descendants be contained within the confines of “nation”? Are there alternative frameworks (transnational and/or Diasporic) that can better enhance our understanding of these histories? While the course will begin in the slavery era, most of our attention will focus on the histories of Afro-Latin Americans after emancipation. Topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race and nation in the region, debates on “racial democracy,” the relationship between gender race, and empire, and recent attempts to write Afro-Latin American histories from “transnational” and “diaspora” perspectives. While historians have written most of the work we will read in this course, we will also engage the

works of anthropologists and sociologists who have also been key contributors to this scholarship. Thus, the course has a three-fold objective: 1) To deepen our understanding of the diverse histories of Africans and their descendants in the region. 2) To continually probe the ongoing tension between national and transnational processes that is embedded in much of this scholarship. 3) To explore alternative frameworks that might enhance our understanding of the histories of people of African descent in the region.

Spring 2016: AFAS W4039

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4039	001/77697	M 10:10am - 12:00pm 758 Ext Schermerhorn Hall	Frank Guridy	4	8/12

AFAS G4080 (Section 1) Topics in the Black Experience: Reading Black Girls. 4 points.

Open to upper Junior/Senior and graduate students.

Topics in the Black Experience: Reading Black Girls This seminar coincides with **Black Girl Movement: A National Conference**, which will be held at Columbia University on April 7-April 9, 2015. We will read an interdisciplinary selection of scholarly and creative texts that center the experience of Black girls in the United States. In addition to reading and class discussion, students will help to build a website that serves as a bibliographic resource for future study. Students will also serve as volunteers, hosts and ambassadors for Conference participants.

Conference attendance is required. The course will culminate in a final group project that assesses the current state of research and writing on black girls and suggests directions for future scholarship and policy initiatives.

Fall 2015: AFAS G4080 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4080	001/87747	M 2:10pm - 4:00pm 758 Ext Schermerhorn Hall	Farah Griffin	4	15/12

Spring 2016: AFAS G4080 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4080	001/61347	T 2:10pm - 4:00pm 237 Milbank Hall	Farah Griffin	4	16/14

AFAS G4080 (Section 2) Topics in the Black Experience: Beyond Civil Rights: Martin Luther King and the Case for Radical Democracy. 4 points.

Open to undergraduate juniors and seniors ONLY; and graduate students.

Topics in the Black Experience: Beyond Civil Rights: Martin Luther King and the Case for Radical Democracy. When Martin Luther King, Jr., proclaimed, “America, you must be born again,” he was speaking in much more than religious or even racial terms. Clearly he had in mind something long sought for but not yet achieved: a truly democratic America ruled by the *demos*, the people, rather than by the entrenched forces of capital.

For King, a “reborn” America meant a radical reconfiguration of the priorities of market-driven capitalism, which he believed distorted the human personality and moral values; a serious consideration of key aspects of democratic socialism, which he felt was crucial for a truly just political economy; a more comprehensive economic safety net that would allow every American to live with dignity and without want; and a body politic and policy-making process based on uncompromising moral principles rather than political expediency. Using King’s writings, sermons, speeches, and historical accounts of his deeds and strategies, as well as key readings in political economy, religion, and basic political theory, we will explore the implications of King’s vision for today and the kinds of policies and social actions implicit in his vision that could make today’s America more politically, socially, and economically just – in other words, a more fair and democratic democracy for all Americans. **Course Requirements** Apart from the usual requirements of being prepared to fully participate in seminar discussions, each student must post a “commentary” on the Columbia CourseWorks website at least three times during the semester. The “commentary” should be at least 150 words in length. It may contain your thoughts about issues discussed in a previous class meeting, reflections on particular assigned readings, or a continuation of an exchange of opinions generated by another student’s commentary. Attendance, class participation, and three “commentaries” will comprise 25 percent of your final grade. Each student will be required to introduce one week’s topic and readings. The presentation can be as creative as you choose, but, in some way, it must: 1) summarize the main points of the week’s readings; 2) articulate three significant questions inspired by the readings; or 3) present an argument against some aspect of the readings with which you disagree. The presentation will count for 25 percent of your final grade. A final paper or project of 15-20 pages on a topic of your choosing, with the approval of the professor, will comprise 50 percent of your final grade.

Fall 2015: AFAS G4080 (Section 2)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4080	002/93150	Th 11:00am - 12:50pm 758 Ext Schermerhorn Hall	Obery Hendricks	4	6/14

OF RELATED INTEREST

Africana Studies (Barnard)

AFRS BC2004	Introduction to African Studies
AFRS BC2005	Caribbean Culture and Societies
AFRS BC2006	Introduction to the African Diaspora
AFRS BC3020	Harlem Crossroads
AFRS BC3055	Slave Resistance in the United States from the Colonial Era to the Civil War
AFRS BC3100	Medicine and Power in African History

AFRS BC3110 (Section 1)	Africana Colloquium: Critical Race Theory
AFRS BC3120	History of African-American Music
AFRS BC3121	Black Women in America
AFRS BC3146	African American and African Writing and the Screen
AFRS BC3150	Race and Performance In The Caribbean
AFRS BC3517	African American Women and Music
AFEN BC3525	Atlantic Crossings: The West Indies and the Atlantic World
AFRS BC3528	Harlem on My Mind: The Political Economy of Harlem
AFRS BC3550	Harlem Seminar: Gay Harlem
AFRS BC3560	Human Rights and Social Change in Sub-Saharan Africa
AFRS BC3570	Africana Issues: Diasporas of the Indian Ocean
AFRS BC3589	Black Feminism(s)/Womanism(s)
AFRS BC3590	The Middle Passage

American Studies

AMST W3930	Topics in American Studies: Journalism, Democracy, and the Digital Revolution
AMST W3931 (Section 4)	Topics in American Studies: American Jewish Literature

Anthropology

ANTH V1130	Africa and the Anthropologist
ANTH V2005	Ethnographic Imagination
ANTH V3005	Africa: Culture and Society
ANTH V3850	Psychoanalysis, Colonialism, and Race
ANTH V3983	Ideas and Society in the Caribbean

Anthropology (Barnard)

ANTH V3005	Africa: Culture and Society
ANTH V3943	Youth and Identity Politics in Africa
ANTH V3946	African Popular Culture
ANTH V3983	Ideas and Society in the Caribbean
ANTH V3988	Race/Sexuality Science and Social Practice

Art History and Archaeology

AHIS W3208	The Arts of Africa
AHIS W3897	Black West: African-American Artists in the Western United States

Center for the Study of Ethnicity and Race

CSER W1012	History of Racialization in the United States
CSER W3940	Comparative Study of Constitutional Challenges Affecting African, Latino, and Asian American Communities

Dance (Barnard)

DNCE BC3578 Traditions of African-American Dance

Economics

ECON W4438 Economics of Race in the U.S.

English and Comparative Literature

ENGL W3400 African-American Literature I

English (Barnard)

ENWS BC3144 Minority Women Writers in the United States

AFEN BC3148 Literature of the Great Migration: 1916-1970

ENGL BC3196 Home to Harlem: Literature of the Harlem Renaissance

History

AFCV C1020 African Civilizations

HIST W3432 The United States In the Era of Civil War and Reconstruction

HIST W3523 History of Health Inequality in the Modern United States

HIST W3540 History of the South

HIST W3575 Power and Place: Black Urban Politics

HIST W3618 The Modern Caribbean

HIST W3662 Slave Memory in Brazil: Public History and Audiovisual Narratives in Perspective

HIST W3772 West African History

HIST W4404 Native American History

HIST W4429 Telling About the South

HIST W4434 The Atlantic Slave Trade

HIST W4518 Research Seminar: Columbia and Slavery

HIST W4584 Race, Technology, and Health

HIST W4588 Substance Abuse Politics in African-American History

HIST W4779 Africa and France

HIST W4928 Comparative Slavery and Abolition in the Atlantic World

HIST W4985 Citizenship, Race, Gender and the Politics of Exclusion

History (Barnard)

HIST BC3440 Intro to African American History

HIST BC3676 Latin America: Migration, Race, and Ethnicity

HIST BC4587 Remembering Slavery: Critiquing Modern Representations of the Peculiar Institution

HIST BC4771 Critical Perspectives on the Mobilization of Race and Ethnicity on the Continent and in the Study of Africa

Jazz Studies

JAZZ W3100 Jazz and American Culture

JAZZ W4900 Jazz and the Literary Imagination

Middle Eastern, South Asian, and African Studies

MDES W2030 Major Debates in the Study of Africa

Music

MUSI V2016 Jazz

MUSI V2020 Salsa, Soca, and Reggae: Popular Musics of the Caribbean

MUSI W4435 Music and Performance in the African Postcolony

Political Science

POLS W3245 Race and Ethnicity In American Politics

POLS V3604 Civil Wars and International Intervention in Africa

POLS W4496 Contemporary African Politics

Political Science (Barnard)

POLS BC3101 * Colloquium on Black Political Thought

POLS BC3810 *Colloquium on Aid, Politics & Violence in Africa

POLS W4445 Politics of the Middle East and North Africa

Psychology

PSYC W2460 Drugs and Behavior

PSYC W2650 Introduction to Cultural Psychology

PSYC G4615 The Psychology of Culture and Diversity (Seminar)

Religion

RELI V2615 Religions of Harlem

RELI V2645 Religion in Black America: An Introduction

RELI V3630 Religion and Black Popular Cultures

RELI V3650 Religion and the Civil Rights Movement

RELI W4655 The African American Prophetic Political Tradition from David Walker to Barack Obama

RELI W4826 Religion, Race and Slavery

Religion (Barnard)

RELI V2615 Religions of Harlem

RELI V2645 Religion in Black America: An Introduction

RELI V3603 Religion in America II

RELI W4630 African-American Religion

RELI W4826 Religion, Race and Slavery

Sociology

SOCI W2420 Race and Place in Urban America

SOCI W3277 Post-Racial America?

Women's and Gender Studies

WMST W4300 Advanced Topics in Women's and Gender Studies

AMERICAN STUDIES

Program Office: 319-321 Hamilton; 212-854-6698
<http://www.columbia.edu/cu/amstudies/>

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 cb460@columbia.edu

Associate Director: Prof. Robert Amdur, 311 Hamilton;
 212-854-4049; rla2@columbia.edu

Assistant Director: Angela Darling, 319 Hamilton;
 212-854-6698; amd44@columbia.edu

Administrative Assistant: Terri Rivera, 319 Hamilton;
 212-854-6698; tr2454@columbia.edu

American studies offers students the opportunity to explore the experience and values of the people of the United States as embodied in their history, literature, politics, art, and other enduring forms of cultural expression. The program seeks to prepare students to confront with historical awareness the pressing problems that face our society. The program takes advantage of Columbia's location by involving students with the life of the city—working with community service organizations such as the Double Discovery Center, which serves New York City high school students; and by inviting leading figures in the local political and cultural scene to participate in colloquia, public conferences, and classroom discussions. It is an interdisciplinary program designed to be open and flexible while taking seriously the challenge of striving for a liberal education that helps prepare students for responsible citizenship.

ADVISING

DEPARTMENTAL HONORS

Students with a 3.6 minimum GPA in the major and an outstanding senior project are considered for honors. Normally no more than 10% of graduating majors receive departmental honors in a given year.

FACULTY

AFFILIATED FACULTY

- Rachel Adams (English and Comparative Literature)
- Casey N. Blake (History; American Studies)
- Jeremy Dauber (Germanic Languages)
- Andrew Delbanco (English and Comparative Literature; American Studies)
- Robert A. Ferguson (Law; English and Comparative Literature)
- Eric Foner (History)
- Todd Gitlin (Journalism; Sociology)
- Farah Griffin (English and Comparative Literature)
- Alice Kessler-Harris (History)
- Shamus Khan (Sociology)

- Rebecca Kobrin (History)
- Roosevelt Montás (Core Curriculum)
- Ross Posnock (English and Comparative Literature; American Studies)
- Wayne Proudfoot (Religion)
- Jonathan Rieder (Sociology, Barnard)
- Maura Spiegel (English and Comparative Literature)

REQUIREMENTS

GUIDELINES FOR ALL AMERICAN STUDIES MAJORS AND CONCENTRATORS

Declaring the Major or Concentration

Although students generally declare their major or concentration in the spring of their sophomore year, students may want to take electives early on in areas that interest them but that later connect with the American studies major.

Grading

A grade lower than C- cannot be counted toward the major or concentration in American studies. A grade of C- can be counted only with the approval of the director or associate director. Pass/D/Fail courses do not count toward the major or concentration unless the course was taken before the student declared the major or concentration.

MAJOR IN AMERICAN STUDIES

The major in American studies requires a minimum of 30 points, as follows:

Introductory Course

AMST W1010	Introduction to American Studies (Not offered 2014-2016)
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Seminars

Select two seminars in American studies.

Core Courses

Complete two American studies core courses:

ENGL W3267	Foundations of American Literature
HIST W3478	U.S. Intellectual History, 1865 To the Present

Additional Courses

Select three additional courses, in consultation with the adviser. These courses must be drawn from at least two departments, one of which must be history.

Senior Research Project

The final requirement for the major is the completion of a senior essay, to be written in the spring of senior year. Alternatively, students may fulfill this requirement by taking an additional seminar where a major paper is required or by writing an independent essay under the supervision of a faculty member. Seniors who wish to do a senior research project are required to take AMST W3920, Senior Project Colloquium, in the fall of the senior year.

CONCENTRATION IN AMERICAN STUDIES

The concentration in American studies requires a minimum of 21 points, as follows:

Introductory Course

AMST W1010 Introduction to American Studies
(Not offered 2014-2016)

Core Courses

Two American studies core courses:

ENGL W3267 Foundations of American Literature

HIST W3478 U.S. Intellectual History, 1865 To the Present

Additional Courses

Select four additional courses, in consultation with the adviser. These courses must be drawn from at least two departments, one of which must be history.

COURSES

AMERICAN STUDIES

AMST W1010 Introduction to American Studies. 3 points.
Not offered during 2015-16 academic year.

An introduction to fundamental themes and debates that span four centuries of American culture. Beginning with Alexis de Tocqueville's *Democracy in America*, we will explore themes such as the question of national character, immigration, assimilation and the color line, opportunity and the pursuit of property, self-making, meritocracy, consumerism, Americans at work and leisure, American religion and spiritual life, educational ideals, and Americans at war. A partial list of authors includes: John Winthrop, Hector St. Jean de Crevecoeur, Thomas Jefferson, Frederick Douglass, R. W. Emerson, H.D. Thoreau, Abraham Lincoln, W.E. B. DuBois, Andrew Carnegie, Horatio Alger, Theodore Roosevelt, John Dewey, F. Scott Fitzgerald, Upton Sinclair, Sinclair Lewis, Thorstein Veblen, Nella Larsen, and Gish Jen. Conducted as a lecture/discussion, with weekly discussion sections.

AMST W3920 American Studies Senior Project Colloquium. 1 point.

Required for American studies students who intend to do a senior research project

This course is for American studies majors planning to complete senior projects in the spring. The course is designed to help

students clarify their research agenda, sharpen their questions, and locate their primary and secondary sources. Through class discussions and a "workshop" peer review process, each member of the course will enter spring semester with a completed bibliography that will provide an excellent foundation for the work of actually writing the senior essay. The colloquium will meet every other week and is required for everyone planning to do a senior research project.

Fall 2015: AMST W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3920	001/26282	T 6:10pm - 8:00pm 319 Hamilton Hall	Maura Spiegel	1	9/15

AMST W3930 (Section 1) Topics in American Studies: Shakespeare in America. 4 points.

This seminar explores the reception and influence of Shakespeare in the United States from 1776 to the present. Readings include poems, stories, plays, and essays by a broad range of writers, including: Irving, Emerson, Maungwudaus, Aldridge, Bacon, Hawthorne, Lincoln, Melville, Lowell, Dickinson, Whitman, James, Twain, Booth, Addams, Keller, Hughes, Berryman, Thurber, Ransom, McCarthy, Plath, Mori, Ozick, and Smiley. Requirements include an in-class presentation and a term paper.

Fall 2015: AMST W3930 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3930	001/68045	T 10:10am - 12:00pm 317 Hamilton Hall	James Shapiro	4	14/18

AMST W3930 (Section 2) Topics in American Studies: The Supreme Court in American History. 4 points.

Attend first class for instructor permission.

As Tocqueville observed, "scarcely any political question arises in the United States that is not resolved, sooner or later, into a judicial question." As a consequence, the Supreme Court of the United States has been at the center of many of the most significant developments in American history. It has played significant roles in, for example, (1) the creation of the young republic and the achievement of a balance between states and the federal government, (2) race relations including the institution of slavery, (3) the rights of workers, (4) civil rights, and (5) elections. This seminar will explore the Supreme Court's role in American society by examining its decisions on key issues throughout its history. Attend first class for instructor permission.

Fall 2015: AMST W3930 (Section 2)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3930	002/75784	M 6:10pm - 8:00pm 317 Hamilton Hall	Benjamin Rosenberg	4	19/18

AMST W3930 (Section 3) Topics in American Studies: Equity in American Higher Education. 4 points.

Interview required. Please see American Studies website.

In this seminar, we examine the roles colleges and universities play in American society; the differential access high school students have to college based on family background and income, ethnicity, and other characteristics; the causes and consequences of this differential access; and some attempts to make access more equitable. Readings and class meetings cover the following subjects historically and in the 21st century: the variety of American institutions of higher education; admission and financial aid policies at selective and less selective, private and public, colleges; affirmative action and race-conscious admissions; what "merit" means in college admissions; and the role of the high school in helping students attend college. Students in the seminar are required to spend at least four hours each week as volunteers at the Double Discovery Center (DDC) in addition to completing assigned reading, participating in seminar discussions, and completing written assignments. DDC is an on-campus program that helps New York City high school students who lack many of the resources needed to succeed in college and to be successful in gaining admission and finding financial aid. The seminar integrates students' first-hand experiences with readings and class discussions.

Fall 2015: AMST W3930 (Section 3)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3930	003/12150	Th 2:10pm - 4:00pm 317 Hamilton Hall	Roger Lehecka	4	17/18

AMST W3930 (Section 4) Topics in American Studies: Freedom and Citizenship in the United States. 4 points.

Application required. Please see American Studies website.

This seminar will examine foundational texts and debates in American political and cultural history. The inherent tension between "freedom" and "citizenship" will serve as the organizing theme. The course is conceived in the model of Contemporary Civilization (CC) and, as in that course, we will focus exclusively on primary texts, the order of readings will be roughly chronological, and the class will be discussion-driven. We will begin with readings from the Puritan settlement of New England and continue with documents surrounding the Revolution, the early Republic, the Civil War, Reconstruction, liberalism, the Civil Rights Movement, and contemporary debates about the nature of American national identity. In addition to the classroom requirements, students will serve a minimum of four hours a week at the Double Discovery Center (DDC) in connection with the Freedom and Citizenship Project, which DDC conducts in partnership with the American Studies Program.

Fall 2015: AMST W3930 (Section 4)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3930	004/22046	T 4:10pm - 6:00pm 317 Hamilton Hall	Roosevelt Montas	4	9/18

AMST W3930 (Section 5) Topics in American Studies: Language Contact. 4 points.

This seminar explores the results of language mixture, as demonstrated on the North American continent as well as beyond. All human languages are hybrids to an extent, but post-Neolithic technological developments have made population movement ever more common, resulting in mixture between peoples and the languages they speak. The result has been a panorama of language mixtures of a kind rare to nonexistent before roughly ten thousand years ago, including what are called creoles, pidgins, koines, "vehicular" languages, and nonstandard dialects that straddle the boundary between these categories. Such languages are usually felt as new and/or illegitimate, such that they have had various fates in the media and education, and also occasion vigorous controversies even as to their origins. This seminar will explore America's--and the world's--newest, and in some ways most interesting, languages.

Fall 2015: AMST W3930 (Section 5)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3930	005/29692	W 12:10pm - 2:00pm 317 Hamilton Hall	John McWhorter	4	12/18

AMST W3930 (Section 6) Topics in American Studies: History and Ethics of Philanthropy. 4 points.

This seminar examines the history and ethics of American philanthropy. We will explore the early divide between charity and philanthropy and discuss the moral challenges of both keeping money and giving it away. We will look at the great accomplishments of American philanthropy as well as the longstanding critique that charity fails to address structural inequality. This course is designed to help students analyze and evaluate how philanthropic organizations have addressed major public problems. For this reason, each student will complete a final project that offers an in-depth analysis of a particular social problem, past solutions, and opportunities for productive intervention.

Fall 2015: AMST W3930 (Section 6)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3930	006/82032	Th 10:10am - 12:00pm 317 Hamilton Hall	Tamara Mann Tweel	4	12/18

AMST W3931 (Section 2) Topics in American Studies: Race, Poverty, and American Criminal Justice. 4 points.

This seminar examines the influence of race and poverty in the American system of confronting the challenge of crime. Students will explore some history, including the various purposes of having an organized criminal justice system within a community; the principles behind the manner in which crimes are defined; and the utility of punishment. Our focus will be on the social, political and economic effects of the administration of our criminal justice system, with emphatic examination of the role of conscious and unconscious racism, as well as community biases against the poor. Students will examine the larger

implications for a community and culture that are presented by these pernicious features. We will reflect on the fairness of our past and present American system of confronting crime, and consider the possibilities of future reform. Readings will include historical texts, analytical reports, some biography, and a few legal materials. We will also watch documentary films which illuminate the issues and problems.

Spring 2016: AMST W3931 (Section 2)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	002/67873	Th 12:10pm - 2:00pm 317 Hamilton Hall	Cathleen Price	4	15/18

AMST W3931 (Section 3) Topics in American Studies: Museums, Memory, and American Public Culture. 4 points.

Americans are living through a boom in museum attendance and museum construction that recalls the creation of cultural institutions at the end of the 19th century. Believing that culture could enrich the nation's cities as it had the great European capitals, American civic leaders created museums that would soon rank among the best in the world. This seminar will explore the transformation of cultural institutions in the United States and consider the continuing contemporary debates on the practices and public role of museums. How do museums--both large and small--serve the needs of the local communities in which they are located and the private interests of their founders? How have history museums in particular shaped debates about public memory and national heritage? In addition to exploring the historical evolution of such institutions, we will examine the theory and practice of exhibitions and education in museums, with an emphasis on institutions in New York. The seminar will host conversations with speakers representing different aspects of public culture and feature a hands-on analysis of a current exhibition redesign plan at a local museum.

Spring 2016: AMST W3931 (Section 3)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	003/60528	M 6:10pm - 8:00pm 317 Hamilton Hall	Valerie Paley	4	14/18

AMST W3931 (Section 4) Topics in American Studies: American Jewish Literature. 4 points.

In the 20th century, the entrance of Jewish writers into American literature and life resulted in an explosive release of imaginative energies, and the creation of a series of hugely influential works, from "Death of a Salesman" to "Portnoy's Complaint." But what, if anything, makes American Jewish literature a distinctive genre? Can it and should it be distinguished from American literature as a whole? And how does the changing experience of American Jews influence the evolution of their writing? These questions will structure this seminar, which will focus on reading classics of American Jewish fiction, from Abraham Cahan's "The Rise of David Levinsky" to works by Philip Roth and Grace Paley, as well as memoirs by Alfred Kazin and Vivian Gornick and a selection of other genres.

Spring 2016: AMST W3931 (Section 4)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	004/20384	M 2:10pm - 4:00pm 317 Hamilton Hall	Adam Kirsch	4	14/15

AMST W3931 (Section 5) Topics in American Studies: Old Age and the American Welfare State. 4 points.

In the 20th century, Americans got old. From 1900 to 2000, the average American lifespan jumped from 47 to 77 years of age. By looking at the history of old age in America, this course will ponder a set of fundamental questions regarding eldercare: How should old age be defined? Where should the elderly live? Where should they die? What is the government's responsibility to the elderly? What are the ethics of intergenerational obligation? Students will take on these questions by studying traditional academic texts, such as historical monographs, policy papers, and novels, and volunteering in a local old age home. In tandem, this approach will give students the tools to evaluate the intended and unintended consequences of social policy and expose them to the genuine moral complexity of eldercare. Since this seminar requires an intensive volunteer component, it will require an interview.

Spring 2016: AMST W3931 (Section 5)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	005/61320	Th 10:10am - 12:00pm 319 Hamilton Hall	Tamara Mann Tweel	4	9/18

AMST W3990 Senior Research Seminar. 4 points.

Open to American Studies seniors doing a research project.

Prerequisites: AMST W3920

A seminar devoted to the research and writing, under the instructor's supervision, of a substantial paper on a topic in American studies. Class discussions of issues in research, interpretation, and writing.

AMST W3997 Supervised Individual Research. 1-4 points.

For students who want to do independent study of topics not covered by normal program offerings, or for senior American studies majors working on the Senior Honors Project independent of 3990y. The student must find a faculty sponsor and work out a plan of study; a copy of this plan should be submitted to the program director.

AMST W3931 Topics in American Studies: The Sixties. 4 points.

Attend first class for instructor permission. **Not offered during 2015-16 academic year.**

"The Sixties" have dwindled into reputation, slogan, and myth. But were they anything else in the first place? The effort in this seminar will be to recover that period both from the outside (via history and analyses of demographic, social, political, and economic trends) and the inside (personal reminiscence, music, film, and television), with attention to penetrating accounts from movements, counter-movements, and establishment alike. Among the topics: civil rights, affluence, television, youth

culture, celebrity, the university boom, Vietnam, the Cold War, party politics, feminism, and gays. Film and TV footage will supplement class discussion.

AMERICAN STUDIES CORE COURSES

ENGL W3267 Foundations of American Literature. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., Discussion Section Required

Not offered during 2015-16 academic year.

(Lecture). This course is an introduction to American thought and expression from the first English settlements to the eve of the Civil War. The course will proceed through a combination of lecture and discussion-with the aim of deepening our understanding of the origins and development of literature and culture in the United States.

HIST W3478 U.S. Intellectual History, 1865 To the Present. 3 points.

This course examines major themes in U.S. intellectual history since the Civil War. Among other topics, we will examine the public role of intellectuals; the modern liberal-progressive tradition and its radical and conservative critics; the uneasy status of religion in a secular culture; cultural radicalism and feminism; critiques of corporate capitalism and consumer culture; the response of intellectuals to hot and cold wars, the Great Depression, and the upheavals of the 1960s. *Fields(s): US*

Spring 2016: HIST W3478

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3478	001/60544	M W 11:40am - 12:55pm 428 Pupin Laboratories	Casey Blake	3	66/90

ANCIENT STUDIES

Program Office: 617 Hamilton; 212-854-3902;
classics@columbia.edu
<http://www.columbia.edu/cu/classics/>

Director of Undergraduate Studies: Prof. Katharina Volk, 601 Hamilton; 212-854-5683; kv2018@columbia.edu

Program Administrator: Gerry Visco, 617 Hamilton; 212-854-2726; gvw1@columbia.edu

The purpose of this program is to enable the student to explore the cultural context of the ancient Mediterranean as a whole while concentrating on one specific Mediterranean or Mesopotamian culture. Central to the concept of the program is its interdisciplinary approach, in which the student brings the perspectives and methodologies of at least three different disciplines to bear on his or her area of specialization.

Faculty participating in the program are scholars specializing in all aspects of ancient culture and civilization from the Departments of Anthropology; Art History and Archaeology; Classics; History; Middle Eastern, South Asian, and African Studies; Philosophy; and Religion, ensuring that a wide variety of approaches are available.

Course offerings vary year to year. Students are required to discuss their program prior to or during registration. The culmination of the ancient studies major comes in the senior year, when students with different areas of specialization come together to share their ideas in the senior seminar and then to write a substantial piece of original research. Students should think about topics for their senior paper during the junior year and find a faculty adviser at the beginning of the fall term of their senior year, after consulting with the director of undergraduate studies.

In the senior year, students register for ANCS V3995 The Major Seminar during the fall, and ANCS V3998 Directed Research In Ancient Studies is usually taken during the spring. Sections should be arranged directly with the academic departmental administrator after finding a faculty adviser.

REQUIREMENTS GUIDELINES FOR ALL ANCIENT STUDIES MAJORS

Grading

Advanced placement credits and courses passed with a grade of D may not be counted toward the major.

Courses

In an interdisciplinary program, courses that are available may on occasion have a substantial overlap in content. Since credit cannot be given twice for the same work, no courses may be

counted toward the major that overlap significantly with courses already taken or in progress.

It is the student's responsibility to discuss his or her program with the director of undergraduate studies well in advance and to provide him or her with all the necessary information on the courses concerned, since failure to do so may result in a course not being counted after it has already been taken.

Any course in the Department of Classics may be credited toward the major.

MAJOR IN ANCIENT STUDIES

The major in ancient studies requires 12 courses (a minimum of 36 points), two of which must be:

Major Seminar

ANCS V3995	The Major Seminar (fall term of senior year)
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Senior Thesis

ANCS V3998	Directed Research In Ancient Studies (spring term of senior year)
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The selected program of study for the major must collectively satisfy the following criteria:

Language Study *

Select two courses of an ancient language at or above the intermediate level, i.e., 1200-level or above.

Fundamental Breadth **

Select two introductory courses on some aspect of the ancient Mediterranean. Some examples include:

HIST W1010	The Ancient Greeks 800-146 B.C.E.
or HIST W1020	The Romans, 754 BC to 565 AD
AHIS V3248	Greek Art and Architecture
or AHIS V3250	Roman Art and Architecture
PHIL V2101	History of Philosophy I: Pre-Socratics through Augustine
CLLT V3132	Classical Myth

Advanced Study

Select two advanced courses on the ancient Mediterranean, typically at the 3000- or 4000-level.

Cultural Concentration

Select four courses on the culture of the language chosen, including one history course.

* The minimum language requirement must be completed by the end of the first semester of the student's senior year, so that the student is equipped to use sources in the original language in their thesis. Students are strongly urged to begin study of an ancient language as soon as possible and to complete more than the minimum requirements, since the best way to gain an understanding of a culture is through the actual words of its people. Those considering graduate work on the ancient world should also be aware that most graduate schools require more than two years of undergraduate language training for admission.

The language offered in fulfillment of this requirement should generally match the student's area of cultural concentration; special arrangements are available with other universities for students whose cultural concentration require languages not normally taught at Columbia.

Students entering with expertise in their chosen languages are placed in advanced courses as appropriate but are still required to complete at least two semesters of language courses at Columbia; exceptions to this policy may be made in the case of languages not normally taught at Columbia. Language courses at the 1100-level may not be counted toward the major. Language courses, including those at the 1100-level, must be taken for a letter grade.

** Relevant introductory courses are offered by the Department of Classics or from offerings in the Programs or Departments of Ancient Studies, Art History and Archaeology, History, Philosophy, or Religion. Students should confirm a course's relevance with the director of undergraduate studies as soon as possible.

Religion

RELI V3120	Introduction to the New Testament
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RELI V3140	Early Christianity
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Women's and Gender Studies

WMST W4300	Advanced Topics in Women's and Gender Studies
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COURSES OF RELATED INTEREST

Art History and Archaeology

AHIS V3248	Greek Art and Architecture
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Classics

GREK V1101	Elementary Greek I
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LATN V1101	Elementary Latin I
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GREK V1102	Elementary Greek II
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LATN V1102	Elementary Latin II
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LATN V1120	Preparation for Intermediate Latin
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GREK V1121	Intensive Elementary Greek
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LATN V1121	Intensive Elementary Latin
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GREK V1201	Intermediate Greek I
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LATN V1201	Intermediate Latin I
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LATN V1202	Intermediate Latin II
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CLLT V3132	Classical Myth
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CLCV W4110	Gender and Sexuality In Ancient Greece
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History

HIST W4024	The Golden Age of Athens
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Philosophy

PHIL V2101	History of Philosophy I: Pre-Socratics through Augustine
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ANTHROPOLOGY

Departmental Office: 452 Schermerhorn; 212-854-4552
<http://www.columbia.edu/cu/anthropology>

Director of Undergraduate Studies:

Prof. Audra Simpson, 857 Schermerhorn Extension;
 212-854-5901; as3575@columbia.edu

Departmental Consultants:

Archaeology: Prof. Zoë Crossland, 965 Schermerhorn Extension;
 212-854-7465; zc2149@columbia.edu

Biological/Physical Anthropology: Prof. Ralph Holloway, 856 Schermerhorn Extension; 212-854-4570; rlh2@columbia.edu

Departmental Administrator: Esperanza Soriano, 452

Schermerhorn Extension; 212-854-4552; ecs2@columbia.edu

Undergraduate Secretary: Marilyn Astwood, 452 Schermerhorn Extension; 212-854-4552; mp20@columbia.edu

Anthropology at Columbia is the oldest department of anthropology in the United States. Founded by Franz Boas in 1896 as a site of academic inquiry inspired by the uniqueness of cultures and their histories, the department fosters an expansiveness of thought and independence of intellectual pursuit.

Cross-cultural interpretation, global socio-political considerations, a markedly interdisciplinary approach, and a willingness to think otherwise have formed the spirit of anthropology at Columbia. Boas himself wrote widely on pre-modern cultures and modern assumptions, on language, race, art, dance, religion, politics, and much else, as did his graduate students including, most notably, Ruth Benedict and Margaret Mead.

In these current times of increasing global awareness, this same spirit of mindful interconnectedness guides the department. Professors of anthropology at Columbia today write widely on colonialism and postcolonialism; on matters of gender, theories of history, knowledge, and power; on language, law, magic, mass-mediated cultures, modernity, and flows of capital and desire; on nationalism, ethnic imaginations, and political contestations; on material cultures and environmental conditions; on ritual, performance, and the arts; and on linguistics, symbolism, and questions of representation. Additionally, they write across worlds of similarities and differences concerning the Middle East, China, Africa, the Caribbean, Japan, Latin America, South Asia, Europe, Southeast Asia, North America, and other increasingly transnational and technologically virtual conditions of being.

The Department of Anthropology traditionally offered courses and majors in three main areas: sociocultural anthropology, archaeology, and biological/physical anthropology. While the sociocultural anthropology program now comprises the largest part of the department and accounts for the majority of faculty and course offerings, archaeology is also a vibrant program within

anthropology whose interests overlap significantly with those of sociocultural anthropology. Biological/physical anthropology has shifted its program to the Department of Ecology, Evolution, and Environmental Biology. The Anthropology Department enthusiastically encourages cross-disciplinary dialogue across disciplines as well as participation in study abroad programs.

SOCIOCULTURAL ANTHROPOLOGY

At the heart of sociocultural anthropology is an exploration of the possibilities of difference and the craft of writing. Sociocultural anthropology at Columbia has emerged as a particularly compelling undergraduate liberal arts major. Recently, the number of majors in sociocultural anthropology has more than tripled.

Students come to sociocultural anthropology with a wide variety of interests, often pursuing overlapping interests in, for example, performance, religion, writing, law, ethnicity, mass-media, teaching, language, literature, history, human rights, art, linguistics, environment, medicine, film, and many other fields, including geographical areas of interest and engagement. Such interests can be brought together into provocative and productive conversation with a major or concentration in sociocultural anthropology. The requirements for a major in sociocultural anthropology reflect this intellectual expansiveness and interdisciplinary spirit.

ARCHAEOLOGY

Archaeologists study the ways in which human relations are mediated through material conditions, both past and present. Particular emphases in the program include the development of ancient states and empires, especially in the indigenous Americas; the impact of colonial encounters on communities in the American Southwest, the Levant and Africa; and human-animal relations in prehistory, religion and ritual, and the archaeology of the dead.

Themes in our teaching include the political, economic, social, and ideological foundations of complex societies; and archaeological theory and its relationship to broader debates in social theory, technology studies, and philosophy. Faculty members also teach and research on questions of museum representations, archaeological knowledge practices, and the socio-politics of archaeology. The program includes the possibility of student internships in New York City museums and archaeological fieldwork in the Americas and elsewhere.

ADVISING

Majors and concentrators should consult the director of undergraduate studies when entering the department and devising programs of study. Students may also seek academic advice from any anthropology faculty member, as many faculty members hold degrees in several fields or positions in other departments and programs at Columbia. All faculty in the department are committed to an expansiveness of thought and an independence of intellectual pursuit and advise accordingly.

HONORS THESIS

Anthropology majors with a minimum GPA of 3.6 in the major who wish to write an honors thesis for departmental honors consideration may enroll in ANTH V3999 The Senior Thesis Seminar in Anthropology. Students should have a preliminary concept for their thesis prior to course enrollment. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

FACULTY PROFESSORS

- Nadia Abu El-Haj (Barnard)
- Lila Abu-Lughod
- Partha Chatterjee
- Myron L. Cohen
- Terence D'Altroy
- E. Valentine Daniel
- Steven Gregory
- Ralph L. Holloway
- Claudio Lomnitz
- Mahmood Mamdani
- Brinkley Messick
- Rosalind Morris
- Elizabeth Povinelli
- Nan Rothschild (Barnard, *emerita*)
- David Scott
- Lesley A. Sharp (Barnard)
- Michael Taussig
- Paige West (Barnard)

ASSOCIATE PROFESSORS

- Elaine Combs-Schilling
- Zoe Crossland
- Catherine Fennell
- Severin Fowles (Barnard)
- Marilyn Ivy
- Brian Larkin (Barnard)
- John Pemberton
- Audra Simpson

ASSISTANT PROFESSORS

- Sarah Muir (Barnard)
- Stephen K. Scott (Barnard)
- Maxine Weisgrau (Barnard)

LECTURERS

- Brian Boyd
- Gokce Gunel
- Ellen Marakowitz

- Karen Seeley

ADJUNCT RESEARCH SCHOLAR

- Laurel Kendall

REQUIREMENTS GUIDELINES FOR ALL ANTHROPOLOGY MAJORS AND CONCENTRATORS

Grading

No course with a grade of D or lower can count toward the major or concentration. Only the first course that is to count toward the major or concentration can be taken Pass/D/Fail.

Courses

Courses offered in other departments count toward the major and concentration only when taught by a member of the Department of Anthropology. Courses from other departments not taught by anthropology faculty must have the approval of the director of undergraduate studies in order to count toward the major or concentration.

MAJOR IN ANTHROPOLOGY

The program of study should be planned as early as possible in consultation with the director of undergraduate studies and/or department consultants. A minimum of 30 points in the Department of Anthropology and 6 points of related courses taken in other departments are required as follows:

Sociocultural Focus

ANTH V1002	The Interpretation of Culture
ANTH V2004	Introduction to Social and Cultural Theory
ANTH V2005	Ethnographic Imagination

Two courses (from within anthropology or from another department) that focus on a particular culture, nation, or literature.

Additional courses (from within anthropology or from another department) to meet the required minimum points for the major.

Archaeology Focus

ANTH V1002	The Interpretation of Culture
ANTH V2004	Introduction to Social and Cultural Theory
ACLG V2028	Pasts, Presents & Futures: An Introduction to 21st Century Archaeology

Two courses (from within anthropology or from another department) that focus on a particular culture, nation, or literature.

Additional courses (from within anthropology or from another department) to meet the required minimum points for the major.

NOTE: Students wishing to pursue an interdisciplinary major in archaeology should see the *Archaeology* section of this Bulletin.

Biological/Physical Focus

Students interested in studying this field should refer to the major in evolutionary biology of the human species in the Department of Ecology, Evolution, and Environmental Biology.

CONCENTRATION IN ANTHROPOLOGY

A minimum of 20 points in the Department of Anthropology are required as follows:

Sociocultural Focus

ANTH V1002 The Interpretation of Culture
Additional courses (from within anthropology or from another department) to meet the required minimum points for the concentration.

Archaeology Focus

ACLG V2028 Pasts, Presents & Futures: An Introduction to 21st Century Archaeology

Additional courses (from within anthropology or from another department) to meet the required minimum points for the concentration.

Biological/Physical Focus

Students interested in pursuing study in this field should refer to the concentration in evolutionary biology of the human species in the Department of Ecology, Evolution, and Environmental Biology.

COURSES

FALL 2015

SOCIOCULTURAL ANTHROPOLOGY

ANTH V1002 The Interpretation of Culture. 3 points.

Discussion Section Required

The anthropological approach to the study of culture and human society. Case studies from ethnography are used in exploring the universality of cultural categories (social organization, economy, law, belief system, art, etc.) and the range of variation among human societies.

Fall 2015: ANTH V1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/04478	W 10:10am - 11:25am 304 Barnard Hall	Sarah Muir	3	76

ANTH 1002	001/04478	M 10:10am - 11:25am James Rm Barnard Hall	Sarah Muir	3	76
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Spring 2016: ANTH V1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/64078	T Th 10:10am - 11:25am 309 Havemeyer Hall	Elizabeth Povinelli	3	102

ANTH V1007 The Origins of Human Society. 3 points.

Mandatory recitation sections and \$25.00 laboratory fee. Enrollment limited to 160.

An archaeological perspective on the evolution of human social life from the first bipedal step of our ape ancestors to the establishment of large sedentary villages. While traversing six million years and six continents, our explorations will lead us to consider such major issues as the development of human sexuality, the origin of language, the birth of "art" and religion, the domestication of plants and animals, and the foundations of social inequality. Designed for anyone who happens to be human.

Fall 2015: ANTH V1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1007	001/77746	T Th 2:40pm - 3:55pm 304 Barnard Hall	Severin Fowles	3	99/120

ANTH V2004 Introduction to Social and Cultural Theory. 3 points.

Introduces students to crucial theories of society, paying particular attention to classic social theory of the late 19th and 20th centuries. Traces a trajectory through writings essential for an understanding of the social: from Saussure, Durkheim, Mauss, Marx, Freud, and Weber, on to the structuralist ethnographic elaboration of Claude Levi-Strauss, the historiographic reflections on modernity of Michel Foucault, and contemporary modes of socio-cultural analysis. Explored are questions of signification at the heart of anthropological inquiry, and to the historical contexts informing these questions.

Fall 2015: ANTH V2004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2004	001/14112	M W 1:10pm - 2:25pm 614 Schermerhorn Hall	John Pemberton	3	74

ANTH V2008 Film and Culture. 3 points.

Enrollment limited to 75.

The class explores the intersection of aesthetics and ethnography in contemporary nonfiction filmmaking. Course readings address the blurring of boundaries between filmic genres and the multiplicity of relationships they establish between the "pro-filmic" and the filmic; the ethics as well as the epistemology of visual and auditory representations and the relationships that

are put into play between films' subjects, their makers, and their audiences in a variety of cultural contexts; the social life of images; and the relationship between anthropological knowledge and various documentary modalities.

Fall 2015: ANTH V2008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2008	001/81096	W 7:30pm - 10:30pm 614 Schermerhorn Hall	Margaret McLagan	3	37/75

ANTH V2015 Chinese Society and Culture. 3 points.

Social organization and social change in China from late imperial times to the present. Major topics include family, kinship, community, stratification, and the relationships between the state and local society.

Fall 2015: ANTH V2015

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2015	001/70407	M W 2:40pm - 3:55pm 408 Hamilton Hall	Myron Cohen	3	5

ANTH V3007 Holy Lands, Unholy Histories: Archaeology before the Bible. 3 points.

This course provides a critical overview of prehistoric archaeology in the Near East (or the Levant - the geographical area from Lebanon in the north to the Sinai in the south, and from the middle Euphrates in Syria to southern Jordan). It has been designed to appeal to anthropologists, historians, and students interested in the Ancient Mediterranean and Middle Eastern Studies. The course is divided into two parts. First, a social and political history of prehistoric and "biblical" archaeology, emphasizing how the nature of current theoretical and practical knowledge has been shaped and defined by previous research traditions and, second, how the current political situation in the region impinges upon archaeological practice. Themes include: the dominance of "biblical archaeology" and the implications for Palestinian archaeology, Islamic archaeology, the impact of European contact from the Crusades onwards, and the development of prehistoric archaeology.

Fall 2015: ANTH V3007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3007	001/76146	M W 1:10pm - 2:25pm 313 Hamilton Hall	Brian Boyd	3	12/40

ANTH V3047 Language, Performance, Power. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).
Enrolment limited to 30.

In the Western imagination, language is often understood as a vehicle for conveying already formed thoughts from one mind to another. 'Real' actions are often contrasted to 'mere' words:

as every child learns, "Sticks and stones will break my bones but words will never hurt me." And yet, a moment's reflection reveals a wide-range of linguistic phenomena in which saying is tantamount to doing. From making promises to signing contracts, from avowing love to exchanging vows, from telling truths to telling lies, and yes, from hurtful words to hate speech -language is much more than a means of representation, but a key mode of acting in and upon the world. Drawing on readings from anthropology, sociology, philosophy, and critical theory, this class takes up the power of words, paying attention to the relationship between language as 'performance' (the performance of language in various implicit and explicit speech genres) and the 'performativity' of language (language as a means of performing various speech acts). Through a range of case-studies, we will likewise pay close attention to the social and cultural organization of performance and performativity, situating speech acts and genres in the very sociocultural worlds they help shape. Topics include: the development of the concept of performativity, or speech act theory, in the philosophy of language; its uptake and key critiques in poststructuralism and anthropology; the role of performativity in performance, ritual, magic, and expressive culture more generally; and the relationship between performance, performativity, and power in everyday and institutional life.

ANTH V3040 Anthropological Theory I. 4 points.

Open to majors; all others with instructor's permission.

Prerequisites: an introductory course in anthropology. Institutions of social life. Kinship and locality in the structuring of society. Monographs dealing with both literate and nonliterate societies will be discussed in the context of anthropological fieldwork methods.

Fall 2015: ANTH V3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3040	001/09257	M W 2:40pm - 3:55pm 214 Milbank Hall	Sarah Muir	4	11

ANTH V3711 States of Confinement. 4 points.

Enrolment limited to 20.

Recent years have seen an upsurge of interest among scholars from across the humanities and humanistic social sciences in the forms, precipitants, and effects of mass incarceration (and 'the penal state' more generally), especially in the contemporary United States. This course seeks both to engage this growing literature and, at the same time, to broaden its historical, cultural, conceptual, and phenomenological scope through an examination of confinement as it has been conceived of - and imposed - across a wide range of societal and geographical contexts: prisons, internment camps, asylums, slave plantations, native reservations, religious monasteries, and more. What are the links between the regulation of movement and various political, legal, and economic regimes? Between punishment-by-imprisonment and particular forms of sovereign power - in imperial, post-colonial, and settler-colonial societies alike?

Why, and in what ways, have certain populations been targeted for confinement in specific times and places? How might we understand the interplay between the partitioning of human bodies in enclosed spaces, on the one hand, and practices of social control, exclusion, and stratification on the other? Drawing on ethnographic accounts, historical case studies, and influential theoretical texts (Durkheim, Bentham, Elias, Fanon, Goffman, Foucault, Agamben), this course ultimately asks how a cross-cultural, historical approach to confinement might allow us to shed light on, and so provincialize, what sociologist Loïc Wacquant has called the hyperincarceration of whole segments of the American populace today.

Fall 2015: ANTH V3711

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3711	001/69260	T 12:10pm - 2:00pm 963 Ext Schmerhorn Hall	Brian Goldstone	4	18/20

ANTH V3826 Brain Science: A Social History. 4 points.

Enrollment limited to 20. Open to juniors and seniors only.

In light of the current ascendance of neuroscience, including new federally funded initiatives to map the human brain, this course explores the social history of brain science from the mid-19th century to the present. This period saw the invention of an array of cerebral technologies designed to explain the brain's operations, measure its capacities, manipulate its contents, calm its agitations, and better its performance. In this course, we will examine the historical and political contexts in which such technologies, including psychoanalysis, psychosurgery, brainwashing, and psychopharmaceuticals, were created. At the same time, we will consider the medical doctors, psychologists, and military personnel who endorsed and deployed them to achieve various social, political, and therapeutic ends. Through readings of period scientific texts, contemporary scientific research, personal memoirs, and novels, we will analyze the connections between emergent cerebral technologies and dominant philosophies of consciousness, notions of mind and soul, and theories of intelligence. In addition, we will look at the construction of the neurological patient through the lenses of culture, race, and gender. Finally, we will consider recent cerebral technologies that produce images of the brain. Throughout the course, we investigate persisting and urgent interests in knowing the mind, enhancing mental functioning, and managing problem brains.

Fall 2015: ANTH V3826

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3826	001/23861	T 10:10am - 12:00pm 300 Union Theological Seminary	Karen Seeley	4	17/20

ANTH V3831 Cultures and Economies: Explorations in Economic Anthropology. 4 points.

Enrollment limited to 15. Priority given to juniors and seniors

This class explores the intersection of economy, culture, and society from a comparative, anthropological perspective. What have anthropologists learned about the different economic systems of the societies they study? How do economic practices and processes interact with the broader sociocultural worlds in which they are pursued and elaborated? What kind of concepts and methods do anthropologists draw on in their ethnographic (and archeological) researches into the diversity of human economic life? By reading classic and contemporary works in the field of economic anthropology, this class introduce students to longstanding discussions and debates about: economic rationality as a social form; the application of economic principles and methods to non-marketized societies; the nature of exchange and value; the sociocultural dimensions of monetarization and marketization; the role of gender and class in economic production; and the paradoxes of private property in everyday lives. Anthropology and economics have maintained a long and productive, if often combative, relationship with one another, and one of the aims of the course is to explore that relationship from a number of critical perspectives.

Fall 2015: ANTH V3831

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3831	001/04002	M 2:10pm - 4:00pm 227 Milbank Hall	Stephen Scott	4	9/15

ANTH V3861 Anthropology of the Anthropocene. 4 points.

Enrollment limited to 15. Priority given to majors in Anthropology.

This course focuses on the political ecology of the Anthropocene. As multiple publics become increasingly aware of the extensive and accelerated rate of current global environmental change, and the presence of anthropogenesis in ever expanding circumstances, we need to critically analyze the categories of thought and action being developed in order to carefully approach this change. Our concern is thus not so much the Anthropocene as an immutable fact, inevitable event, or definitive period of time (significant though these are), but rather for the political, social, and intellectual consequences of this important idea. Thus we seek to understand the creativity of "The Anthropocene" as a political, rhetorical, and social category. We also aim to examine the networks of capital and power that have given rise to the current state of planetary change, the strategies for ameliorating those changes, and how these are simultaneously implicated in the rhetorical creation of "The Anthropocene".

Fall 2015: ANTH V3861

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3861	001/08283	W 2:10pm - 4:00pm 222 Milbank Hall	Paige West	4	9/18

ANTH V3921 Anticolonialism. 4 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Enrollment limited to 20.

Through a careful exploration of the argument and style of five vivid anticolonial texts, Mahatma Gandhi's *Hind Swaraj*, C.L.R. James' *The Black Jacobins*, Aimé Césaire's *Discourse on Colonialism*, Albert Memmi's *Colonizer and Colonized*, and Frantz Fanon's *The Wretched of the Earth*, this course aims to inquire into the construction of the image of colonialism and its projected aftermaths established in anti-colonial discourse.

Fall 2015: ANTH V3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3921	001/83531	T 10:10am - 12:00pm 963 Ext Schermerhorn Hall	David Scott	4	14/20

ANTH V3933 Arabia Imagined. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course explores Arabia as a global phenomenon. It is organized around primary texts read in English translation. The site of the revelation of the Quran and the location of the sacred precincts of Islam, Arabia is the destination of pilgrimage and the direction of prayer for Muslims worldwide. It also is the locus of cultural expression ranging from the literature of the 1001 Nights to the broadcasts of Al Jazeera. We begin with themes of contemporary youth culture and political movements associated with the Arab Spring. Seminar paper.

Fall 2015: ANTH V3933

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3933	001/97598	T 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	Brinkley Messick	4	16

ANTH V3939 The Anime Effect: Media and Technoculture in Japan. 4 points.

Prerequisites: the instructor's permission

Culture, technology, and media in contemporary Japan.

Theoretical and ethnographic engagements with forms of mass mediation, including anime, manga, video, and cell-phone novels. Considers larger global economic and political contexts, including post-Fukushima transformations.

Fall 2015: ANTH V3939

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3939	001/91650	T 12:10pm - 2:00pm 467 Schermerhorn Hall	Marilyn Ivy	4	10

ANTH V3952 Taboo and Transgression. 4 points.

Instructor's permission is required.

The transgression of taboos is the basis of crime, sex, and religion in any society. As "the labor of the negative", transgression is also a critical element in thought itself. Working through anthropology of sacrifice and obscenity, as well as relevant work by Bataille, Foucault, and Freud, this course aims at understanding why taboos exist and why they must be broken.

Fall 2015: ANTH V3952

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3952	001/65705	W 2:10pm - 4:00pm 417 Mathematics Building	Michael Taussig, Christopher Santiago	4	27

ANTH V3970 Biological Basis of Human Variation. 4 points.

Enrollment limited to 15. **Not offered during 2015-16 academic year.**

Prerequisites: ANEB V1010 and the instructor's permission. Biological evidence for the modern human diversity at the molecular, phenotypical, and behavioral levels, as distributed geographically.

ANTH V3989 Introduction to Urban Anthropology. 4 points.

Enrollment limited to 18.

This seminar is an introduction to the theory and methods that have been developed by anthropologists to study contemporary cities and urban cultures. Although anthropology has historically focused on the study of non-Western and largely rural societies, since the 1960s, anthropologists have increasingly directed attention to cities and urban cultures. During the course of the semester, we will examine such topics as: the politics of urban planning, development and land use; race, class, gender and urban inequality; urban migration and transnational communities; the symbolic economies of urban space; and street life. Readings will include the works of Jane Jacobs, Sharon Zukin, and Henri Lefebvre.

Fall 2015: ANTH V3989

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3989	001/92450	T 2:10pm - 4:00pm 467 Schermerhorn Hall	Steven Gregory	4	11/18

ANTH V3999 The Senior Thesis Seminar in Anthropology. 4 points.

Enrollment limited to 15. Open to CC and GS majors in Anthropology only.

Prerequisites: The instructor's permission. Students must have declared a major in Anthropology prior to registration. Students must have a 3.6 GPA in the major and a preliminary project concept in order to be considered. Interested students must communicate/meet with thesis instructor in the previous spring about the possibility of taking the course during the upcoming academic year. Additionally, expect to discuss with the instructor at the end of the fall term whether your project has progressed far enough to be completed in the spring term. If it has not, you

will exit the seminar after one semester, with a grade based on the work completed during the fall term.

The spring sequence of the anthropology thesis seminar is a continuation of the fall semester, in which students designed research questions and proposals that will serve as a guide for the completion of their thesis or comparable senior capstone project. Only those students who expect to have completed the fall semester portion of the course by the end of the fall term, and who will continue on to complete their project in the spring, are allowed to register. Final enrollment is contingent upon actual and successful completion of first semester requirements, as determined by spring semester constructor in consultation with fall semester instructor. Weekly meetings will be devoted to the collaborative refinement of drafts, as well as working through issues of writing (evidence, voice, authority etc). All enrolled students are required to present their project at a symposium in the late spring, and the final grade is based primarily on successful completion of the thesis/ capstone project.

Fall 2015: ANTH V3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/77383	W 6:10pm - 8:00pm 963 Ext Schermerhorn Hall	Catherine Fennell	4	8/15

Spring 2016: ANTH V3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/20718	W 6:10pm - 8:00pm 963 Ext Schermerhorn Hall	Audra Simpson	4	7/15

ARCHAEOLOGY

ANTH V1007 The Origins of Human Society. 3 points.

Mandatory recitation sections and \$25.00 laboratory fee. Enrollment limited to 160.

An archaeological perspective on the evolution of human social life from the first bipedal step of our ape ancestors to the establishment of large sedentary villages. While traversing six million years and six continents, our explorations will lead us to consider such major issues as the development of human sexuality, the origin of language, the birth of "art" and religion, the domestication of plants and animals, and the foundations of social inequality. Designed for anyone who happens to be human.

Fall 2015: ANTH V1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1007	001/77746	T Th 2:40pm - 3:55pm 304 Barnard Hall	Severin Fowles	3	99/120

ANTH V3064 Death and the Body. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2015-16 academic year.

This class explores the ways in which archaeologists use the dead body to explore past beliefs and social practices, critically assessing these approaches from the broader perspective of anthropological and sociological theories of the body's production and constitution. We'll look at the ways in which social status, gender, and personhood are expressed through the dead body and through practices of body modification and display. In this context, we'll also consider the social relations of archaeological exhumation, the conflict that can arise over the excavation of human remains, and their treatment as courtroom evidence in forensic archaeology.

ANTH V3922 The Emergence of State. 4 points.

Not offered during 2015-16 academic year.

The creation of the earliest states out of simpler societies was a momentous change in human history. This course examines major theories proposed to account for that process, including population pressure, warfare, urbanism, class conflict, technological innovation, resource management, political conflict and cooperation, economic specialization and exchange, religion/ideology, and information processing.

PHYSICAL ANTHROPOLOGY

ANTH V3970 Biological Basis of Human Variation. 4 points.

Enrollment limited to 15. Not offered during 2015-16 academic year.

Prerequisites: ANEB V1010 and the instructor's permission. Biological evidence for the modern human diversity at the molecular, phenotypical, and behavioral levels, as distributed geographically.

ANTH G4147 Human Skeletal Biology I. 3 points.

Enrollment limited to 15. Recommended for archaeology, physical anthropology, premedical, and biology students interested in the human skeletal system.

Prerequisites: the instructor's permission.

Intensive study of human skeletal materials using anatomical and anthropological landmarks to assess sex, age, and ethnicity of the bones. Other primate skeletal material and fossil casts are used for comparative study.

SPRING 2016

SOCIOCULTURAL ANTHROPOLOGY

ANTH V1002 The Interpretation of Culture. 3 points.

Discussion Section Required

The anthropological approach to the study of culture and human society. Case studies from ethnography are used in exploring the universality of cultural categories (social organization, economy, law, belief system, art, etc.) and the range of variation among human societies.

Fall 2015: ANTH V1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ANTH 1002	001/04478	W 10:10am - 11:25am 304 Barnard Hall	Sarah Muir	3	76
ANTH 1002	001/04478	M 10:10am - 11:25am James Rm Barnard Hall	Sarah Muir	3	76

Spring 2016: ANTH V1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/64078	T Th 10:10am - 11:25am 309 Havemeyer Hall	Elizabeth Povinelli	3	102

ANTH V1200 The Anthropology of Sexuality. 3 points.

This course offers a broad overview of the social, cultural, political, and economic dimensions of sexuality. It focuses on the rapid transformations that are taking place globally in the early 21st century, and on the impact that these transformations have had on sexuality. The relationships between men, women and children are changing quickly, as are traditional family structures and gender norms. What were once viewed as private matters have become public, and an array of new social movements (transgender, intersex, sex worker, people living with HIV) have come into the open. Sexuality has become a focus for public debate and political action in important new ways that will be examined in detail in this course.

Spring 2016: ANTH V1200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1200	001/12167	M W 11:40am - 12:55pm 467 Schermerhorn Hall	Carole Vance	3	28/30

ANTH V2005 (Section 1) The Ethnographic Imagination - Sec 001 will be held in the Columbia Campus. 3 points.

Discussion Section Required

Introduction to the theory and practice of ethnography, the intensive study of peoples' lives as shaped by social relations, cultural images, and historical forces. The course consists of critical reading of various kinds of texts (classic ethnographies, histories, journalism, novels, and films) and of the ways in which understanding, interpreting, and representing the lived words of people, at home or abroad, in one place or transnationally, and in the past or the present, can be accomplished.

Spring 2016: ANTH V2005 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2005	001/73403	T Th 11:40am - 12:55pm 702 Hamilton Hall	Gokce Gunel	3	28

ANTH V2005 (Section 2) The Ethnographic Imagination. 3 points.

(FOR NEW STUDY ABROAD IN MEXICO CITY PROGRAM ONLY)

Introduction to the theory and practice of ethnography, the intensive study of peoples' lives as shaped by social This course introduces students to the theory and practice of "ethnography" - the intensive study of people's lives as shaped by social relations, cultural images, and historical forces. It does so by way of a close inspection of Mexican ethnography, and by developing a collective ethnographic blog by students. Study abroad programs bring heightened awareness of social surroundings; this course on the ethnographic imagination is oriented to deepening inquiry into the students' immediate surroundings in Mexico City, while providing a general introduction to ethnography as a field of endeavor. Lectures on the history of ethnography by the professor will supplement ethnographic readings centered principally on Mexico.

Spring 2016: ANTH V2005 (Section 2)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2005	002/83443	M W 10:10am - 11:25am Room TBA	Claudio Lomnitz	3	0

ANTH V3041 Anthropological Theory II. 4 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Enrollment limited to 40.

Prerequisites: Required of all Barnard Anthropology majors; open to other students with instructor's permission only.

The second of a two semester sequence intended to introduce departmental majors to key readings in social theory that have been constitutive of the rise and contemporary practice of modern anthropology. The goal is to understand historical and current intellectual debates within the discipline. To be taken in conjunction with ANTH V3040, preferably in sequence.

Spring 2016: ANTH V3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3041	001/05821	T Th 1:10pm - 2:25pm L1104 Diana Center	Stephen Scott	4	15/40

ANTH V3842 The Semiotics of Crisis. 4 points.

Enrollment limit is 15 and preference given to anthropology majors.

What do we mean when we say something is "in crisis"? How do we recognize crisis and what are the consequences of that recognition? We will approach these questions by revisiting and reclaiming several key texts from within and beyond anthropology on the intertwined problems of crisis and social reproduction

Spring 2016: ANTH V3842

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3842	001/09277	M 10:10am - 12:00pm 318 Milbank Hall	Sarah Muir	4	13/15

ANTH V3856 Value, Debt, and Risk: Topics in the Anthropology of Finance. 4 points.

Enrollment limit is 15 and preference given to anthropology majors.

This seminar will construct a dual perspective on the intersection between culture and finance: On the one hand, we will examine finance as a culturally constituted social field; on the other, we will trace the far-reaching sociocultural consequences of financial concepts, practices, and discourses. The course is composed of two thematic parts: Money, Gifts, and Regimes of Value; and The Productivity of Risk and Crisis

Spring 2016: ANTH V3856

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3856	001/01805	M 2:10pm - 4:00pm 227 Milbank Hall	Sarah Muir	4	17/15

ANTH V3872 From Physics Labs to Oil Futures: Social Studies of Energy. 4 points.

Enrollment limited to 15.

How did whale oil become replaced by fossil fuels? What were the turning points in implementing electricity networks within urban centers? What is the role of markets and industries when producing such new energy infrastructures? This interdisciplinary course will trace ideas of energy in anthropology, science and technology studies, literary studies, and environmental history, and investigate how energy production and consumption affects social life.

Spring 2016: ANTH V3872

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3872	001/63648	T 2:10pm - 4:00pm 4c Kraft Center	Gokce Gunel	4	5/15

ANTH V3878 Neoliberal Urbanism and the Politics of Exclusion. 4 points.

Enrollment limit is 20.

This seminar examines the impact of neo-liberal strategies and practices of urban development and governance on contemporary American cities with special emphasis on the dividing practices that have led to the segregation, stigmatization and exclusion of urbanites on the basis of class, race, sex/gender and other power-laden ascriptions of difference and pathology. We will situate the formative period of neoliberal urbanism in the urban renewal or "slum clearance" programs of the 1950s and 1960s-initiatives that registered post-war anxieties concerning civil defense, urban disinvestment and growing populations of racial-cum-ethnic "minorities." Through a reading of key anthropological ethnographies and other literature across disciplines, we will examine topics including: deindustrialization and the construction of the inner city and "ghetto underclass," the cultural politics of neo-liberal governance, the privatization and policing of public space, gated communities, gentrification and socioeconomic polarization, and homelessness

Spring 2016: ANTH V3878

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3878	001/13246	T 2:10pm - 4:00pm 301m Fayerweather	Steven Gregory	4	23/20

ANTH V3880 Listening: An Ethnography of Sound. 4 points.

Prerequisites: the instructor's permission.

This course explores the possibilities of an ethnography of sound by attending to a range of listening encounters: in urban soundscapes of the city and in natural soundscapes of acoustic ecology; from histories of audible pasts and resonances of auditory cultural spaces; through repeated listenings in the age of electronic reproduction and at the limits of listening with experimental music. Sound, noise, voice, reverberation, and silence, from von Helmholtz to John Cage and beyond: the course turns away from the screen and dominant epistemologies of the visual, for an extended moment, in pursuit of sonorous objects and cultural sonorities.

Spring 2016: ANTH V3880

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3880	001/24694	T 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	John Pemberton	4	17

ANTH V3888 Ecocriticism for the End Times. 4 points.

Prerequisites: the instructor's permission.

This seminar aims to show what an anthropologically informed, ecocritical cultural studies can offer in this moment of intensifying ecological calamity. The course will not only engage significant works in anthropology, ecocriticism, philosophy, literature, politics, and aesthetics to think about the environment, it will also bring these works into engaged reflection on "living in the end times" (borrowing cultural critic Slavoj Žižek's phrase). The seminar will thus locate critical perspectives on the environment within the contemporary worldwide ecological crisis, emphasizing the ethnographic realities of global warming, debates on nuclear power and energy, and the place of nature. Drawing on the professor's long experience in Japan and current research on the aftermath of the Fukushima Daiichi nuclear power plant disaster, the seminar will also take care to unpack the notion of "end times," with its apocalyptic implications, through close considerations of works that take on the question of ecocatastrophe in our times. North American and European perspectives, as well as international ones (particularly ones drawn from East Asia), will give the course a global reach.

Spring 2016: ANTH V3888

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3888	001/13007	W 2:10pm - 4:00pm 467 Schermerhorn Hall	Marilyn Ivy	4	15

ANTH V3912 Ethnographic China. 4 points.

Contemporary China through the writings of anthropologists who have done fieldwork there during the past decade.

Spring 2016: ANTH V3912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3912	001/14521	M 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	Myron Cohen	4	14/25

ANTH V3950 Anthropology of Consumption. 4 points.
Enrollment limited to 20.

Prerequisites: the instructor's permission.

Examines theories and ethnographies of consumption, as well as the political economy of production and consumption. Compares historic and current consumptive practices, compares exchange-based economies with post-Fordist economies. Engages the work of Mauss, Marx, Godelier, Baudrillard, Appadurai, and Douglas, among others.

Spring 2016: ANTH V3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3950	001/08493	W 12:10pm - 2:00pm 227 Milbank Hall	Bruce Burnside	4	15/20

ANTH V3977 Trauma. 4 points.
Enrollment limited to 20.

Prerequisites: Instructor's permission.

Investing trauma from interdisciplinary perspectives, the course explores connections between the interpersonal, social, and political events that precipitate traumatic reactions and their individual and collective ramifications. After examining the consequences of political repression and violence, the spread of trauma within and across communities, the making of memories and flashbacks, and the role of public testimony and psychotherapy in alleviating traumatic reactions.

Spring 2016: ANTH V3977

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3977	001/75965	T 10:10am - 12:00pm 467 Schermerhorn Hall	Karen Seeley	4	12/20

ANTH W3998 Supervised Individual Research Course In Anthropology. 2-6 points.

Prerequisite: the written permission of the staff member under whose supervision the research will be conducted.

ANTH V3999 The Senior Thesis Seminar in Anthropology. 4 points.

Enrollment limited to 15. Open to CC and GS majors in Anthropology only.

Prerequisites: The instructor's permission. Students must have declared a major in Anthropology prior to registration. Students must have a 3.6 GPA in the major and a preliminary project concept in order to be considered. Interested students must communicate/meet with thesis instructor in the previous spring about the possibility of taking the course during the upcoming academic year. Additionally, expect to discuss with the instructor

at the end of the fall term whether your project has progressed far enough to be completed in the spring term. If it has not, you will exit the seminar after one semester, with a grade based on the work completed during the fall term.

The spring sequence of the anthropology thesis seminar is a continuation of the fall semester, in which students designed research questions and proposals that will serve as a guide for the completion of their thesis or comparable senior capstone project. Only those students who expect to have completed the fall semester portion of the course by the end of the fall term, and who will continue on to complete their project in the spring, are allowed to register. Final enrollment is contingent upon actual and successful completion of first semester requirements, as determined by spring semester constructor in consultation with fall semester instructor. Weekly meetings will be devoted to the collaborative refinement of drafts, as well as working through issues of writing (evidence, voice, authority etc). All enrolled students are required to present their project at a symposium in the late spring, and the final grade is based primarily on successful completion of the thesis/ capstone project.

Fall 2015: ANTH V3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/77383	W 6:10pm - 8:00pm 963 Ext Schermerhorn Hall	Catherine Fennell	4	8/15

Spring 2016: ANTH V3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/20718	W 6:10pm - 8:00pm 963 Ext Schermerhorn Hall	Audra Simpson	4	7/15

ANTH W4172 Written Culture. 3 points.

At the turn of the twentieth century, writing was considered the evolutionary "hallmark" of civilization. Its presence or absence in societies also served to demarcate the boundaries of disciplinary inquiry, with anthropologists then specialized in peoples "without" writing. In recent decades, however, as critical reflection began to focus on writings by anthropologists, attention also turned to what James Clifford referred to as "the scratching of other pens." Studies of our own and other textualities now are part of advancing conversations between Anthropology, History and Literary Studies. Among other topics, we will study the earlier print revolution for ideas that might help us understand "texting" and other aspects of writing in the current digital revolution.

Spring 2016: ANTH W4172

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4172	001/20190	T 2:10pm - 4:00pm 457 Schermerhorn Hall	Brinkley Messick	3	16

ANTH W4282 Islamic Law. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

An introductory survey of the history and contents of the Shari'a, combined with a critical review of Orientalist and contemporary scholarship on Islamic law. In addition to models for the ritual life, we will examine a number of social, economic, and political constructs contained in Shari'a doctrine, including the concept of an Islamic state, and we also will consider the structure of litigation in courts. Seminar paper.

Spring 2016: ANTH W4282

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4282	001/26862	F 10:10am - 12:00pm 467 Schermerhorn Hall	Brinkley Messick	3	18

ARCHAEOLOGY

ACLG V2028 Pasts, Presents & Futures: An Introduction to 21st Century Archaeology. 3 points.

This course provides a comprehensive introduction to archaeology. We start with a critical overview of the origins of the discipline in the 18th and 19th centuries, and then move on to consider key themes in current archaeological thinking. These include 'time and the past: what is the difference'? What are archaeological sites and how do we 'discover' them? How is the relationship between the living and the dead negotiated through archaeological practice? What are the ethical issues? How do we create narratives from archaeological evidence? Who gets written in and out of these histories? Archaeology in film and media is also covered.

Spring 2016: ACLG V2028

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ACLG 2028	001/22346	T Th 2:40pm - 3:55pm 503 Hamilton Hall	Terence D'Altroy	3	30

ANTH V3714 Zooarchaeology Method and Theory. 4 points.

Enrollment limited to 15.

This course explores zooarchaeology as a subdiscipline, highlighting the potential of archaeofaunal remains to provide insight into social, political, ritual, and economic organization and the history of human interaction with the environment. The course is designed primarily for students in the archaeology major or concentrations, but is open to other undergraduate and graduate students, with instructor's permission. Students are not expected to have prior experience in the lab. Students will gain basic knowledge of the methods and underlying theory of zooarchaeological analysis as well as the ability to assess the strengths and weaknesses of zooarchaeological data in addressing archaeological research questions in Old and New World archaeology.

Spring 2016: ANTH V3714

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3714	001/64636	T 6:10pm - 8:00pm	Adam Watson	4	15/15

954 Ext
Schermerhorn Hall

ANTH W4033 Historical Archaeology of the Modern World. 3 points.

Enrollment limit is 30.

The aim of this course is to provide an overview of the archaeology of the modern world-the era that began with European voyages of discovery and conquest in the fifteenth century and continues into the present. Using case studies from the Americas, Europe, South Africa, and Australia, we will examine the way historical archaeologists use artifacts, structures, landscapes, along with oral, documentary, and visual sources to interpret the past. Subjects include comparative colonialism in the Americas; plantations and slavery; landscape and buildings archaeology; archaeology of gender and sexuality; and the archaeology of African Americans, Irish Americans, Asian Americans, and other racial and ethnic groups. By the end of the semester students should be familiar with the methodology of historical archaeology and the theoretical issues that guide interpretation in historical archaeology towards an understanding of the processes that have helped shaped modernity.

Spring 2016: ANTH W4033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4033	001/20952	T Th 10:10am - 11:25am 6a/6b Kraft Center	Jessica Striebel MacLean	3	9/30

ANTH G4470 Humans and Other Animals: Critical Perspectives on Human-animal Relations. 3 points.

Students must contact Professor Boyd (brian.boyd@columbia.edu) via email before you registering. Enrollment limit is 30.

In a number of academic disciplines the concern with relationships between humans and non-humans has recently resulted in a radical revision of the ways in which we think people and animals construct their social worlds. This course addresses how humans and animals enter into, and interact within, each other's worlds. It draws upon perspectives from anthropology, geography, (political) philosophy, ethics, literary theory, and the sciences, placing current debates within the context of the deep history of human-animal relations. Topics to be discussed include "wildness", domestication, classification, animal rights, biotechnology, "nature/culture", food/cooking, fabulous/mythical animals, the portrayal of animals in popular culture, and human-animal sexualities.

Spring 2016: ANTH G4470

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4470	001/28118	F 10:10am - 12:00pm 303 Hamilton Hall	Brian Boyd	3	18/20

PHYSICAL ANTHROPOLOGY

ANTH G4002 Controversial Topics in Human Evolution. 3 points.

Enrollment limited to 10.

Prerequisites: an introductory biological/physical anthropology course and the instructor's permission.

Controversial issues that exist in current biological/physical anthropology, and controversies surrounding the descriptions and theories about particular fossil hominid discoveries, such as the earliest australopithecines, the diversity of *Homo erectus*, the extinction of the Neandertals, and the evolution of culture, language, and human cognition.

Spring 2016: ANTH G4002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4002	001/29634	Th 4:10pm - 6:00pm 467 Schermerhorn Hall	Ralph Holloway	3	2/12

ANTH G4148 The Human Skeletal Biology II. 3 points.

Enrollment limit is 12 and Instructor's permission required.

Recommended for archaeology and physical anthropology students, pre-meds, and biology majors interested in the human skeletal system. Intensive study of human skeletal materials using anatomical and anthropological landmarks to assess sex, age, and ethnicity of bones. Other primate skeletal materials and fossil casts used for comparative study.

Spring 2016: ANTH G4148

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4148	001/18505	W 12:10pm - 2:00pm 865 Schermerhorn Hall	Ralph Holloway	3	3/12

OF RELATED INTEREST

Anthropology (Barnard)

ANTH BC3868	Ethnographic Field Research in New York City
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Center for the Study of Ethnicity and Race

CSER W3904	Rumor and Racial Conflict
CSER W3924	Latin American and Latina/o Social Movements
CSER W3990	Senior Project Seminar

Ecology, Evolution, and Environmental Biology

EEEB W4700	Race: The Tangled History of a Biological Concept
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Women's and Gender Studies

WMST V1001	Introduction to Women's and Gender Studies
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ARCHAEOLOGY

The Columbia Center for Archaeology: 965 Schermerhorn Extension
<http://www.columbia.edu/cu/archaeology>

Director of Undergraduate Studies: Prof. Terence D'Altroy, 961 Schermerhorn; 212-854-2131; tnd1@columbia.edu

Archaeology is the study of the material conditions inhabited and acted upon by people in the past and present. Investigation of the past through the study of material remains is entangled with historiography, politics, and individual and collective memory, and is implicated in the production of present-day identities. Archaeology has come to mean many things to different generations of scholars, yet all approaches share in common a focus on the physical remains of the past and on the interpretive acts that enliven these remains and are challenged by them.

At Columbia, archaeology is a multidisciplinary field practiced by faculty and students in the humanities, social sciences, and natural sciences. At present, there are faculty in the Departments of Anthropology; Art History and Archaeology; Classics; East Asian Languages and Cultures; Historic Preservation; History; Middle Eastern, South Asian, and African Studies; as well as in the Center for Environmental Research and Conservation, the Institute for Research on Women and Gender, and the Lamont-Doherty Earth Observatory, all of whom conduct research on prehistory, ancient society, or historical archaeology.

Among locations in which students and faculty are conducting or participating in field programs are Argentina, Peru, Central America, the North American Southwest, New York City, upstate New York, the UK, France, Italy, Greece, Turkey, Egypt, Yemen, Israel, Palestine, and Madagascar. Archaeologists at Columbia also work with professionals at a wide range of institutions in New York. Among the institutions at which students in particular programs may conduct research, or work on internships, are the American Museum of Natural History, the Brooklyn Museum, the Metropolitan Museum of Art, the Museum of the City of New York, the National Museum of the American Indian, the New York Botanical Garden, and the South Street Seaport Museum.

DEPARTMENTAL HONORS

For the requirements for departmental honors, please check with the program advisers. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

FACULTY PROFESSORS

- Zainab Bahrani
- Terence D'Altroy
- William V. Harris

- Holger Klein
- Feng Li
- Kristina Milnor (Barnard)
- Stephen Murray
- Esther Pasztory (*emerita*)
- Nan Rothschild (Barnard, *emerita*)
- Marc Van De Mieroop

ASSOCIATE PROFESSORS

- Francesco Benelli
- Zoë Crossland
- Francesco de Angelis
- Severin Fowles (Barnard)
- Ioannis Mylonopoulos

ASSISTANT PROFESSORS

- Ellen Morris (Barnard)
- Marco Maiuro

ADJUNCT/VISITING PROFESSORS

- Brian Boyd
- Megan O'Neil (Barnard)
- Walter Pitman
- Adam Watson
- Norman Weiss
- George Wheeler

LECTURERS

- Clarence Gifford
- Jill Shapiro

ON LEAVE

- Prof. Crossland (2015-2016)

REQUIREMENTS

GUIDELINES FOR ALL ARCHAEOLOGY MAJORS AND CONCENTRATORS

Courses

It is recommended that archaeology students consider introductory courses in Earth and environmental sciences, environmental biology, and/or chemistry for their Core Curriculum science requirement.

For information on upper-level graduate courses and courses in historic preservation, please see the program advisers. Decisions about upper-level, related, or seminar courses that are not on this list and their applicability to the major or concentration in archaeology should be made in consultation with the program advisers.

Graduate Study

Students intending to pursue graduate degrees in archaeology should be aware that a reading knowledge of two languages is often required as part of graduate study. Further, although language courses do not count toward the major or concentration, students are encouraged to acquire language training that is relevant to their particular interests in archaeology.

MAJOR IN ARCHAEOLOGY

Please read *Guidelines for all Archaeology Majors and Concentrators* above.

The program of study should be planned as early as possible with the program advisers, preferably before the end of the sophomore year and no later than the beginning of the junior year. The major in archaeology requires a total of 30 points within the major and 9 points of related courses as follows:

Two introductory courses:

ACLG V2028	Pasts, Presents & Futures: An Introduction to 21st Century Archaeology
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ANTH V1008	The Rise of Civilization
or ANTH V1007	The Origins of Human Society

Select two upper-level courses from different regions of the world, in addition to three other upper-level courses, planned in consultation with the program advisers.

Participation of four to six weeks in field projects with which Columbia University is affiliated, independent study in excavation or other field projects, or relevant museum internship and/or lab work.*

Select one laboratory course in archaeology or its equivalent in the field, as approved by the program advisers.

The capstone seminar in archaeology:

ANTH V3993	World Archaeologies/Global Perspectives **
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Select 9 points of related courses, planned with the program advisers in accordance with the student's interests.

A senior thesis is recommended for students planning to pursue a graduate degree. ***

* The field, school, project, or internship must be approved in advance by the program advisers, and arrangements should be made in advance with the director of undergraduate studies for credits to be accepted as part of the degree. For more information, see the Center for Archaeology (<http://www.columbia.edu/cu/archaeology>) website.

** Taught alternate years, preferably taken in the junior or senior year, or a substitute seminar to be decided with the advance approval of the director of undergraduate studies. Students who are writing a thesis may substitute a thesis seminar for this requirement.

*** Topics should be discussed with a faculty adviser during the junior year, allowing time for planning, research, and travel during the following summer. In the senior year, students may register for two semesters of senior thesis study with their adviser, e.g., ANTH W3997 Supervised Individual Research Course In Anthropology or AHIS C3997 Senior Thesis, to cover the writing of the thesis. The final draft of the thesis must be submitted by March 25. (See the Center for Archaeology (<http://www.columbia.edu/cu/archaeology>) webpages for more information.)

CONCENTRATION IN ARCHAEOLOGY

Please read *Guidelines for all Archaeology Majors and Concentrators* above.

The program of study should be planned with the program advisers. The concentration in archaeology requires a total of 21 points from within anthropology, art history and archaeology, and other approved departments, with no more than four courses being taken within any single department. Requirements for the concentration are as follows:

Select one of the following introductory courses:

ANTH V1007	The Origins of Human Society
ANTH V1008	The Rise of Civilization
ACLG V2028	Pasts, Presents & Futures: An Introduction to 21st Century Archaeology

Select one seminar or colloquium in the Departments of Anthropology, Art History and Archaeology, Classics, or History, as approved by the program advisers.

Select three upper-level courses, including at least one from two different regions of the world.

Select one related course, planned with the program advisers in accordance with the student's interests.

COURSES

ACLG V2028 Pasts, Presents & Futures: An Introduction to 21st Century Archaeology. 3 points.

This course provides a comprehensive introduction to archaeology. We start with a critical overview of the origins of the discipline in the 18th and 19th centuries, and then move on to consider key themes in current archaeological thinking. These include 'time and the past: what is the difference?' What are archaeological sites and how do we 'discover' them? How is the relationship between the living and the dead negotiated through archaeological practice? What are the ethical issues? How do we create narratives from archaeological evidence? Who gets written in and out of these histories? Archaeology in film and media is also covered.

Spring 2016: ACLG V2028

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ACLG 001/22346 T Th 2:40pm - Terence 3 30
 2028 3:55pm D'Altroy
 503 Hamilton Hall

AHUM V3342 Masterpieces of Indian Art and
 Architecture
 AHUM V3343 Masterpieces of Islamic Art and
 Architecture

OF RELATED INTEREST

Ancient Studies

ANCS V3995 The Major Seminar
 ANCS V3998 Directed Research In Ancient
 Studies

Anthropology

ANTH V1007 The Origins of Human Society
 ANTH V1008 The Rise of Civilization
 ANTH V3300 Pre-Columbian Histories of Native
 America
 ANTH W3823 Archaeology Engaged: The Past in
 the Public Eye
 ANTH V3970 Biological Basis of Human
 Variation
 ANTH V3993 World Archaeologies/Global
 Perspectives
 ANTH W3997 Supervised Individual Research
 Course In Anthropology
 ANTH G4147 Human Skeletal Biology I
 ANTH G4200 Fossil Evidence of Human
 Evolution

Art History and Archaeology

AHIS V3203 The Arts of Japan
 AHIS W3230 Medieval Architecture
 AHIS V3248 Greek Art and Architecture
 AHIS V3250 Roman Art and Architecture
 AHUM V3340 Art In China, Japan, and Korea
 AHUM V3342 Masterpieces of Indian Art and
 Architecture
 AHIS C3997 Senior Thesis
 AHIS W4155 Art and Archaeology of
 Mesopotamia

Classics

CLCV W4110 Gender and Sexuality In Ancient
 Greece

Earth and Environmental Sciences

EESC W1001 Dinosaurs and the History of Life:
 Lectures and Lab (formerly EESC
 V1001)
 EESC W3010 Field Geology

East Asian Languages and Cultures

ASCE V2359 Introduction to East Asian
 Civilizations: China
 ASCE V2361 Introduction to East Asian
 Civilization: Japan
 HSEA W4725 Tibetan Material History
 HSEA W4869 History of Ancient China to the
 End of Han

History

HIST W1004 Ancient History of Egypt

Middle Eastern, South Asian, and African Studies

ARCHITECTURE

500 Diana Center
212-854-8430
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architecture@barnard.edu
Department Assistant: Rachel Garcia-Grossman

THE DEPARTMENT OF ARCHITECTURE

Mission

The Architecture major establishes an intellectual context for students to interpret the relation of form, space, program, materials and media to human life and thought. Through the Architecture curriculum, students participate in the ongoing shaping of knowledge about the built environment and learn to see architecture as one among many forms of cultural production. At the same time, the major stresses the necessity of learning disciplinary-specific tools, methods, terms and critiques. Thus, work in the studio, lecture or seminar asks that students treat architecture as a form of research and speculation which complement the liberal arts mission of expansive thinking.

Undergraduate Study in Architecture

Studying Architecture at Barnard College, Columbia College, and General Studies leads to a liberal arts degree – a Bachelor of Arts with a major in Architecture, and Barnard College is the administrative location for all undergraduate architecture studies at Columbia University and its partner institutions. A liberal arts education in architecture holds a unique position in academia and in relation to the discipline. If the goal of a professional education in architecture is to enable students to participate directly in the world as an architect – a liberal arts education asks that students consider the broader and myriad conditions in which architecture is conceived and practiced and, in turn, to understand how architecture inevitably alters those conditions. Students are asked to confront and interpret the complex social, cultural, political, and environmental processes that weave through architectural design and urbanism. The purpose of an undergraduate liberal arts degree in architecture is to educate students to think about the world through architecture.

The Architecture curriculum introduces design at a variety of scales, acknowledging that integrated design thinking is effective for problem solving at any scale and in any discipline. Students will experiment with full-scale installations and devices and make small-scale models of urban conditions from which they extract, interpret and invent new possibilities of inhabitation and use. The curriculum intentionally balances the traditions of handcrafted representation with evolving digital technologies of architectural design and communication.

The Architecture major complements, and makes great use of its University setting. With access to superb libraries, research

centers, graduate programs, and abundant intellectual resources, our students have the opportunity to follow their creative instincts to great depth and breadth – and they do. The major depends on New York City as more than a convenient site for many design and research projects and frames the City as one of the key social and architectural, and thus didactic, markers of Modernity. Architecture students study with peers from countries around the world in one of the most diverse cities in the world. A large majority of the Architecture students expand their education by interning in Architecture or a related field during their undergraduate studies. Alumni of the Department are leaders in architecture and design fields around the world. The faculty teaching in the undergraduate program are dedicated teachers who are also at the forefront of practice and research and are similarly drawn to New York City as a nexus of global design thinking.

Students interested in obtaining a professional degree in Architecture continue on to graduate programs after their undergraduate degree, and students from the Barnard-Columbia program have enjoyed enormous success in their admissions to the most competitive graduate programs in the country. Students who study Architecture as undergraduates have also pursued graduate degrees in a variety of disciplines including Urban Planning, Law, and Media and Communications.

Student Learning Outcomes

Students in the Architecture Majors who fully engage with the curriculum should be able to complete the following outcomes:

- Apply integrated design thinking to specific problems in and beyond the discipline;
- Visually communicate architectural concepts and research using discipline-specific techniques in multiple media;
- Verbally present independent, group or assigned research, in multiple media formats;
- Organize and concisely write in a variety of formats including reports, case studies, synthetic overviews, etc.;
- Understand and critically interpret major buildings and themes of Architectural history and theory;
- Be intellectually prepared for graduate studies in architecture and related disciplines.

Departmental Honors

Senior requirements (a portfolio and research paper from a previous architecture course) are used to award departmental honors. Students must have a grade point average of at least 3.6 in classes for the major. Normally no more than 10% of the graduating majors in the department each year receive departmental honors.

FACULTY

Chair: Karen Fairbanks (Professor of Professional Practice)

Professor of Professional Practice: Kadambari Baxi

Term Professors: Leah Meisterlin, Ralph Ghoche

Adjunct Professors: Joe Moore, Madeline Schwartzman, Suzanne Stephens

Adjunct Assistant Professors: Marcelo Lopez-Dinardi, Diana Martinez, Nicole Robertson, Todd Rouhe, Irina Schneid, Don Shillingburg, Fred Tang, Irina Verona, Peter Zupan

REQUIREMENTS

MAJOR IN ARCHITECTURE

The major in architecture requires a total of 14 courses, distributed as follows:

Studio Courses

Four studio courses, to be taken one per semester (studio courses have limited enrollment and priority is given to Architecture majors):

ARCH V3101 Architectural Representation: Abstraction

ARCH V3103 Architectural Representation: Perception

ARCH V3201 Architectural Design, I

ARCH V3202 Architectural Design, II

Required History/Theory Courses *

Five elective courses following the distribution requirement below:

ARCH V3117 Perceptions of Architecture

One course with a topic that is pre-1750

One course with a topic that is post-1750

Two electives (it is suggested that one of these be on a non-western topic)

Senior Courses *

ARCH V3901 Senior Seminar

Either a second Senior Seminar (from our program), a seminar from a related department (and related to student's disciplinary specialization/cluster), Architectural Design III, or Independent Research

Cluster of Related Courses

Three courses which together focus student interest in a related department or departments. (These may not overlap with history/theory courses or senior courses.)

Senior Requirements

Portfolio

Research Paper from Senior Seminar or Senior Course

* These are courses offered by the architecture department or other applicable departments offered within the University. Students should consult the program office for a list of applicable courses each semester.

COURSES

ARCH V1010 Design Futures: New York City. 3 points.

How does design operate in our lives? What is our design culture? In this course, we explore the many scales of design in contemporary culture -- from graphic design to architecture to urban design to global, interactive, and digital design. The format of this course moves between lectures, discussions, collaborative

design work and field trips in order to engage in the topic through texts and experiences.

Fall 2015: ARCH V1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/03852	W F 4:10pm - 5:25pm 203 Diana Center	Marcelo Lopez Dinardi	3	24

Spring 2016: ARCH V1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/09835	F 4:10pm - 5:25pm 502 Diana Center	Marcelo Lopez Dinardi	3	20
ARCH 1010	001/09835	W 8:40am - 9:55am 502 Diana Center	Marcelo Lopez Dinardi	3	20

ARCH V1020 Introduction To Architectural Design and Visual Culture. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Corequisites: Intended for the non-major, sophomore year and above. Enrollment limited to 18 students.

Introductory design studio to introduce students to architectural design through readings and studio design projects. Intended to develop analytic skills to critique existing media and spaces. Process of analysis used as a generative tool for the students' own design work. Attendance is mandatory at the first class meeting in order to form class registration lists.

Fall 2015: ARCH V1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/04122	M W 1:10pm - 3:00pm 116a Lewisohn Hall	Richard Rouhe	3	16

Spring 2016: ARCH V1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/03527	T Th 9:00am - 10:50am 116b Lewisohn Hall	Marcelo Lopez Dinardi	3	16
ARCH 1020	002/07399	M W 6:10pm - 8:00pm 404 Diana Center		3	7

ARCH V3101 Architectural Representation: Abstraction. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Enrollment limited to 16 students per section. Recommended for the sophomore year. Students work in a studio environment.

Introduction to design through analysis of abstract architectural space and form. Emphasis on the design process and principles of representations through architectural drawing and model making. Attendance is mandatory at the first class meeting in order to form class registration lists.

Fall 2015: ARCH V3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3101	001/05766	M W 9:00am - 11:50am 404 Diana Center	Severino Alfonso	4	15
ARCH 3101	002/01037	M W 10:00am - 12:50pm 404 Diana Center	Madeline Schwartzman	4	12

Spring 2016: ARCH V3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3101	001/04466	M W 9:00am - 11:50am 404 Diana Center	Richard Rouhe	4	14

ARCH V3103 Architectural Representation: Perception. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Students work in a studio environment. Recommended for the sophomore year. Enrollment limited to 16 students per section.

Introduction to design through studies in the perception of architectural space and form. Emphasis on exploratory, inventive processes for the generation, development, and representation of ideas in a variety of media. Attendance is mandatory at the first class meeting in order to form class registration lists.

Fall 2015: ARCH V3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3103	001/05053	T Th 1:10pm - 4:00pm 404 Diana Center	Nicole Robertson	4	11

Spring 2016: ARCH V3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3103	001/06306	T Th 1:10pm - 4:00pm 404 Diana Center	Irina Schneid	4	14
ARCH 3103	002/09780	M W 9:00am - 11:50am 404 Diana Center	Kadambari Baxi	4	15

ARCH V3201 Architectural Design, I. 4.5 points.

Prerequisites: ARCH V3101 and ARCH V3103. Open to architecture majors or with permission of instructor. Introduction to architectural design taught in a studio environment, through a series of design projects requiring drawings and models. Field trips, lectures, and discussions are organized in relation to studio exercises. Portfolio of design work from Architectural Representation: Abstraction and Perception will be reviewed the first week of classes.

Fall 2015: ARCH V3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3201	001/08540	M W 9:00am - 11:50am 116b Lewisohn Hall	Karen Fairbanks, Joe Moore,	4.5	31

Hua Tang,
Leah
Meisterlin

ARCH V3202 Architectural Design, II. 4.5 points.

Prerequisites: ARCH V3201. Open to architecture majors or with permission of instructor.

Studio workshop continuation of *ARCH V3201*. Emphasis on the manipulation of an architectural vocabulary in relationship to increasingly complex conceptual, social, and theoretical issues. Field trips, lectures, and discussions are organized in relation to studio exercises.

Spring 2016: ARCH V3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3202	001/09836	M W 9:00am - 11:50am 116a Lewisohn Hall	Irina Verona, Nicole Robertson, Bradley Samuels, Severino Alfonso	4.5	31

ARCH V3211 Architectural Design, III. 4.5 points.

Prerequisites: ARCH V3202 and permission of the department chair. Enrollment limited as space permits.

Further exploration of the design process through studio work. Programs of considerable functional, contextual, and conceptual complexity are undertaken. Portfolio required for review first day of fall semester or earlier, as requested by the department. Class list based on portfolio review will be formed by first class meeting.

Fall 2015: ARCH V3211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3211	001/07045	M W 9:00am - 11:50am 404 Diana Center	Kadambari Baxi	4.5	10

ARCH V3117 Perceptions of Architecture. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Designed for but not limited to sophomores; enrollment beyond 60 at the discretion of the instructor. Introduction to various methods by which we look at, experience, analyze, and criticize architecture and the built environment; development of fluency with architectural concepts. Attendance is mandatory at the first class meeting in order to form class registration lists.

Spring 2016: ARCH V3117

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3117	001/09471	M W 4:10pm - 5:25pm 504 Diana Center	James Graham, Leah Meisterlin, Ralph Ghoche	3	47

ARCH V3114 Making the Metropolis: Urban Design and Theories of the City since 1850. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Introduces the project of understanding modern cities, focusing on theories, practices and examples in Europe and North America since 1850. The global reach of Euro-American ideas will also be examined. There are two primary goals: to investigate diverse strategies of urban development and to evaluate the social implications of built form. Course material includes built projects as well as unbuilt and theoretical work, all of which shaped how architects and planners interpreted the city.

ARCH V3121 Urban Praxis: A History of Social Theory in Architecture. 3 points.

This course is organized as a survey of topics in social philosophy and urban development, offering a broad-stroke depiction of the theoretical landscape within urban thinking and city making. The course begins with a premise that there is no urban action without politics, no practice without opinion, and no design without agenda.

ARCH V3290 Curating Architecture. 3 points.

This class will examine curating practices in relation to architectural exhibitions and publications. We will look at exhibitions, pavilions, installations, magazines, journals, boogazines, websites, and blogs (among other platforms) not only as mechanisms for presenting and distributing information but also as sites that serve as an integral part of architectural theory and practice.

Fall 2015: ARCH V3290

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3290	001/02863	T Th 9:00am - 10:50am 501 Diana Center	Irina Verona	3	16

ARCH V3312 Special Topics In Architecture. 3 points.

Topics vary yearly. Course may be repeated for credit. Attendance is mandatory at the first class meeting in order to form class registration lists.

Fall 2015: ARCH V3312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/03927	M W 4:10pm - 6:00pm L1103 Diana Center	Richard Rouhe	3	7
ARCH 3312	002/07800	M W 2:10pm - 4:00pm 203 Diana Center	Leah Meisterlin	3	13

Spring 2016: ARCH V3312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/07408	T Th 9:00am - 10:50am 222 Milbank Hall	Madeline Schwartzman	3	13
ARCH 3312	002/01965	M W 12:10pm - 2:00pm		3	11

L1104 Diana Center

ARCH V3901 Senior Seminar. 4 points.

Prerequisites: Enrollment limited to 16 students per section. Open to architecture majors only unless space permits. Readings, individual class presentations, and written reports. Attendance is mandatory at the first class meeting in order to form class registration lists.

Fall 2015: ARCH V3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3901	001/09761	Th 11:00am - 12:50pm 501 Diana Center	Suzanne Stephens	4	18

Spring 2016: ARCH V3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3901	001/07118	T 2:10pm - 4:00pm 502 Diana Center	Ralph Ghoche	4	14
ARCH 3901	002/09239	Th 11:00am - 12:50pm 308 Diana Center	Damon Rich	4	10

ARCH V3997 Independent Study. 2-4 points.

Prerequisites: Permission of the program director in term prior to that of independent study. Independent study form available at departmental office.

ARCH V3998 Independent Study. 2-4 points.

Prerequisites: Permission of program director in the semester prior to that of independent study.

CROSS-LISTED COURSES**Art History and Archaeology****AHIS C3001 Introduction to Architecture. 3 points.**

Discussion Section Required

This course is required for architectural history and theory majors, but is also open to students interested in a general introduction to the history of architecture, considered on a global scale. Architecture is analyzed through in-depth case studies of key works of sacred, secular, public, and domestic architecture from both the Western canon and cultures of the ancient Americas and of the Hindu, Buddhist, and Islamic faiths. The time frame ranges from ancient Mesopotamia to the modern era. Discussion section is required.

Fall 2015: AHIS C3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3001	001/77533	T Th 10:10am - 11:25am 612 Schermerhorn Hall	Patricio del Real	3	29/67

ART HISTORY AND ARCHAEOLOGY

Departmental Office: 826 Schermerhorn; 212-854-4505
<http://www.columbia.edu/cu/arthistory/>

Director of Undergraduate Studies: Prof. Kellie Jones, 909 Schermerhorn; 212-854-8084; kej2110@columbia.edu

Director of Art Humanities: Prof. Matthew McKelway, 919 Schermerhorn; 212-854-3182; mpm8@columbia.edu

Undergraduate Program Coordinator: Amanda Young, 826 Schermerhorn; 212-854-4505; ary2110@columbia.edu

The goal of the major in the Department of Art History and Archaeology is to explore the history of art, architecture, and archaeology across a broad historical, cultural, geographic, and methodological spectrum.

Department courses take advantage of the extraordinary cultural resources of New York City and often involve museum assignments and trips to local monuments. The department offers a major and concentration in art history and in the history and theory of architecture, and a combined major in art history and visual arts.

At the heart of the major is AHIS W3895 Majors' Colloquium: the Literature and Methods of Art History, which introduces different methodological approaches to art history and critical texts that have shaped the discipline. The colloquium also prepares students for the independent research required in seminars and advanced lecture courses, and should be taken during the junior year.

Surveys and advanced lecture courses offered by Barnard and Columbia cover the spectrum of art history from antiquity to the present and introduce students to a wide range of materials and methodologies. Limited-enrollment seminars have a narrower focus and offer intensive instruction in research and writing. The opportunity for advanced research with a senior thesis is available to students who qualify.

The major readily accommodates students who wish to study abroad during junior year. Courses taken at accredited programs can generally count as transfer credits toward the major, but students must gain the approval of the director of undergraduate studies. Similarly, any transfer credit for the major must be approved by the director of undergraduate studies. Generally no more than 12 points of transfer credit are applicable to the major. The form to petition for transfer credit can be found on the departmental website (<http://www.columbia.edu/cu/arthistory/undergraduate/forms.html>). Courses taken at Reid Hall and through the Berlin Consortium are counted as regular Columbia courses, not transfer credits.

All newly declared majors and concentrators should visit the departmental office and speak with the undergraduate

program coordinator about the requirements and their planned curriculum.

The director of undergraduate studies regularly communicates with majors by e-mail to announce departmental events, museum internships, and other news. Students who do not receive these messages should e-mail the undergraduate program coordinator. The director of undergraduate studies is also available to talk to students about their professional goals and plans to study abroad.

COURSE INFORMATION

Lectures

Attendance at the first class meeting is recommended.

Colloquia

For information about enrollment in the required colloquium *AHIS W3895 Majors' Colloquium: the Literature and Methods of Art History*, students should consult with the department during the registration period in the semester prior to the one in which the course is offered. Interested students must sign-up using an on-line form, which will be available on the departmental website. Enrollment is limited and admission is at the discretion of the instructor. It is recommended that students begin signing up for the colloquium in their junior year.

Seminars

Seminars require an application which is due in the departmental office in 826 Schermerhorn before the registration period in the semester prior to the one in which the course is offered (April for fall courses, November for spring courses). The required application form is available in PDF format on the departmental website (<http://www.columbia.edu/cu/arthistory/undergraduate/forms.html>). Students should wait list the seminars to which they apply on SSOL.

Bridge Seminars

Bridge seminars are open to graduate and undergraduate students. As with other seminars, they require an application, which are due in the semester prior to the semester in which the course is offered (August for fall courses, December for spring courses). The required application form is available in PDF format on the departmental website (<http://www.columbia.edu/cu/arthistory/undergraduate/forms.html>). Students should wait list the seminars to which they apply on SSOL.

Bridge Lectures

Bridge lectures are open to graduate and advanced undergraduate students. They do not require an application.

Travel Seminar

In the spring, one or more undergraduate seminars in the Department of Art History and Archaeology may be designated as a traveling seminar. Travel seminars receive funding to sponsor

travel over the spring break to a distant site related to the subject matter of the seminar.

STUDY ABROAD

Reid Hall, Paris

For information about the Columbia University in Paris Art History Program at Reid Hall, including summer session courses, visit the Office of Global Programs (<http://ogp.columbia.edu>) website.

Columbia-Bogazici Byzantine Studies and Urban Mapping in Istanbul

Columbia University and Boğaziçi University offer a joint summer program for advanced undergraduate and beginning graduate students that provides an opportunity to learn about the history, urban development, and historic monuments of the city of Byzantium/Constantinople-Istanbul. Through coursework and site visits, students explore Istanbul's modern topography as an exciting palimpsest of empires, cultures, and religions first hand. A research and fieldwork component adds practical experience in architectural site survey and documentation, still and panoramic photography, archival work, and issues of architectural conservation.

While previous coursework or experience in history, art history, or archaeology is preferred, the program can accommodate students with varying academic backgrounds who have a strong interest in understanding the evolution of the city of Istanbul through a historical and cultural lens. No prior knowledge of Turkish is required. For more information, visit the program website (http://ogp.columbia.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10574).

Summer Program in Italy: Archaeological Fieldwork at Hadrian's Villa

Columbia University offers a four-week summer program that provides undergraduate and graduate students with the opportunity to excavate and learn together at Hadrian's Villa, a UNESCO World Heritage site near Rome and the most important Roman villa. It synthesizes Roman, Greek, and Egyptian architectural and artistic traditions and has attracted scholarly attention for centuries. For more information, visit the program website (http://columbia.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10577).

Columbia Summer Program in Venice

The Department of Art History and Archaeology and the Department of Italian offer a summer program based at Co' Foscari University in Venice. The program uses an interdisciplinary approach to understanding Italian culture through study of its language, literature/film, architecture, art history and conservation, and economy. Students have the opportunity to gain a deeper appreciation of the rich Venetian culture, traditions and history. The program is open to qualified undergraduate and graduate students from

the U.S. and Italy. For more information, visit the program website (http://columbia.studioabroad.com/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=3D708992-BCDE-E7F3-57371CF1854BF98A&Link_ID=BD582BB6-BCDE-E7F3-50ED440855275AC0&Program_ID=10436).

DEPARTMENTAL HONORS

In order to qualify for departmental honors, students must write a senior thesis and have a GPA of at least 3.7 in the major. The faculty of the Department of Art History and Archaeology submits recommendations to the College Committee on Honors, Awards, and Prizes for confirmation. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

SENIOR THESIS PRIZE

A prize is awarded each year to the best senior honors thesis written in the Department of Art History and Archaeology.

FACULTY PROFESSORS

- Alexander Alberro (Barnard)
- Zainab Bahrani
- Barry Bergdoll
- Michael Cole
- Jonathan Crary
- Vidya Dehejia
- David Freedberg
- Robert E. Harrist, Jr.
- Anne Higonnet (Barnard)
- Holger Klein
- Rosalind Krauss
- Branden Joseph
- Matthew McKelway
- Keith Moxey (Barnard)
- Stephen Murray
- Jonathan Reynolds (Barnard)
- Simon Schama
- Avinoam Shalem
- Zoë Strother

ASSOCIATE PROFESSORS

- Francesco de Angelis
- Elizabeth Hutchinson (Barnard)
- Kellie Jones
- John Miller (Barnard)
- Ioannis Mylonopoulos

ASSISTANT PROFESSORS

- Diane Bodart
- Noam M. Elcott

- Jack McGrath (Barnard)

ADJUNCT FACULTY

- Maryan Ainsworth (Barnard)
- Lynn Catterson
- Dawn Delbanco
- Patricio del Real
- Rosalyn Deutsche (Barnard)
- Page Knox
- Irina Oryshkevich
- Christopher Phillips (Barnard)
- Olivia Powell
- John Rajchman
- Stefaan Van Liefferinge
- Carolina Wamsler

LECTURERS

- Joseph Ackley
- Frederique Baumgartner
- Anastassia Botchkareva
- Maggie Cao
- Amanda Gannaway
- Catherine Girard
- Johanna Gosse
- Jack Hartnell
- Janet Kraynak
- Kevin Lotery
- Martina Mims
- Giulia Paoletti
- Zachary Stewart
- Susan Wager

ON LEAVE

- Profs. Freedberg, Harrist (2015-2016)
- Profs. Higonnet, Murray (Fall 2015)
- Profs. Delbanco, Moxey (Spring 2016)
- Prof. Klein (Reid Hall, 2015-2016)

REQUIREMENTS

GUIDELINES FOR ALL ART HISTORY AND ARCHAEOLOGY MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

Courses

HUMA W1121 Masterpieces of Western Art (Art Humanities) does not count toward the majors or concentrations, and no credit is given for Advanced Placement exams.

Grading

Courses in which a grade of D has been received do not count toward the major or concentration requirements.

Only the first course a student takes in the department may be taken for a grade of Pass/D/Fail. Classes taken in the Architecture or Visual Arts department to fulfill the studio requirement may be taken for a grade of Pass/D/Fail.

Senior Thesis

The senior thesis consists of a research paper 35-45 pages in length. It is a yearlong project, and students writing a thesis are registered by the department for *AHIS C3997 Senior Thesis* for the fall and spring terms. Normally the fall semester is devoted to research and the spring semester is devoted to writing.

All thesis writers are required to participate in a class and, on alternate weeks, meet as a group or individually with the instructor. Group meetings are designed as a series of research and writing workshops geared to the students' research projects. Students receive a total of six credits for successful completion of the thesis and class.

In order to apply, students follow a selection process similar to the one currently used for seminars. The student is asked to identify a topic for the senior thesis and an adviser among the faculty of the Art History and Archaeology Department. The student then submits an application, with an indication of the subject of the thesis, a short annotated bibliography, and the name and the signature of the adviser, followed by a one-page statement (400 words) outlining the subject, the goals, and the methodology of the thesis.

The deadline for the submission is typically set for the August before the senior year. Submissions may be delivered in person or e-mailed to the undergraduate program coordinator. The director of undergraduate studies, in consultation with the thesis adviser and class instructor, evaluates the applications and decides on their approval or rejection.

Students intending to write a thesis should begin formulating a research topic and approaching potential faculty sponsors during the spring of the junior year. Currently, the department offers fellowships for which students may apply that support thesis-related research and travel during the summer. Funding for senior thesis research during the academic year is administered through Columbia College and General Studies.

Senior thesis applications may be found at <http://www.columbia.edu/cu/arhistory/undergraduate/forms.html>.

Senior Thesis Research Fellowships

The department offers Senior Thesis Research Fellowships for travel to distant museums and building sites, libraries, or archives. This travel is normally undertaken during the summer before the senior year.

Fellowship applications consisting of a carefully edited thesis proposal, budget, and supporting letter from a faculty sponsor should be submitted in the spring semester. Students will be notified of deadlines and further information as they become available. Please contact the undergraduate program coordinator with any questions.

MAJOR IN ART HISTORY

Please read *Guidelines for all for Art History and Archaeology Majors, Concentrators, and Interdepartmental Majors* above.

The yearlong senior thesis (for qualified students; see below) *AHIS C3997 Senior Thesis* may substitute for one lecture course. Seminars may substitute for lecture courses, and may count toward fulfilling the area distribution requirement. Barnard art history courses count toward the majors and concentrations.

The requirements for the major are as follows:

AHIS W3895 Majors' Colloquium: the Literature and Methods of Art History

Seven 3-point lecture courses in art history:

At least one course in three of four historical periods, as listed below

An additional two courses drawn from at least two different world regions, as listed below

Two additional lectures of the student's choice

Two seminars in art history

A studio course in the visual arts or architecture (which may be taken Pass/D/ Fail)

Historical Periods

- Ancient (up to 400 CE/AD)
- 400-1400
- 1400-1700
- 1700-Present

World Regions

- Africa
- Asia
- Europe, North America, Australia
- Latin America
- Middle East

NOTE: These chronological divisions are approximate. In case of ambiguities about the eligibility of a course to fill the requirement, please consult with the director of undergraduate studies.

MAJOR IN HISTORY AND THEORY OF ARCHITECTURE

Please read *Guidelines for all for Art History and Archaeology Majors, Concentrators, and Interdepartmental Majors* above.

Majors can take advantage of one of the strengths of the department by focusing on architectural history. This track combines an introductory studio in architectural design with a slightly modified program in art history. Courses in the Department of Architecture may substitute for up to two courses in art history with approval of the adviser.

The requirements for the major are as follows:

AHIS W3895 Majors' Colloquium: the Literature and Methods of Art History

Seven lecture courses in art history, one of which must be AHIS C3001 Introduction to Architecture, and three of which must focus on architectural history. Courses must cover four of five general areas:

Ancient Mediterranean

Medieval Europe

Renaissance and Baroque

18th-20th century

Non-Western

At least one seminar in art history or architectural history

Architectural Studio:

ARCH V1020 Introduction To Architectural Design and Visual Culture

MAJOR IN ART HISTORY AND VISUAL ARTS

Please read *Guidelines for all for Art History and Archaeology Majors, Concentrators, and Interdepartmental Majors* above.

Students electing the combined major should consult with the undergraduate program coordinator in the history department, as well as with the director of undergraduate studies in the visual arts department.

Up to two of the seven 3-point courses in art history may be replaced by a specifically related course in another department with approval of the adviser. The combined major requires fulfillment of sixteen or seventeen courses. It is recommended that students interested in this major begin work toward the requirements in their sophomore year.

The requirements for the major are as follows:

AHIS W3895 Majors' Colloquium: the Literature and Methods of Art History

Seven 3-point lecture courses in art history:

At least one course in three of four historical periods, as listed below

An additional two courses drawn from at least two different world regions, as listed below

Two additional lectures of the student's choice

21 points in Visual Arts covering:

VIAR R1001 Basic Drawing

VIAR R3330 Sculpture I

Five additional VIAR R3000-level or above course

In the senior year, students undertake either a seminar in the Department of Art History and Archaeology or a senior project in visual arts (pending approval by the Visual Arts Department).

NOTE: These chronological divisions are approximate. In case of ambiguities about the eligibility of a course to fill the requirement, please consult the director of undergraduate studies.

Historical Periods

- Ancient (up to 400 CE/AD)
- 400-1400
- 1400-1700
- 1700-present

World Regions

- Africa
- Asia
- Europe, North America, Australia
- Latin America
- Middle East

CONCENTRATION IN ART HISTORY

Please read *Guidelines for all for Art History and Archaeology Majors, Concentrators, and Interdepartmental Majors* above.

The requirements for the concentration are as follows:

Seven 3-point lecture courses in art history:

At least one course in three of four historical periods, as listed below

An additional two courses drawn from at least two different world regions, as listed below

Two additional lectures of the student's choice

NOTE: These chronological divisions are approximate. In case of ambiguities about the eligibility of a course to fill the requirement, please consult the director of undergraduate studies.

Historical Periods

- Ancient (up to 400 CE/AD)
- 400-1400
- 1400-1700
- 1700-present

World Regions

- Africa
- Asia
- Europe, North America, Australia
- Latin America
- Middle East

Concentrators are not required to take the majors' colloquium, a seminar, or a studio course.

CONCENTRATION IN HISTORY AND THEORY OF ARCHITECTURE

Please read *Guidelines for all for Art History and Archaeology Majors, Concentrators, and Interdepartmental Majors* above.

The requirements for the concentration are as follows:

Seven courses in art history, including four in architectural history. Courses must cover four of five general areas, as described for the major:

Ancient Mediterranean

Medieval Europe

Renaissance and Baroque

18th-19th century

Non-Western

Concentrators are not required to take the majors' colloquium, a seminar, or a studio course.

COURSES LECTURES FALL 2015

Attendance at first class meeting is recommended.

AHIS C3001 Introduction to Architecture. 3 points.

Discussion Section Required

This course is required for architectural history and theory majors, but is also open to students interested in a general introduction to the history of architecture, considered on a global scale. Architecture is analyzed through in-depth case studies of key works of sacred, secular, public, and domestic architecture from both the Western canon and cultures of the ancient Americas and of the Hindu, Buddhist, and Islamic faiths. The time frame ranges from ancient Mesopotamia to the modern era. Discussion section is required.

Fall 2015: AHIS C3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3001	001/77533	T Th 10:10am - 11:25am 612 Schermerhorn Hall	Patricio del Real	3	29/67

AHIS V3248 Greek Art and Architecture. 3 points.

Discussion Section Required

Introduction to the art and architecture of the Greek world during the archaic, classical, and Hellenistic periods (11th - 1st centuries B.C.E.).

Fall 2015: AHIS V3248

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AHIS 3248 001/71960 M W 2:40pm - Ioannis 3 52/67
3:55pm Mylonopoulos
612 Schermerhorn
Hall

AHUM V3340 Art In China, Japan, and Korea. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement,
Discussion Section Required

Introduces distinctive aesthetic traditions of China, Japan, and Korea--their similarities and differences--through an examination of the visual significance of selected works of painting, sculpture, architecture, and other arts in relation to the history, culture, and religions of East Asia.

Fall 2015: AHUM V3340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 3340	001/85030	M W 11:40am - 12:55pm 612 Schermerhorn Hall	Dawn Delbanco	3	55/60

AHUM V3342 Masterpieces of Indian Art and Architecture. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement,
Discussion Section Required

Introduction to 2000 years of art on the Indian subcontinent. The course covers the early art of Buddhism, rock-cut architecture of the Buddhists and Hindus, the development of the Hindu temple, Mughal and Rajput painting and architecture, art of the colonial period, and the emergence of the Modern.

Fall 2015: AHUM V3342

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 3342	001/25669	M W 4:10pm - 5:25pm 612 Schermerhorn Hall	Vidya Dehejia	3	64/60

AHIS W3600 Nineteenth-Century Art. 3 points.
Discussion Section Required

The course examines selected topics in the history of European painting from the 1780s to 1900. It will explore a range of aesthetic, cultural and social issues through the work of major figures from David, Goya, and Turner to Manet, Seurat and Cezanne. This is a no laptop, no e-device course.

Fall 2015: AHIS W3600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3600	001/11464	M W 1:10pm - 2:25pm 501 Schermerhorn Hall	Jonathan Crary	3	102/200

AHIS V3203 The Arts of Japan. 3 points.
Discussion Section Required

Introduction to the painting, sculpture, and architecture of Japan from the Neolithic period through the 19th century. Discussion

focuses on key monuments within their historical and cultural contexts.

Fall 2015: AHIS V3203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3203	001/11770	M W 10:10am - 11:25am 612 Schermerhorn Hall	Matthew McKelway	3	47/60

AHIS W3238 Architecture of 11th and 12th Centuries in the Digital Age. 3 points.

During the first two centuries of the second millennium, new regional powers developed in Western Europe and the Mediterranean, leading to a regain of exchanges across the Mediterranean Sea. This course ignores traditional art historical borders to investigate how in the 11th and 12th centuries artists and architects developed inventive answers to the diverse needs and desires of their societies. By bringing in materials from the Western and Islamic cultures, original and border-crossing associations are sought. While the course focuses on architecture, different media are included as they provide valuable information on the cultural context of the 11th and 12th centuries. Particular attention is given to new technologies currently addressed for the study of medieval architecture. They serve as a basis for a critical discussion about the changes in method introduced by new media and technologies in the field of architectural history.

Fall 2015: AHIS W3238

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3238	001/62996	M W 11:40am - 12:55pm 832 Schermerhorn Hall	Stefaan Van Liefferinge	3	12/30

LECTURES SPRING 2016

Attendance at first class meeting is recommended.

AHIS V3250 Roman Art and Architecture. 3 points.
Discussion Section Required

The architecture, sculpture, and painting of ancient Rome from the 2nd century B.C. to the end of the Empire in the West.

Spring 2016: AHIS V3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3250	001/25000	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	Francesco de Angelis	3	61/120

AHIS W3110 The Athenian Acropolis in the 5th & 6th Centuries BCE. 3 points.

The course places the architecture and the sculptural decoration of the Parthenon in the centre of the scheduled class sessions. The course also aims at a contextualisation of the Parthenon within the broader architectural, artistic, and topographical context of the Athenian Acropolis during the sixth and fifth

centuries BCE. The chosen chronological frame focuses on the period of the most intensive activity on the Acropolis. Two class sessions will, nevertheless, give a brief overview of the Acropolis after the end of the Peloponnesian war and concentrate on the transformation of the Acropolis into “Greece’s museum of the past”, an Arcadian *topos* of human imagination.

Spring 2016: AHIS W3110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3110	001/74952	M W 10:10am - 11:25am 612 Schermerhorn Hall	Ioannis Mylonopoulos	3	18/67

AHIS W3230 Medieval Architecture. 3 points.

Developed collaboratively and taught digitally spanning one thousand years of architecture.

Spring 2016: AHIS W3230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3230	001/27892	T Th 2:40pm - 3:55pm 612 Schermerhorn Hall	Stephen Murray	3	54/67

AHIS W3606 Visual Arts in Imperial Spain 1470-1600. 3 points.

The course will survey Renaissance art in Hapsburg Spain, considered in the wide geographical context of the extended and dispersed dominions of the different crowns of the Spanish monarchy, which connected the Iberian Peninsula with Italy, Flanders and the New World. It will concern visual art in its various media, mainly painting, sculpture and architecture, but also tapestries, prints, armor, goldsmithery and ephemeral decoration, among others. Works of the main artists of the period will be introduced and analyzed, giving attention to the historical and cultural context of their production and reception. The course will particularly focus on the movement of artists, works and models within the Spanish Hapsburg territories, in order to understand to what extent visual arts contributed to shaping the political identity of this culturally composite empire.

Spring 2016: AHIS W3606

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3606	001/10233	T Th 10:10am - 11:25am 612 Schermerhorn Hall	Diane Bodart	3	21/67

AHIS W3645 20th Century Architecture/City Planning. 3 points.

This undergraduate lecture course is an introduction to key topics in the history and theory of modern architecture and urbanism of the twentieth century, primarily focusing on developments in Europe and the United States, complemented with selected case studies from countries in Latin America and Asia. The course does not systematically cover all the major events, ideas, protagonists, and buildings of the period. It is

organized around thematic and sometimes monographic lectures, which are intended to represent the essential character of modern architecture from its beginnings around 1900 until more recent developments at the end of the century.

Spring 2016: AHIS W3645

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3645	001/71229	T Th 10:10am - 11:25am 832 Schermerhorn Hall	Patricio del Real	3	17/30

AHIS W3650 Twentieth-Century Art. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART)., Discussion Section Required

The course will examine a variety of figures, movements, and practices within the entire range of 20th-century art—from Expressionism to Abstract Expressionism, Constructivism to Pop Art, Surrealism to Minimalism, and beyond—situating them within the social, political, economic, and historical contexts in which they arose. The history of these artistic developments will be traced through the development and mutual interaction of two predominant strains of artistic culture: the modernist and the avant-garde, examining in particular their confrontation with and development of the particular vicissitudes of the century’s ongoing modernization. Discussion section complement class lectures. Course is a prerequisite for certain upper-level art history courses.

Spring 2016: AHIS W3650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3650	001/16824	T Th 2:40pm - 3:55pm 501 Schermerhorn Hall	Rosalind Krauss	3	114/200

COLLOQUIA FALL 2015 & SPRING 2016

For information about enrollment in colloquia, students should consult with the department during the registration period in the semester prior to the one in which the course is offered. See the departmental website (<http://www.columbia.edu/cu/arhistory>) for additional information. Students must sign-up online (<http://goo.gl/forms/m99vDsWMC0>) by the deadline, which is posted on our website and the directory of classes.

AHIS W3895 Majors' Colloquium: the Literature and Methods of Art History. 4 points.

Prerequisites: Not open to Barnard or Continuing Education students. Majors must receive instructor's permission. Students must sign-up online: <http://goo.gl/forms/otfh8x5hqq>
Introduction to different methodological approaches to the study of art and visual culture. Majors are encouraged to take the colloquium during their junior year.

Fall 2015: AHIS W3895

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3895	001/28841	T 4:10pm - 6:00pm 930 Schermerhorn Hall	Zainab Bahrani	4	11/11

Spring 2016: AHIS W3895

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3895	001/21219	T 10:10am - 12:00pm 930 Schermerhorn Hall	Jonathan Crary	4	11/15
AHIS 3895	002/72537	Th 2:10pm - 4:00pm 832 Schermerhorn Hall	Branden Joseph	4	11/15

AHIS W3961 Major's Colloquium: Intro to the Literature and Methods of Architectural History. 4 points.

This course will combine practical training in visual analysis and architectural historical research -- through a single writing assignment in three stages -- with a close reading of key works of architectural historians since the emergence of the discipline as a free-standing field of inquiry in the late 19th century. In addition to course meetings occasional site visits will be arranged in the city and further a field. Majors must receive instructor's permission. Students must sign-up online: <http://goo.gl/forms/otfh8x5hqlk>

Spring 2016: AHIS W3961

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3961	001/76746	W 10:10am - 12:00pm 930 Schermerhorn Hall	Barry Bergdoll	4	6/20

UNDERGRADUATE SEMINARS FALL 2015

Seminars require an application, which are due in the semester prior to the semester in which the course is offered (April for fall courses, November for spring courses.) Applications are to be submitted to the department office in 826 Schermerhorn Hall. The required application form can be found on the departmental website (<http://www.columbia.edu/cu/arhistory/undergraduate/forms.html>).

AHIS C3948 Nineteenth-Century Criticism. 4 points.

Prerequisites: junior or senior standing, and the instructor's permission.

Selected readings in 19th-century philosophy, literature, and art criticism, with emphasis on problems of modernity and aesthetic experience. Texts include work by Diderot, Kant, Coleridge, Hegel, Emerson, Flaubert, Ruskin, Baudelaire, and Nietzsche.

Fall 2015: AHIS C3948

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3948	001/91699	T 10:10am - 12:00pm	Jonathan Crary	4	9/25

930 Schermerhorn Hall

AHIS C3997 Senior Thesis. 3 points.

Prerequisites: the department's permission.

Required for all thesis writers.

Fall 2015: AHIS C3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3997	001/25367	M 6:10pm - 8:00pm 930 Schermerhorn Hall	Kellie Jones	3	9/25

Spring 2016: AHIS C3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3997	001/16778	M 6:10pm - 8:00pm 934 Schermerhorn Hall	Kellie Jones	3	9/10

AHIS W3801 Realism as Rhetoric. 4 points.

From hyperbolic tropes to philosophical ruminations, laudatory evaluations of the power of lifelikeness in art have held a prominent place in art-critical discourses across temporal, historical and cultural divides. Yet definitions of what constitutes a realistic depiction have remained rarely stated and often lacking in consensus and clarity. This course will explore the concept of realism in visual representation: we will study the historiography of critical rhetoric (literary and scholarly) that has informed our assumptions about this category; and we will challenge those assumptions - of optical illusionism and transparency of style - in favor of exploring a variety of strategies of representational realism as rhetoric in themselves. The course investigates the relationship between the cultural codes and biological preconditions of human response to visual representations by looking at realism from a set of multi-disciplinary perspectives and within a cross-culturally comparative context. We begin with an overview of primary sources, move on to contemporary art-historical scholarship and alternative definitions from philosophy and cognitive science, and spend the second half of the semester on case studies of European and Persianate engagements with various strategies of realism in visual culture.

Fall 2015: AHIS W3801

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3801	001/25507	W 4:10pm - 6:00pm 832 Schermerhorn Hall	Anastasiia Botchkareva	4	8/15

AHIS W3805 Ethiopian Art in Global Networks. 4 points.

Ethiopia has fired the imagination for centuries as the home of Prester John, Queen of Sheba and the Ark of the Covenant, the Books of Enoch and Jubilees, a special dispensation from Prophet Mohammed in the Hadith and as the one African nation state to escape colonialism through defeat of Italy at the Battle of Adwa in 1896. This course examines the fascinating history and history of representations of Ethiopia in relation to its rich visual culture with special sensitivity to past and present networks of exchange with Byzantium, Jerusalem and Palestine, the Mediterranean, South Arabia, and India. There will be units on the burial

complexes of the ancient state of Aksum, rock cut churches of Lalibela, illuminated manuscripts (both Christian and Muslim), and modernism. Students will be encouraged to take advantage of New York collections for their research projects. (Graduate students and students outside of art history are welcome to apply; they should contact the professor directly.)

Fall 2015: AHIS W3805

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3805	001/84783	M 12:10pm - 2:00pm 930 Schermerhorn Hall	Zoe Strother	4	3/12

AHIS W3823 The Body in Medieval Art. 4 points.

Medieval concepts of the human body differed significantly from today's definitions and theorizations. Additionally, the "medieval body" was not a stable, monolithic entity, but rather a shifting constellation of ideas and practices that waxed, waned, and coexisted throughout the Middle Ages. Such diverse attitudes helped inform the representation of the body in art, a representation that simultaneously depended upon conventions of style, craft, medium, artistry, and preciousness. "Body" signals not only earthly bodies-sexed, fleshly, corruptible, and soon to decay-but also the soul (equally fragile), as well as heavenly, angelic, and divine bodies, including that of Christ. This course attends both to medieval strategies of representing these bodies and the corresponding intellectual contexts, within Western Europe from Late Antiquity through the Middle Ages. The bodies to be examined include, and are not limited to, saintly, gendered, racialized, clerical, monstrous, virginal, heretical, sickly, healthy, courtly, resurrected, and uncircumscribable bodies. Late Antique, medieval, and early-modern primary-source material will be complemented by recent work by Caroline Walker Bynum, Michael Camille, Judith Butler, C. Stephen Jaeger, and others; our study of the medieval body will be cognizant of gender-, sexuality-, race-, and performance-critical methods.

Fall 2015: AHIS W3823

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3823	001/12997	M 10:10am - 12:00pm 930 Schermerhorn Hall	Joseph Ackley	4	5/15

AHIS W3866 Frank Lloyd Wright and the Place of Public Assembly: Projects and Critical Reception on an International Stage. 4 points.

This seminar will focus on the development of Frank Lloyd Wright's built public architecture through an examination of key projects and their critical reception not only in the United States but abroad. The aim is to develop not only a knowledge of Wright's career, work, and influence, but also to develop critical skills in understanding the relationship between the study of built architecture and its design history. Equally we will develop an understanding of the role of the study of reception in architectural history. The structure of the seminar will be an

alternation between sessions in the drawings collection of Avery Library to study at close hand materials from the Frank Lloyd Wright archive (drawings, photographs, books) and sessions to read primary and secondary literature on Wright's work, emphasizing the evolution of critical reception from commentary contemporary with the projects to the evolution of the project in the vast literature on Wright that has developed since his death in 1959. At midpoint of the class our attention will focus for a week on Wright's work exhibiting his own work, to work with the hypothesis that Wright was as much involved in designing buildings and he was in designing his reputation and reception.

Fall 2015: AHIS W3866

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3866	001/93498	T 2:10pm - 4:00pm 930 Schermerhorn Hall	Barry Bergdoll	4	8/12

AHIS W3889 Approaches to Contemporary Art. 3 points.

This course examines the critical approaches to contemporary art from the 1970s to the present. It will address a range of historical and theoretical issues around the notion of "the contemporary" (e.g. globalization, participation, relational art, ambivalence, immaterial labor) as it has developed in the era after the postmodernism of the 1970s and 1980s.

Fall 2015: AHIS W3889

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3889	001/19700	Th 2:10pm - 4:00pm 832 Schermerhorn Hall	Branden Joseph	3	13/20

UNDERGRADUATE SEMINARS SPRING 2016

Seminars require an application, which are due in the semester prior to the semester in which the course is offered (April for fall courses, November for spring courses.) Applications are to be submitted to the department office in 826 Schermerhorn Hall. The required application form can be found on the departmental website (<http://www.columbia.edu/cu/arhistory/undergraduate/forms.html>).

AHIS W3826 Women Painters in Europe, 1500-1750. 4 points.

Histories of European Renaissance and Baroque art once narrated a story involving almost only male actors: it was men who made the period's paintings and sculptures, men who purchased them, and men who left their views on art for posterity. That characterization of the field is no longer quite so true, and one of the most significant changes in the field is that female painters now feature in every survey of the period. The aim of this course is to look comparatively at the painterly works produced by women across the early modern period and at the way those pictures have been treated in the scholarly literature from the last several decades.

Spring 2016: AHIS W3826

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3826	001/83779	T 4:10pm - 6:00pm 832 Schermerhorn Hall	Michael Cole	4	12/10

AHIS W3832 Sacred Landscapes of the Ancient Andes. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This seminar will explore how the concept of the sacred landscape, a trope evoked in pre-Columbian scholarship with increasing frequency, has been used in the interpretation of the art and architecture of the ancient Central Andes. Class sessions will be focused on specific case studies that highlight the material dimensions of the so-called sacred landscapes of a number of ancient Andean cultures. Class topics will be drawn from over two thousand years of rich cultural development and will include examples from a variety of geographical areas throughout this region, which encompasses contemporary southern Ecuador, Peru, western Bolivia and northern Argentina and Chile. Over the course of the semester students will learn about artistic and architectural traditions that have been interpreted through the lens of an integrative landscape studies approach in roughly reverse chronological order and in considerable depth. They will explore how landscapes are conceptualized by scholars working in various disciplines (e.g. art history, architectural history, archaeology, ethnography) and will become familiar with the wide range of methodologies employed by those who take the sacred landscapes of the ancient Andes as their area of focus.

Spring 2016: AHIS W3832

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3832	001/82297	T 12:10pm - 2:00pm 832 Schermerhorn Hall	Amanda Gannaway	4	12/12

AHIS W3837 Visual Arts and Natural History in the Enlightenment. 4 points.

This seminar will examine the relation between eighteenth-century visual arts and the expansion of natural history during the period. While ambitious publication projects such as Linnaeus's *Systema Naturea*, Buffon's *Histoire naturelle*, and Diderot and d'Alembert's *Encyclopédie* challenged existing ideas about classification, visual expertise, and collecting and display, new fields of study, such as ornithology, were emerging. From the formal experimentation that shells generated in ornament books to the creation of museums of natural history, this seminar will ask how questions of creation, morphology, scale, growth, and deformity were investigated visually. Topics such as the rise of the amateur, women artists and collectors, the valorization of the artist's manner, the representation of life versus death, geographic exploration, theories of preformation versus epigenesis, teratology, sexual difference, taxonomy, and fetishism will be studied. Visits to the city's museums and rare book collections, and in particular to the American Museum of Natural History, will be an integral part of this seminar. Students are expected to engage critically with the literature on

the history of both art and natural history, to study thoroughly a set of primary sources, and to think creatively about the topics addressed during this seminar.

Spring 2016: AHIS W3837

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3837	001/28497	W 12:10pm - 2:00pm 930 Schermerhorn Hall	Catherine Girard	4	9/12

AHIS W3847 Cities of Knowledge: Displaying Archaeological Knowledge in the Public Spaces of Amman. 4 points.

Like the cities of Rome and Jerusalem, the city of Amman is unique in its urban concept of exhibiting its archaeological past in the very center of the town. It is true that many cities all over the world are proud to call our attention to their ancient and even near past histories by exposing ruins and remains of 'previous' architectural achievements. These monuments are displayed as if in a museum - an open one, which has no clear borders. And yet, the decision to designate a large space at the very center of a metropolis for presenting archaeology and to expose the underground history of urban spaces to the everyday inhabitants and visitors of a city is a revolutionary plan. The display of the Forum Romanum in Rome and the Cardo in Jerusalem as sites of learning of historical knowledge is modern and is strongly embedded in the histories of Nationalism and of constructing identities. This seminar discusses the urban development of the city of Amman with its two major archaeological sites, the ancient Roman buildings of the Roman city of Philadelphia in the central valley of the city, with its amphitheater, Odeon Theater and the Nymphaeum, and the Qal'a (Citadel) - the Umayyad Palace - located on the hill above. It aims at discussing these sites as related to the modern city of Amman and to other spaces located next to, in between, or as related to these archaeological sites. Modern method of urban planning all related to the idea of reconstructing past narratives for Amman will be critically discussed, while focusing mainly on archaeology, urban architectural developments, specific cultural centers and even museum display. The course is designed as a preparatory course for an excursion to Amman in March 2016 (Spring Recess). Students' presentations will be held both in situ, in front of the monuments of Amman, as well as in class.

Spring 2016: AHIS W3847

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3847	001/12031	W 4:10pm - 6:00pm 930 Schermerhorn Hall	Avinoam Shalem	4	10/10

AHIS W3882 August Sander and Photographic Portraiture in the 20th Century. 4 points.

No one has shaped the course of photographic portraiture-of individuals and of an entire society-more than August Sander. Photobooks like *The Face of Our Time* (1929) mark the history of our social media present. This undergraduate seminar will study in depth Sander's photographs of social

archetypes, classes, professions, women, artists, politicians, political prisoners, outcasts, and the dead, as it interrogates the fundamental systems that frame these images: the archive, the document, physiognomy, scientific atlases, the politics of vision, photobooks, humanism, and Sander's vital legacy to the present. We will work in conjunction with the Museum of Modern Art, which has recently acquired all 619 photographs that comprise People of the Twentieth Century, Sander's lifelong portrait of 20th century German society. Final presentations, to take place at MoMA, will focus on individual portfolios selected by the students.

Spring 2016: AHIS W3882

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3882	001/69265	T 2:10pm - 4:00pm 930 Schermerhorn Hall	Noam Elcott	4	10/15

AHIS W3921 Patronage and the Monuments of India. 4 points.

Exploration of the multiple aspects of patronage in Indian culture -- religious, political, economic, and cultural. Case studies focused on specific monuments will be the subject of individual lectures.

Spring 2016: AHIS W3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3921	001/70107	Th 10:10am - 12:00pm 930 Schermerhorn Hall	Vidya Dehejia	4	9/15

BRIDGE LECTURES FALL 2015

Bridge lectures are open to graduate and advanced undergraduate students. They do not require an application.

AHIS W4084 Mesoamerican Art and Architecture. 3 points.

The arrival of Spanish conquistadors in the Americas during the first half of the 16th century precipitated the collapse of the famously powerful and sophisticated Aztec Empire. Having been preceded by thousands of years of rich cultural development, this impressive pre-Columbian society was but one of many that thrived in ancient Mesoamerica, a region comprised of present-day Mexico and northern Central America. This course surveys the diversity of artistic and architectural traditions that arose in this area during the period before European contact. Emphasis will be placed on the way in which selected works operated in their original social contexts through exploration of the aesthetic strategies, materials and technologies employed in their creation, as well as the wide range of interdisciplinary methodologies art historians use to arrive at these conclusions. Some aspects of the post-conquest legacy of ancient Mesoamerican art will also be considered via its representation in modern art and popular culture.

Fall 2015: AHIS W4084

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AHIS 4084	001/79284	T Th 11:40am - 12:55pm 612 Schermerhorn Hall	Amanda Gannaway	3	17/67
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AHIS W4144 Artistic Interactions: Europe and the "Orient" (711-1517). 3 points.

With the Muslim expansion into the Mediterranean Basin, the capture of the Iberian Peninsula in 711, and, later on, the conquest of Sicily and South Italy by the very beginning of the 9th century, the Christian Latin West came into direct contacts with the new Muslim Empire. Moreover, diplomacy between the Carolingian and the Ottonian courts with potent Muslim powers in Baghdad and Cordoba, wars and conflicts in the age of Crusade, and extensive trade ventures between western Europe and the "Orient" in the High Middle Ages brought about a new aesthetic common language - a sort of artistic lingua franca - that strongly shaped the art of Christian Europe and that of the Muslim world, especially in the Middle East and North Africa. In this series of lectures the artistic interactions between Europe and the world of Islam will be chronologically discussed. In addition, contact zones, such as important trade centers, and particular frontier regions located on the verges of the Christian and Muslim worlds will be highlighted as the major interactive spaces for artistic exchanges and mobility of people and objects.

Fall 2015: AHIS W4144

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4144	001/63443	M W 1:10pm - 2:25pm 612 Schermerhorn Hall	Avinoam Shalem	3	17/67

AHIS W4848 Neo-Dada and Pop Art. 3 points.

This course examines the avant-garde art of the fifties and sixties, including assemblage, happenings, pop art, Fluxus, and artists' forays into film. It will examine the historical precedents of artists such as Robert Rauschenberg, Jasper Johns, Allan Kaprow, Andy Warhol, Claes Oldenburg, Carolee Schneemann and others in relation to their historical precedents, development, critical and political aspects.

Fall 2015: AHIS W4848

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4848	001/11047	T Th 4:10pm - 5:25pm 614 Schermerhorn Hall	Branden Joseph	3	83/120

BRIDGE LECTURES SPRING 2016

Bridge lectures are open to graduate and advanced undergraduate students. They do not require an application.

AHIS W4073 Contemporary Arts of Africa. 3 points.

This course takes up a question posed by Terry Smith and applies it to Africa: "Who gets to say what counts as contemporary art?" It will investigate the impact of modernity, modernism, and increasing globalism on artistic practices. Some of the

topics covered will be: the emergence of new media (such as photography or cinema), the creation of "national" cultures, experiments in Pan-Africanism, diasporic consciousness, and the rise of curators as international culture-brokers. A special symposium co-organized by the professor, "Biennial Cultures in Africa," will examine the enthusiastic embrace by African artists of the biennial platform as a site for the production of contemporary art.

Spring 2016: AHIS W4073

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4073	001/29029	M W 4:10pm - 5:25pm 832 Schermerhorn Hall	Zoe Strother	3	17/30

AHIS W4155 Art and Archaeology of Mesopotamia. 3 points.

This course surveys the art and architecture of Mesopotamia from the rise of the first cities, the invention of writing, and the development of monumental art and architecture in the fourth millennium BC through the Parthian- Roman era (3rd century AD). Within this historical framework the lectures will focus on the revolutionary ancient developments in art and architecture, including the origins of narrative representation, the first emergence of historical public monuments, and sacred architecture. We will also study some ancient texts on the making and uses of images and monuments, including rituals of animating statues, building rituals, treatment of images in wars, and visual performativity. At the same time, small scale and personal arts will be considered in the context of private ownership and the practices of daily life.

Spring 2016: AHIS W4155

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4155	001/28735	T Th 4:10pm - 5:25pm 612 Schermerhorn Hall	Zainab Bahrani	3	27/67

BRIDGE SEMINARS FALL 2015

Bridge seminars are open to graduate and undergraduate students. As with other seminars, they require an application, which are due in the semester prior to the semester in which the course is offered (August for fall courses, December for spring courses.) Applications are to be submitted to the department office in 826 Schermerhorn Hall. The required application form can be found on the department website (<http://www.columbia.edu/cu/arhistory/undergraduate/forms.html>).

AHIS G4136 What's the Matter? Reading Medieval and Early Modern Sources on Materiality and the Making of Artifacts. 4 points.

This graduate level seminar focuses on specific medieval and early modern sources, mainly translations of Arabic sources, on materials and the making of objects in the world of Islam. It will cover issues concerning the making and shaping of precious stones and precious materials into objects of art, the working

with particular materials such as glass and rock crystals, and even the making of copies and fakes. In addition, other materials like metalwork, lacquer and ceramics will be also addressed. Students will be asked to read and discuss in each of the meetings a specific tractate, which usually focuses on one particular material. The text will be critically discussed with aiming at thinking beyond the text's informative values and mainly trying to embed it within a wider context of the human knowledge of materials techniques in the pre- and early modern era.

Fall 2015: AHIS G4136

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4136	001/92075	T 6:10pm - 8:00pm 930 Schermerhorn Hall	Avinoam Shalem	4	9/15

AHIS G4213 Greek Art and Architecture Seen Through the Eyes of Pausanias. 4 points.

There can be no doubt that Pausanias' work, his ten books on Greece, is among the most important sources for the understanding of ancient Greek art and architecture. Modern scholarship has viewed Pausanias as an intellectual traveler, an antiquarian, an art historian or a historian of religion. His work has been called pedestrian, accurate but unimaginative, naïve, descriptive, and even the product of ekphrasis. However one would like to appreciate Pausanias, Classical archaeology and art history heavily must depend on him, since the vast majority of works of art and architecture that he describes/mentions are either entirely lost or badly preserved. The bridge seminar will attempt to bring together Pausanias' text and the results of art historical and archaeological research in major Greek cities and sanctuaries. Despite Pausanias' obvious interest in all things "ancient" and "Greek," the seminar will attempt to understand the ancient traveller as a Greek from Asia Minor who wrote his work within the political, social, and intellectual frame of second-century Roman Empire. Ultimately, the seminar will seek to understand the art, architecture, and topography of Greek cities and sanctuaries through the eyes of a Roman.

Fall 2015: AHIS G4213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4213	001/69258	T 4:10pm - 6:00pm 934 Schermerhorn Hall	Ioannis Mylonopoulos	4	14/15

AHIS G4264 Etruscan Art. 4 points.

The Etruscans are primarily known to us through the artifacts they produced and used. Consequently, the study of their art provides a unique access key to their civilization. From the Villanovan period in the 9th c. BCE down to the end of the Hellenistic age in the 1st c. BCE, this seminar will examine all major historical developments of Etruscan art with a special focus on crucial issues such as the relationship between art and craftsmanship, issues of stylistic periodization, the special link to Greek art, the contexts and functions of Etruscan art, the social, political, and religious embeddedness of Etruscan artifacts, Etruscan notions of the body, divine anthropomorphism,

gender issues, the modern historiography of Etruscan art and its intellectual backgrounds. Particular attention will be devoted to Otto Brendel, one of the great protagonists of the study of Etruscan art, who taught at Columbia from 1956 to 1973.

Fall 2015: AHIS G4264

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4264	001/71146	W 6:10pm - 8:00pm 930 Schermerhorn Hall	Francesco de Angelis	4	11/12

BRIDGE SEMINARS SPRING 2016

Bridge seminars are open to graduate and undergraduate students.

As with other seminars, they require an application, which are due in the semester prior to the semester in which the course is offered (August for fall courses, December for spring courses.)

Applications are to be submitted to the department office in 826 Schermerhorn Hall. The required application form can be found on the department website (<http://www.columbia.edu/cu/arhistory/undergraduate/forms.html>).

AHIS G4615 Mapping Gothic. 4 points.

The story of Gothic is traditionally recounted diachronically as architectural development. With our new interactive website, www.mappinggothic.org, we challenge the user to entertain multiple stories and explore the synchronicity of architectural production, considering the space and time when France became France and new cultural/national unities began to emerge in Europe.

Spring 2016: AHIS G4615

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4615	001/79529	T 10:10am - 12:00pm 934 Schermerhorn Hall	Stephen Murray, Stefaan Van Liefferinge	4	13/15

AHIS G4847 Museum Practice and Writing for Catalogues: Spanish and Latin American Painting at the Hispanic Society Museum, 1700-1920. 4 points.

This seminar has two goals. It will introduce an important group of Hispanic (Spanish and Latin American) works of art, and it will teach basic museological principals as they relate to the registration, researching, cataloguing, and publishing of individual works of art - particularly as published in catalogues raisonnés, museum collection catalogues, and exhibition catalogues. The researching and writing of an exemplary, professional catalogue entry will be one of the tasks of students in the seminar. The seminar will use the works at The Hispanic Society Museum and Library in New York as the subjects of the students' work. The goal is to give students access to objects as a way of increasing skills in technical and formal analysis, connoisseurship, and appreciation of the social value of material culture. Many of the works at the Society are unpublished or only schematically published. Students will be doing original scholarship in cataloguing these works. A reading knowledge of Spanish is highly desirable but not a requirement for admission

to the seminar. If a student does not have Spanish, then a basic command of either French or Italian will be necessary. Sessions will be held both at the University and at The Hispanic Society Museum and Library, 613 West 155th Street.

Spring 2016: AHIS G4847

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4847	001/62202	T 4:10pm - 6:00pm 934 Schermerhorn Hall	Marcus Burke	4	15/15

SUPERVISED INDEPENDENT RESEARCH

AHIS C3980 Supervised Independent Study. 1-3 points.

Prerequisites: the departmental consultant or director of undergraduate studies' permission, and the instructor's permission.

Independent research and the writing of an essay under supervision of a member of the Art History Department. Only one independent study may be counted toward the major.

ASTRONOMY

Departmental Office: 1328 Pupin; 212-854-3278
http://www.astro.columbia.edu

Director of Undergraduate Studies:

Fall 2015: Prof. Mary E. Putman, 1318 Pupin;
212-854-6831; mputman@astro.columbia.edu
Spring 2016: Prof. Frederik B.S. Paerels, 1022 Pupin;
212-854-0181; frits@astro.columbia.edu

Astronomy is, at once, the oldest science and one of the most vibrant fields of modern research. Its goal is to construct testable, quantitative, coherent models of the universe (the UNItY of the diVERSE) and its contents—galaxies, stars, and planets. The department offers two majors, both of which require a solid grounding in the mathematics and physics necessary for the pursuit of the discipline.

The astrophysics major is designed as preparation for graduate study and consists of a standard physics major sequence; a yearlong introduction to astrophysics (typically taken in the sophomore year, but open to first-years with adequate preparation in calculus and physics); and two required courses covering advanced topics in astronomy. Research, in the form of summer internships and/or term-time independent projects, which can lead to a senior thesis, is strongly encouraged. For a research thesis, students should enroll in the parallel, two-semester sequence *ASTR W3997 Independent Research-ASTR W3998 Independent Research*, preferably in their senior year. Students begin the research project in the fall and complete the written thesis in the spring. *ASTR W3997 Independent Research* and *ASTR W3998 Independent Research* cannot be repeated for credit.

The astronomy major provides a basis for further study in the field, but is also designed to be compatible with liberal arts students who pursue other careers and those wishing to combine astronomy with related sciences other than physics, such as chemistry or geology. It requires only two physics courses beyond the introductory sequence and can be completed easily if begun in the sophomore year.

The department offers numerous introductory astronomy courses at the 1000-level that do not have prerequisites. The calculus-based *ASTR W2001 Introduction To Astrophysics, I-ASTR W2002 Introduction To Astrophysics, II* sequence is recommended for astronomy majors and concentrators and is required for astrophysics majors.

Most 3000-level courses, as well as *ASTR W4260 Modeling the Universe*, are offered every other year. Students should inquire with the director of undergraduate studies if they have specific questions on the course schedule. *ASTR W3996 Current Research In Astrophysics* is a one-point course offered in the fall, designed to introduce majors to research methods and topics. It requires students to attend the department colloquia and a seminar

designed to help students understand the colloquium topic. The 3000-level courses need not be taken in any particular order.

FACULTY PROFESSORS

- James Applegate
- Greg Bryan
- Zoltan Haiman
- Jules P. Halpern
- David J. Helfand
- Kathryn Johnston (Chair)
- Laura Kay (Barnard)
- Jeremiah P. Ostriker
- Frederik B. S. Paerels
- Joseph Patterson
- Edward A. Spiegel (*emeritus*)
- Jacqueline van Gorkom

ASSOCIATE PROFESSORS

- Mary E. Putman
- David Schiminovich

ASSISTANT PROFESSOR

- Marcel Agüeros
- David Kipping

ADJUNCT PROFESSOR

- Michael Shara (Hayden Planetarium)

ADJUNCT ASSOCIATE PROFESSORS

- Mordecai-Mark MacLow (Hayden Planetarium)
- Rebecca Oppenheimer (Hayden Planetarium)
- Caleb Scharf

ON LEAVE

- Profs. Agüeros, Ostriker, Paerels (*Fall 2015*)
- Profs. Putman (*Spring 2016*)
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REQUIREMENTS

GUIDELINES FOR ALL ASTRONOMY MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

Courses in which the grade of D has been received do not count toward the major or concentration requirements.

MAJOR IN ASTRONOMY

The major requirements, to be planned with the director of undergraduate studies, are as follows:

Calculus sequence through MATH V1202 Calculus IV or
MATH V1208 Honors Mathematics IV

Select one of the following options:

Option 1:

Two 3-point 1000-level astronomy courses

12 points in astronomy at the 2000-level or above

Option 2:

ASTR W2001 Introduction To Astrophysics, I
- ASTR W2002 and Introduction To
Astrophysics, II

9 points in astronomy at the 3000-level or above

Select one of the following physics sequences:

PHYS W1401 Introduction To Mechanics and
- PHYS W1402 Thermodynamics
- PHYS W1403 and Introduction To Electricity,
Magnetism, and Optics
and Introduction to Classical and
Quantum Waves

PHYS W1601 Physics, I: Mechanics and
- PHYS W1602 Relativity
- PHYS W2601 and Physics, II:
Thermodynamics, Electricity, and
Magnetism
and Physics, III: Classical and
Quantum Waves

PHYS W2801 Accelerated Physics I
- PHYS W2802 and Accelerated Physics II

Two physics courses at the 3000-level or above

Students contemplating graduate study are advised to include at
least two of these physics courses:

PHYS W3003 Mechanics
PHYS W3007 Electricity and Magnetism
PHYS W4021 Quantum Mechanics
- PHYS W4022 and Quantum Mechanics II
or PHYS BC3006 Quantum Physics

One of these may be substituted for 3 points of astronomy.

MAJOR IN ASTROPHYSICS

Students considering an Astrophysics major are encouraged to
meet with the director of undergraduate studies. If possible, it is
useful to start the physics sequence in the first year.

Calculus sequence through MATH V1202 Calculus IV or
MATH V1208 Honors Mathematics IV

ASTR W2001 Introduction To Astrophysics, I
- ASTR W2002 and Introduction To
Astrophysics, II

6 points in astronomy at the 3000-level or above

Select one of the following physics sequences:

PHYS W1401
- PHYS W1402
- PHYS W1403

Introduction To Mechanics and
Thermodynamics
and Introduction To Electricity,
Magnetism, and Optics
and Introduction to Classical and
Quantum Waves

PHYS W1601
- PHYS W1602
- PHYS W2601

Physics, I: Mechanics and
Relativity
and Physics, II:
Thermodynamics, Electricity, and
Magnetism
and Physics, III: Classical and
Quantum Waves

PHYS W2801
- PHYS W2802

Accelerated Physics I
and Accelerated Physics II

PHYS W3003 Mechanics

PHYS W3007 Electricity and Magnetism

PHYS W3008 Electromagnetic Waves and Optics

PHYS W4021 Quantum Mechanics

or PHYS BC3006 Quantum Physics

PHYS W4022 Quantum Mechanics II

or PHYS W4023 Thermal and Statistical Physics

CONCENTRATION IN ASTRONOMY

An extra 3 points of physics can substitute for 3 points of
astronomy, as long as the course submitted is at the equivalent or
higher level. The concentration requirements are as follows:

9 points of mathematics

15 points of astronomy, nine of which must be at or above the
2000-level

9 points of physics

COURSES

FALL 2015

**ASTR W1234 The Universal Timekeeper: Reconstructing
History Atom by Atom. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: high school algebra and latent curiosity are
assumed.

The goal of the course is to illustrate — and perhaps even
inculcate — quantitative and scientific reasoning skills. The
subject material employed in this task is the study of atoms
and their nuclei which, through a wide variety of physical and
chemical techniques, can be used to reconstruct quantitatively
the past. Following an introduction to atoms, light, and energy,
we will explore topics including the detection of art forgeries,
the precise dating of archeological sites, a reconstruction of the
development of agriculture and the history of the human diet,
the history of past climate (and its implications for the future),
the history and age of the Earth, and the history of the Universe.

The course has no required text. Readings of relevant articles and use of on-line simulations will be required.

Fall 2015: ASTR W1234

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1234	001/16698	M W 8:40am - 9:55am 517 Hamilton Hall	David Helfand	3	44/75

ASTR W1403 Earth, Moon and Planets (Lecture). 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

The overall architecture of the solar system. Motions of the celestial sphere. Time and the calendar. Major planets, the earth-moon system, minor planets, comets. Life in the solar system and beyond. This course is similar to ASTR BC 1753. You cannot enroll in both courses and receive credit for both.

Fall 2015: ASTR W1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/60951	T Th 1:10pm - 2:25pm 428 Pupin Laboratories	James Applegate	3	75/125

Spring 2016: ASTR W1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/60391	M W 8:40am - 9:55am 602 Hamilton Hall	David Helfand	3	58/75

ASTR W1420 Galaxies and Cosmology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Galaxies contain stars, gas dust and (usually) super-massive black holes. They are found throughout the Universe, traveling through space and occasionally crashing into each other. This course will look at how these magnificent systems form and evolved, and what can they tell us about the formation and evolution of the Universe itself. You cannot enroll in ASTR W1420 in addition to ASTR BC1754 or ASTR W1404 and receive credit for both.

Fall 2015: ASTR W1420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1420	001/12296	M W 1:10pm - 2:25pm 702 Hamilton Hall	Jacqueline van Gorkom	3	52/75

ASTR BC1753 Life in the Universe. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

Introduction to astronomy intended primarily for nonscience majors. Includes the history of astronomy; the apparent motions of the moon, sun, stars, and planets; gravitation and planetary orbits; the physics of the earth and its atmosphere; and the

exploration of the solar system. This course is similar to ASTR W1403. You cannot enroll in both courses and receive credit for both.

Fall 2015: ASTR BC1753

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1753	001/05927	T Th 2:40pm - 3:55pm 202 Altschul Hall	Mary Putman, David Kipping	3	124

ASTR W1903 Astronomy Lab 1. 1 point.

Laboratory for *ASTR W1403*. Projects include observations with the department's telescopes, computer simulation, laboratory experiments in spectroscopy, and the analysis of astronomical data. Lab 1 ASTR W1903 - goes with ASTR BC1753, ASTR W1403 or ASTR W1453.

Fall 2015: ASTR W1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/05225	M 6:00pm - 9:00pm Room TBA	Steven Mohammed	1	14/14
ASTR 1903	003/02793	T 6:00pm - 9:00pm Room TBA	Andrea Derdzinski	1	14/14
ASTR 1903	004/01577	T 7:00pm - 10:00pm Room TBA	Jingjing Chen	1	13/14
ASTR 1903	005/09273	W 6:00pm - 9:00pm Room TBA	Adrian Lucy	1	13/14
ASTR 1903	006/09217	Th 6:00pm - 9:00pm Room TBA	Emily Sandford	1	12/14

Spring 2016: ASTR W1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/61261	W 7:00pm - 10:00pm Room TBA	David Helfand, Susan Clark, Jingjing Chen	1	10/14

ASTR W1904 Astronomy Lab 2. 1 point.

Laboratory for *ASTR W1404*. Projects include use of telescopes, laboratory experiments in the nature of light, spectroscopy, and the analysis of astronomical data. Lab 2 ASTR W1904 - goes with ASTR BC1754 or ASTR W1404 (or ASTR W1836 or ASTR W1420).

Fall 2015: ASTR W1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/03007	W 7:00pm - 10:00pm Room TBA	Laura Kay, Sarah Pearson	1	6/14

Spring 2016: ASTR W1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/14463	M 6:00pm - 9:00pm Room TBA	David Helfand, Susan	1	15/14

ASTR 1904 002/88030	M 7:00pm - 10:00pm Room TBA	Clark, Adrian Lucy David Helfand, Steven Mohammed, Susan Clark	1	14/14
ASTR 1904 003/16563	T 6:00pm - 9:00pm Room TBA	David Helfand, Susan Clark, Andrea Derdzinski	1	11/14
ASTR 1904 004/17398	T 7:00pm - 10:00pm Room TBA	David Helfand, Susan Clark, Emily Sandford	1	14/14
ASTR 1904 005/29129	W 6:00pm - 9:00pm Room TBA	David Helfand, Susan Clark, Sarah Pearson	1	11/14

ASTR W2001 Introduction To Astrophysics, I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: a working knowledge of calculus.

Corequisites: a course in calculus-based general physics.

First term of a two-term calculus-based introduction to astronomy and astrophysics. Topics include the physics of stellar interiors, stellar atmospheres and spectral classifications, stellar energy generation and nucleosynthesis, supernovae, neutron stars, white dwarfs, and interacting binary stars.

Fall 2015: ASTR W2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2001	001/15896	M W 2:40pm - 3:55pm 414 Pupin Laboratories	Joseph Patterson	3	34

ASTR W2900 Frontiers of Astrophysics. 1 point.

Several members of the faculty each offer a brief series of talks providing context for a current research topic in the field and then present results of their ongoing research. Opportunities for future student research collaboration are offered. Grading is Pass/Fail.

Fall 2015: ASTR W2900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2900	001/82030	F 10:10am - 11:25am 1332 Pupin Laboratories	Kathryn Johnston	1	16/30

ASTR W3601 General Relativity, Black Holes, and Cosmology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: one year of calculus-based general physics.

Einstein's General Theory of Relativity replaced Newtonian gravity with an elegant theory of curved spacetime. Einstein's theory led to unforeseen and unnerving predictions of singularities and cosmological instabilities. Nearly a century later, these mathematical oddities have been confirmed astrophysically in the existence of black holes, an expanding universe, and a big bang. The course will cover Einstein's General Theory, beginning with special relativity, with an emphasis on black holes and the big bang.

Fall 2015: ASTR W3601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3601	001/00138	M W 1:10pm - 2:25pm L1104 Diana Center	Janna Levin	3	37

ASTR W3646 Observational Astronomy Lecture & Lab.. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of general astronomy.

Introduction to the basic techniques used in obtaining and analyzing astronomical data. Focus on "ground-based" methods, at optical, infrared, and ultraviolet wavelengths. Regular use of the telescope facilities atop the roof of the Pupin Labs, to acquire photometry and spectroscopy of stars, planets, and nebulae. There will also be opportunity to acquire and analyze data from National Observatories, and from spacecraft. Given in alternate years.

Fall 2015: ASTR W3646

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3646	001/62846	Th 7:00pm - 9:30pm C05 School Of Social Work	David Schiminovich	3	35

ASTR W3996 Current Research In Astrophysics. 1 point.

Prerequisites: two semesters of astronomy classes and two semesters of physics classes.

The goal of this course is to introduce astronomy and astrophysics majors to the methods and topics of current astronomical research. The course will also help with the development of critical thinking skills. Each week, the topic of the course will be centered on the subject of the Astronomy department colloquium; this may include research on planets, stars, galaxies or cosmology. There will be two required meetings per week: the first will be to discuss papers related to the colloquium (time TBD), and the second will be the colloquium itself (at 4:15 pm each Wednesday). Grading is Pass/Fail.

ASTR W3997 Independent Research. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: the instructor's permission. For an independent research project or independent study, a brief description of the proposed project or reading, with the supervising faculty member's endorsement, is required for registration.

A variety of research projects conducted under the supervision of members of the faculty. Observational, theoretical, and experimental work in galactic and extragalactic astronomy and cosmology. The topic and scope of the work must be arranged with a faculty member in advance; a written paper describing the results of the project is required at its completion (note that a two-term project can be designed such that the grade YC is given after the first term). Senior majors in astronomy or astrophysics wishing to do a senior thesis should make arrangements in May of their junior year and sign up for a total of 6 points over their final two terms. Both a substantial written document and an oral presentation of thesis results are required.

SPRING 2016

ASTR W1403 Earth, Moon and Planets (Lecture). 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

The overall architecture of the solar system. Motions of the celestial sphere. Time and the calendar. Major planets, the earth-moon system, minor planets, comets. Life in the solar system and beyond. This course is similar to ASTR BC 1753. You cannot enroll in both courses and receive credit for both.

Fall 2015: ASTR W1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/60951	T Th 1:10pm - 2:25pm 428 Pupin Laboratories	James Applegate	3	75/125

Spring 2016: ASTR W1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/60391	M W 8:40am - 9:55am 602 Hamilton Hall	David Helfand	3	58/75

ASTR W1404 Stars, Galaxies and Cosmology (Lecture). 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Distances to, and fundamental properties of, nearby stars; nucleosynthesis and stellar evolution; novae and supernovae; galaxies; the structure of the universe and theories concerning its origin, evolution, and ultimate fate. You can only receive credit for ASTR W1404 if you have not taken ASTR BC1754, ASTR W1420 or ASTR W1836.

Spring 2016: ASTR W1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1404	001/25124	M W 2:40pm - 3:55pm 329 Pupin Laboratories	James Applegate	3	91/110

ASTR W1610 Theories of the Universe: From Babylon to the Big Bang. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Milestones in the science of cosmology over the past 6000 years. Skylore and observation in ancient cultures. The twin revolutions of the Greeks: Pythagoras and Ptolemy; and Aristotle, Aquinas, and the Great Chain of Being. The "scientific revolution": the impersonal and deterministic world-order of Newton, Laplace, and Kelvin. The erosion of that world-order by mathematics and experiment in the 20th century (relativity, quantum physics, dark matter, and the expanding universe). Today's searches for a new grand order in the Universe, which can cope - or maybe not - with these blows to yesterday's comfortable wisdom.

Spring 2016: ASTR W1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1610	001/29576	T Th 2:40pm - 3:55pm 702 Hamilton Hall	Joseph Patterson	3	70/75

ASTR BC1754 Stars, Galaxies, and Cosmology. 3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: Recommended preparation: A working knowledge of high school algebra.

Corequisites: Suggested parallel laboratory course: ASTR C 1904y.

Examines the properties of stars, star formation, stellar evolution and nucleosynthesis, the Milky Way and other galaxies, and the cosmological origin and evolution of the universe. Students may not receive credit for both ASTR BC 1754 and ASTR C1404.

Spring 2016: ASTR BC1754

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1754	001/05649	T Th 2:40pm - 3:55pm 405 Milbank Hall	Jacqueline van Gorkom	3	53/75

ASTR W1836 Stars and Atoms. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

What is the origin of the chemical elements? This course addresses this question, starting from understanding atoms, and then going on to look at how atoms make stars and how stars make atoms. The grand finale is a history of the evolution of the chemical elements throughout time, starting from the Big Bang and ending with YOU. You cannot enroll in ASTR W1836 in addition to ASTR BC1754 or ASTR W1404 and receive credit for both.

Spring 2016: ASTR W1836

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/72198	T Th 1:10pm - 2:25pm 703 Hamilton Hall	Marcel Agueros	3	33/60

ASTR W1903 Astronomy Lab 1. 1 point.

Laboratory for *ASTR W1403*. Projects include observations with the department's telescopes, computer simulation, laboratory experiments in spectroscopy, and the analysis of astronomical data. Lab 1 ASTR W1903 - goes with ASTR BC1753, ASTR W1403 or ASTR W1453.

Fall 2015: ASTR W1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/05225	M 6:00pm - 9:00pm Room TBA	Steven Mohammed	1	14/14
ASTR 1903	003/02793	T 6:00pm - 9:00pm Room TBA	Andrea Derdzinski	1	14/14
ASTR 1903	004/01577	T 7:00pm - 10:00pm Room TBA	Jingjing Chen	1	13/14
ASTR 1903	005/09273	W 6:00pm - 9:00pm Room TBA	Adrian Lucy	1	13/14
ASTR 1903	006/09217	Th 6:00pm - 9:00pm Room TBA	Emily Sandford	1	12/14

Spring 2016: ASTR W1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/61261	W 7:00pm - 10:00pm Room TBA	David Helfand, Susan Clark, Jingjing Chen	1	10/14

ASTR W1904 Astronomy Lab 2. 1 point.

Laboratory for *ASTR W1404*. Projects include use of telescopes, laboratory experiments in the nature of light, spectroscopy, and the analysis of astronomical data. Lab 2 ASTR W1904 - goes with ASTR BC1754 or ASTR W1404 (or ASTR W1836 or ASTR W1420).

Fall 2015: ASTR W1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/03007	W 7:00pm - 10:00pm Room TBA	Laura Kay, Sarah Pearson	1	6/14

Spring 2016: ASTR W1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/14463	M 6:00pm - 9:00pm Room TBA	David Helfand, Susan Clark, Adrian Lucy	1	15/14
ASTR 1904	002/88030	M 7:00pm - 10:00pm Room TBA	David Helfand, Steven Mohammed, Susan Clark	1	14/14
ASTR 1904	003/16563	T 6:00pm - 9:00pm Room TBA	David Helfand, Susan Clark, Andrea Derdzinski	1	11/14

ASTR 1904	004/17398	T 7:00pm - 10:00pm Room TBA	David Helfand, Susan Clark, Emily Sandford	1	14/14
ASTR 1904	005/29129	W 6:00pm - 9:00pm Room TBA	David Helfand, Susan Clark, Sarah Pearson	1	11/14

ASTR W2002 Introduction To Astrophysics, II. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: a working knowledge of calculus.

Corequisites: the second term of a course in calculus-based general physics.

Continuation of *ASTR W2001*; these two courses constitute a full year of calculus-based introduction to astrophysics. Topics include the structure of our galaxy, the interstellar medium, star clusters, properties of external galaxies, clusters of galaxies, active galactic nuclei, and cosmology.

Spring 2016: ASTR W2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2002	001/27288	T Th 1:10pm - 2:25pm 414 Pupin Laboratories	Kathryn Johnston	3	20

ASTR W3106 The Science of Space Exploration. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: one semester course in introductory astronomy or astrophysics (e.g., ASTR W1403, ASTR W1404, ASTR W1420, ASTR W1836, ASTR W2001, ASTR W2002, ASTR BC1753, and ASTR BC1754). Ability in mathematics up to and including calculus is strongly urged.

How and why do humans explore space? Why does it require such extraordinary effort? What have we found by exploring our Solar System? We investigate the physics and biological basis of space exploration, and the technologies and science issues that determine what we can accomplish. What has been accomplished in the past, what is being explored now, and what can we expect in the future? How do space scientists explore the Solar System and answer science questions in practice? What do we know about solar systems beyond our own?

ASTR W3273 High Energy Astrophysics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: one year of calculus-based general physics. No previous astronomy background required.

A survey of the most energetic and explosive objects in the Universe and their radiation. Topics include: techniques of X-ray and gamma-ray astronomy; observations of neutron stars (pulsars) and black holes; accretion disks and relativistic jets; supernovae, supernova remnants, gamma-ray bursts, quasars

and active galactic nuclei; clusters of galaxies; cosmic rays and neutrinos.

Spring 2016: ASTR W3273

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3273	001/20949	M W 2:40pm - 3:55pm 414 Pupin Laboratories	Jules Halpern	3	9

ASTR W3602 Physical Cosmology and Extragalactic Astronomy. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: one year of calculus-based general physics.

The standard hot big bang cosmological model and modern observational results that test it. Topics include the Friedmann equations and the expansion of the universe, dark matter, dark energy, inflation, primordial nucleosynthesis, the cosmic microwave background, the formation of large-scale cosmic structures, and modern cosmological observations.

Spring 2016: ASTR W3602

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3602	001/73323	M W 1:10pm - 2:25pm 1332 Pupin Laboratories	Zoltan Haiman	3	9

ASTR W3998 Independent Research. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: the instructor's permission. For an independent research project or independent study, a brief description of the proposed project or reading, with the supervising faculty member's endorsement, is required for registration.

A variety of research projects conducted under the supervision of members of the faculty. Observational, theoretical, and experimental work in galactic and extragalactic astronomy and cosmology. The topic and scope of the work must be arranged with a faculty member in advance; a written paper describing the results of the project is required at its completion (note that a two-term project can be designed such that the grade YC is given after the first term). Senior majors in astronomy or astrophysics wishing to do a senior thesis should make arrangements in May of their junior year and sign up for a total of 6 points over their final two terms. Both a substantial written document and an oral presentation of thesis results are required.

OF RELATED INTEREST

Physics and Astronomy (Barnard)

ASTR BC1753	Life in the Universe
ASTR BC1754	Stars, Galaxies, and Cosmology

Physics

PHYS W3002	From Quarks To the Cosmos: Applications of Modern Physics
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BIOLOGICAL SCIENCES

Departmental Office: 600 Fairchild, 212-854-4581;
undergrad@biology.columbia.edu
<http://www.columbia.edu/cu/biology/>

Director of Undergraduate Studies, Undergraduate Programs and Laboratories:

Prof. Deborah Mowshowitz, 744D Mudd; 212-854-4497;
dbm2@columbia.edu

Biology Major and Concentration Advisers:

For a list of current biology, biochemistry, biophysics, and neuroscience and behavior advisers, please visit <http://www.columbia.edu/cu/biology/pages/undergrad/cur/advising/index.html>.

- A-H: Prof. Daniel Kalderon, 1013 Fairchild;
ddk1@columbia.edu
- I-P: Prof. Alice Heicklen, 744B Mudd;
ah2289@columbia.edu
- Q-Z: Prof. Harmen Bussemaker, 607E Fairchild;
hjb2004@columbia.edu
- Backup Advisor: Prof. Deborah Mowshowitz, 744D Mudd;
212-854-4497; dbm2@columbia.edu

Biochemistry Advisers:

Biology: Prof. Brent Stockwell, 1208 Northwest Corner Building;
212-854-2948; stockwell@biology.columbia.edu
Chemistry: Prof. Virginia Cornish, 1209 Northwest Corner
Building; 212-854-5209; vc114@columbia.edu

Biophysics Adviser: Prof. Ozgur Sahin, 908 Northwest Corner
Building; os2246@columbia.edu

Neuroscience and Behavior Advisers:

Biology: Prof. Jian Yang, 917A Fairchild; 212-854-6161;
jy160@columbia.edu
or Prof. Deborah Mowshowitz, 744D Mudd; 212-854-4497;
dbm2@columbia.edu
Psychology: Prof. Frances Champagne, 315 Schermerhorn;
212-854-2589; fchampag@psych.columbia.edu
or Prof. James Curley, 317 Schermerhorn; 212-854-7033;
jc3181@columbia.edu

On-Line Resources:

- *FAQs for first-year students:* <http://www.columbia.edu/cu/biology/ug/advice/faqs/firstyr.html>
- *FAQs for prospective majors:* <http://www.columbia.edu/cu/biology/ug/advice/faqs/major.html>
- *Checklist of major requirements:* <http://www.columbia.edu/cu/biology/pages/undergrad/cur/majors/>
- *Additional course information:* <http://www.columbia.edu/cu/biology/pages/crs/main/all/>
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- The department offers broad training in basic biological disciplines, with an emphasis in cell and molecular biology. Students have many opportunities to participate in ongoing projects in research laboratories. All the biology-related majors require one year of introductory biology, plus additional courses as detailed in the major requirements and listed on the websites provided above.

For the first term of their introductory biology sequence, students may take either BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology, which has a prerequisite of chemistry, or EEEB W2001 Environmental Biology I: Elements to Organisms, which does not require chemistry. EEEB W2001 Environmental Biology I: Elements to Organisms may be taken in the first year.

BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology should be taken later, after general chemistry. For more details, see *Introductory Courses* under *Requirements*—Major in Biology. All students interested in biology are encouraged to take BIOL C2908 First-Year Seminar in Modern Biology in the fall semester of their first year.

Premedical students should consult with their advising dean or the preprofessional office for relevant details of medical school requirements. Students interested in graduate school should consult the biology career adviser, Dr. Chloe Bulinski.

Nonscience majors who wish to take a biology course to fulfill the science requirement are encouraged to take BIOL W1130 Genes and Development. They may also take, with the instructor's permission, BIOL W3208 Introduction to Evolutionary Biology or EEEB W2001 Environmental Biology I: Elements to Organisms.

Interested students should consult listings in other departments for courses related to biology. For courses in environmental studies, see listings for Earth and environmental sciences or for ecology, evolution, and environmental biology. For courses in human evolution, see listings for anthropology or for ecology, evolution, and environmental biology. For courses in the history of evolution, see listings for history and for philosophy of science. For a list of courses in computational biology and genomics, visit <http://systemsbiology.columbia.edu/courses>.

ADVANCED PLACEMENT

The department grants 3 credits for a score of 5 on the AP Biology exam. Placement is determined by the department. Students with a 5 on the AP are encouraged to take BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology and BIOL C2006 Introductory Biology II: Cell Biology, Development & Physiology, but are not required to do so. For details, visit <http://www.columbia.edu/cu/biology/ug/faqs.html>.

TRANSFER CREDIT ADVISING

Current and prospective biology majors and concentrators whose last names begin with A-H should consult with Prof. Kalderon. Students whose last names begin with I-P should consult with Prof. Hecklen. Students whose last names begin with Q-Z should consult with Prof. Miller. Current and prospective biochemistry majors should consult with Prof. Stockwell for biology course advising and Prof. Cornish for chemistry course advising. Current and prospective biophysics majors should consult with Prof. Fernandez. Students who cannot contact their adviser should consult with Prof. Mowshowitz.

For additional information, including office hours, please visit <http://www.columbia.edu/cu/biology/pages/undergrad/cur/advising/>.

SUMMER UNDERGRADUATE RESEARCH FELLOWSHIP (SURF) PROGRAM

First-year students, sophomores, and juniors are eligible for the department's paid internship program (SURF). This program is competitive; the department cannot assure every eligible student a place in any given summer.

Students apply to the program early in the spring term. A faculty committee headed by Dr. Alice Hecklen then matches selected students to appropriate labs. The deadline for SURF applications is at the beginning of the spring semester.

SURF students must submit a report on their work at the end of the summer session and participate in the following year's annual Undergraduate Research Symposium. Although it does not carry any academic credit, SURF can be used toward the lab requirement for majors and toward graduation with honors. For detailed information on all summer research programs and how to apply, please visit the SURF website (<http://www.columbia.edu/cu/biology/ug/surf/>).

Current detailed descriptions of the SURF program and the application procedure are available at SURF's website, <http://www.columbia.edu/cu/biology/ug/surf/>. For more information on the Amgen Scholarship Program, please visit <http://www.columbia.edu/cu/biology/ug/amgen/>. Applications to all of these programs are through SURF.

DEPARTMENTAL HONORS

Students must apply for departmental honors. Applications are due no later than one day after spring break of their senior year. For details, please visit the departmental website at <http://www.columbia.edu/cu/biology/pages/undergrad/cur/honors/>.

FACULTY PROFESSORS

- J. Chloë Bulinski
- Harmen Bussemaker
- Martin Chalfie
- Lawrence A. Chasin
- Julio M. Fernandez
- Stuart Firestein
- Joachim Frank
- Tulle Hazelrigg
- John Hunt
- Daniel Kalderon
- Darcy B. Kelley
- James L. Manley
- Ann McDermott (Chemistry)
- Robert E. Pollack
- Carol L. Prives
- Ron Prywes
- Molly Przeworski
- Michael P. Sheetz
- Brent Stockwell
- Liang Tong
- Alexander A. Tzagoloff
- Jian Yang
- Rafael Yuste

ASSOCIATE PROFESSORS

- Songtao Jia
- Dana Pe'er
- Ozgur Sahin
- Guy Sella

ASSISTANT PROFESSOR

- Lars Dietrich

LECTURERS

- Claire Elise Hazen
- Alice Hecklen
- Lili Yamasaki

ADJUNCT FACULTY

- Ava Brent-Jamali
- Nataliya Galifianakis
- Jay Hammel
- Danny Nam Ho
- John Loike
- Deborah B. Mowshowitz
- Solomon Mowshowitz
- David Newman

- Vincent R. Racaniello

REQUIREMENTS

GUIDELINES FOR ALL BIOLOGICAL SCIENCES MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

Returning students should check the departmental website for any last-minute changes and/or additional information. See especially undergraduate updates and list of department courses. All major and concentration requirements are detailed on the website and links provided below.

Exceptions to Requirements

Students must get written permission in advance for any exceptions to the requirements listed below. For the exceptions to be applied toward graduation, the student must notify the biology department in one of the following two ways:

1. The student can file a completed paper planning form, signed by a faculty adviser, in the biology department office at 600 Fairchild;
2. The faculty member approving the exception can send an e-mail explaining the exceptions to mes2314@columbia.edu.

Grade Requirements for the Major

A grade of C- or higher must be earned and revealed on your transcript for any course – including the first – to be counted toward the major or concentration requirements. The grade of P is not acceptable. A course that was taken Pass/D/Fail may be counted if and only if the P is uncovered by the Registrar's deadline.

Courses

Courses with the subject code *HPSC* or *SCNC* do not count toward the majors or concentrations.

MAJOR IN BIOLOGY

General Information

The requirements for the biology major include courses in biology, chemistry, physics, and mathematics.

The required biology courses are one year of introductory biology, two core courses in biology or biochemistry, two 3-point electives in biology or biochemistry, and an appropriate lab experience. See below for details.

The required courses outside the biology department are chemistry through organic (plus labs), one year of college-level physics (plus lab), and the completion of one year of college-level mathematics (usually calculus).

Alternative sequences to the above may be arranged in special circumstances, but only with the permission of the director of undergraduate studies or a departmental adviser obtained in advance; for example, certain courses listed in the *Summer Term Bulletin*, the *School of General Studies Bulletin*, and the *Barnard College Bulletin* may be applied toward the major. In addition, selected courses at the Columbia-Presbyterian Medical Center are open to advanced undergraduates. Credit toward the major for courses not listed in the *Columbia College Bulletin* must be discussed in advance with the director of undergraduate studies or a departmental adviser. Students are responsible for notifying the department of all exceptions either in writing or by e-mail as explained above.

Alternative programs must be arranged in advance with the director of undergraduate studies. Students planning graduate work in biology should keep in mind that physical chemistry and statistics are important for many graduate programs.

Introductory Courses

The usual one-year introductory biology sequence is BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology-BIOL C2006 Introductory Biology II: Cell Biology, Development & Physiology, taken in the sophomore year, or EEEB W2001 Environmental Biology I: Elements to Organisms-BIOL C2006 Introductory Biology II: Cell Biology, Development & Physiology, which may be taken in the first year.

Other sequences require permission in advance from the director of undergraduate studies or departmental advisers. Students with a strong background in chemistry or molecular biology may take BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology-BIOL C2006 Introductory Biology II: Cell Biology, Development & Physiology in their first year; the permission of one of the instructors is required.

Premedical students usually take BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology-BIOL C2006 Introductory Biology II: Cell Biology, Development & Physiology after a year of general chemistry; premedical students interested in the environmental sciences may take EEEB W2001 *Environmental Biology I: Elements to Organisms* followed by BIOL C2006 Introductory Biology II: Cell Biology, Development & Physiology.

Students with advanced placement in biology are expected but not required to take EEEB W2001 Environmental Biology I: Elements to Organisms or BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology as their initial biology course, because BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology-BIOL C2006 Introductory Biology II: Cell Biology, Development & Physiology is taught at a level of detail and depth not found in most advanced placement courses.

Students who wish to skip BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology and start with a higher-level biology course may do so, but they must obtain

permission in advance from the director of undergraduate studies. For additional information, see FAQs for first-year students at <http://www.columbia.edu/cu/biology/ug/advice/faqs/firstyr.html>.

Core Courses

Two out of the following five departmental core courses are required:

BIOL W3022	Developmental Biology
BIOL W3031	Genetics
BIOL W3041	Cell Biology
BIOC C3501	Biochemistry: Structure and Metabolism
BIOC C3512	Molecular Biology

Laboratory Courses

A laboratory experience in biology is required. It may be fulfilled by completing any one of the following options:

Option 1:

Select one of the following 5-point laboratory courses:

BIOL W3050	Project Laboratory In Protein Biochemistry
BIOL C3052	Project Laboratory in Molecular Genetics
BIOL W3058	Project Laboratory in Microbiology

Option 2:

BIOL W2501 Contemporary Biology Laboratory
Select an additional 3-point lab such as BIOL W3040 or a Barnard lab.

Option 3:

Two terms of BIOL W3500 taken for a letter grade, including the submission of a satisfactory research report at the end of each semester

Option 4:

Completion of all the requirements for one session of the Summer Undergraduate Research Fellowship (SURF). An additional semester of BIOL W3500 in the same research lab is recommended but not required. Summer lab work under other auspices may not be substituted for the SURF Program.

The laboratory fee (\$150) partially covers the cost of nonreturnable items. This fee is charged for all lab courses, including BIOL W3500 Independent Biological Research.

Upper-Level Elective Courses

Select two additional courses, carrying at least 3 points each, from any of the 3000- or 4000- level lecture courses. BIOL W3500 Independent Biological Research cannot be used as one of the courses to satisfy the upper-level elective course requirement.

Chemistry

All majors must take chemistry through organic including labs. One of the following three groups of chemistry courses is required:

Option 1:

CHEM W1403 - CHEM W1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
CHEM W1500	General Chemistry Laboratory
CHEM W3443 - CHEM W3444	Organic Chemistry I (Lecture) and Organic Chemistry II (Lecture)

Option 2:

For students who qualify for intensive chemistry

CHEM W1604 - CHEM W2507	Intensive General Chemistry (Lecture) and Intensive General Chemistry Laboratory
CHEM W3443 - CHEM W3444	Organic Chemistry I (Lecture) and Organic Chemistry II (Lecture)

Option 3:

For students who qualify for first year organic chemistry

CHEM W2507	Intensive General Chemistry Laboratory
CHEM W3045 - CHEM W3046	Intensive Organic Chemistry I (Lecture) and Intensive Organic Chemistry II (Lecture)

Physics

Students must take two terms of physics including the accompanying labs. The usual choices are PHYS V1201-PHYS V1202 General Physics II and PHYS W1291-PHYS W1292 General Physics Laboratory II. Higher-level physics sequences are also acceptable. The 1400-level sequence is recommended for students who plan to take three terms of physics.

Mathematics

Two semesters of calculus or honors mathematics are required. Students may substitute one semester of statistics for one semester of calculus with an adviser's permission. For students with AP credit, completion of MATH V1102 Calculus II, MATH V1201 Calculus III, or MATH V1207 Honors Mathematics A is sufficient. However, students with AP credit are encouraged to take additional courses in mathematics or statistics at Columbia.

For more details on the biology major requirements, visit <http://www.columbia.edu/cu/biology/pages/undergrad/cur/majors/biomajor.html>.

MAJOR IN BIOCHEMISTRY

The required basic courses for the biochemistry major are chemistry through organic, including laboratory, and one year each of physical chemistry, physics, calculus, biology, and biochemistry/molecular biology.

The required additional courses are three lecture courses chosen from mathematics, chemistry, and biology, and two upper-level laboratory courses.

For more details, see the *Chemistry* section in this Bulletin or visit <http://www.columbia.edu/cu/biology/pages/undergrad/cur/majors/biochem.html>.

MAJOR IN BIOPHYSICS

The requirements for the biophysics major are as follows:

One year of introductory biology:

BIOL C2005	Introductory Biology I:
- BIOL C2006	Biochemistry, Genetics & Molecular Biology and Introductory Biology II: Cell Biology, Development & Physiology

Select at least one of the following laboratory courses:

BIOL W3050	Project Laboratory In Protein Biochemistry
BIOL C3052	Project Laboratory in Molecular Genetics
BIOL W3058	Project Laboratory in Microbiology
BIOL W3500	Independent Biological Research

One course in biochemistry or molecular biology:

BIOC C3501	Biochemistry: Structure and Metabolism
or BIOC C3512	Molecular Biology

Select one of the following options:

Option 1 - Genetics:

BIOL W3031	Genetics
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Option 2 - Neurobiology:

BIOL W3004	Neurobiology I: Cellular and Molecular Neurobiology
or BIOL W3005	Neurobiology II: Development & Systems

Option 3 - Developmental Biology:

BIOL W3022	Developmental Biology
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Select one of the following sequences to be completed at the end of sophomore year:

PHYS W1401	Introduction To Mechanics and Thermodynamics
- PHYS W1402	and Introduction To Electricity, Magnetism, and Optics
- PHYS W1403	and Introduction to Classical and Quantum Waves
- PHYS W1494	and Introduction to Experimental Physics

PHYS W1601
- PHYS W1602
- PHYS W2601
- PHYS W2699

Physics, I: Mechanics and Relativity
and Physics, II:
Thermodynamics, Electricity, and Magnetism
and Physics, III: Classical and Quantum Waves
and Experiments in Classical and Modern Physics

PHYS W2801
- PHYS W2802
- PHYS W3081
Accelerated Physics I
and Accelerated Physics II
and Intermediate Laboratory Work

Select any two physics courses at the 3000-level or above, chosen in consultation with the adviser.

Calculus through MATH V1202 or MATH V1208, and MATH V3027

Chemistry through organic including labs; see biology major for options

Select one additional course at the 3000- or 4000-level in either physics or biology.

For more details, see the *Physics* section in this Bulletin or visit <http://www.columbia.edu/cu/biology/pages/undergrad/cur/majors/biophysics.html>.

MAJOR IN NEUROSCIENCE AND BEHAVIOR

In addition to one year of general chemistry, ten courses are required to complete the major in neuroscience and behavior—five in biology and five in psychology.

For more details, see the *Psychology* section in this Bulletin or visit <http://www.columbia.edu/cu/biology/pages/undergrad/cur/majors/neuro.html>.

MAJOR IN ENVIRONMENTAL BIOLOGY

For a description of the environmental biology major, see the *Ecology, Evolution, and Environmental Biology* section in this Bulletin.

CONCENTRATION IN BIOLOGY

Students who wish to concentrate in biology must design their programs in advance with the director of undergraduate studies or a departmental adviser.

The requirement for the concentration is 22 points in biology or biochemistry, with at least five courses chosen from the *C*, *W*, and *G* courses listed in the Biological Sciences section of

the Bulletin. Additional courses in physics, chemistry, and mathematics are required as detailed below.

BIOL W1130 Genes and Development and BIOL W3500 Independent Biological Research **cannot** be used to fulfill the 22-point concentration requirement, and only one 5-point laboratory can be counted toward the 22 points. A project laboratory and BIOL W2501 Contemporary Biology Laboratory may **not** both be counted toward the 22-point total. See the biology major requirements for additional information.

The requirements for the concentration in biology are as follows:

BIOL C2005	Introductory Biology I: Biochemistry, Genetics & Molecular Biology
or EEBB W2001	Environmental Biology I: Elements to Organisms
BIOL C2006	Introductory Biology II: Cell Biology, Development & Physiology
Select at least one of the following core courses:	
BIOL W3022	Developmental Biology
BIOL W3031	Genetics
BIOL W3041	Cell Biology
BIOC C3501	Biochemistry: Structure and Metabolism
BIOC C3512	Molecular Biology
Select a 5-point laboratory course:	
BIOL W2501	Contemporary Biology Laboratory (plus a second course including laboratory work [usually BIOL W3040])
BIOL W3050	Project Laboratory In Protein Biochemistry
BIOL C3052	Project Laboratory in Molecular Genetics

Select additional biology or biochemistry courses to complete a total of 22 points. Only one of these courses may be for 1-2 points. All the rest must be at least 3 points.

Chemistry through organic including labs; see biology major for options

One year of physics, including laboratory; see biology major for options

One year of college-level mathematics (ordinarily this should be calculus); see biology major for options

For more details, visit <http://www.columbia.edu/cu/biology/pages/undergrad/cur/majors/biocon.html>.

COURSES

SPRING 2016

BIOL W1130	Genes and Development
BIOL C2006	Introductory Biology II: Cell Biology, Development & Physiology

BIOL F2402	Contemporary Biology II: Cell Biology, Development & Physiology
BIOL W2501	Contemporary Biology Laboratory
BIOL W3005	Neurobiology II: Development & Systems
BIOL W3006	Physiology
BIOL W3031	Genetics
BIOL W3040	Lab in Molecular Biology
BIOL W3058	Project Laboratory in Microbiology
BIOL W3193	Stem Cell Biology and Applications
BIOC W3300	Biochemistry
BIOL W3310	Virology
BIOL W3500	Independent Biological Research
BIOC C3512	Molecular Biology
BIOL W3700	Independent Clinical Research
BIOL C3799	Molecular Biology of Cancer
BIOL W3995 (Section 1)	Topics in Biology: Crossroads in Bioethics
BIOL W3995 (Section 6)	Topics in Biology: Foundations of Molecular Biology
BIOL G4075	Biology at Physical Extremes
BIOL W4082	Theoretical Foundations and Applications of Biophysical Methods
BIOL W4400	Computational Genomics
BIOL W4510	Genomics of Gene Regulation

FALL 2015

BIOL C2005	Introductory Biology I: Biochemistry, Genetics & Molecular Biology
BIOL W2501	Contemporary Biology Laboratory
BIOL C2908	First-Year Seminar in Modern Biology
BIOL W3004	Neurobiology I: Cellular and Molecular Neurobiology
BIOL W3022	Developmental Biology
BIOL W3034	Biotechnology
BIOL W3041	Cell Biology
BIOL W3073	Cellular and Molecular Immunology
BIOC W3300	Biochemistry
BIOL W3500	Independent Biological Research
BIOC C3501	Biochemistry: Structure and Metabolism
BIOL W3560	Evolution in the age of genomics
BIOL W3700	Independent Clinical Research
BIOL W3995 (Section 2)	Topics In Biology: Neuroscience and The Law
BIOL W3995 (Section 6)	Topics in Biology: Foundations of Molecular Biology
BIOL W4001	Advanced Genetic Analysis

BIOL W4073	Cellular and Molecular Immunology
BIOL W4300	Drugs and Disease

ALL COURSES

BIOC W3300 Biochemistry. 3 points.

Prerequisites: one year each of Introductory Biology and General Chemistry.

Corequisites: Organic Chemistry. Primarily aimed at nontraditional students and undergraduates who have course conflicts with *BIOC C3501*.

Biochemistry is the study of the chemical processes within organisms that give rise to the immense complexity of life. This complexity emerges from a highly regulated and coordinated flow of chemical energy from one biomolecule to another. This course serves to familiarize students with the spectrum of biomolecules (carbohydrates, lipids, amino acids, nucleic acids, etc.) as well as the fundamental chemical processes (glycolysis, citric acid cycle, fatty acid metabolism, etc.) that allow life to happen. In particular, this course will employ active learning techniques and critical thinking problem-solving to engage students in answering the question: how is the complexity of life possible? NOTE: While Organic Chemistry is listed as a corequisite, it is highly recommended that you take Organic Chemistry beforehand.

Fall 2015: BIOC W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3300	001/71196	T 7:10pm - 9:30pm 503 Hamilton Hall	Danny Ho	3	44/50

Spring 2016: BIOC W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3300	001/68817	T 7:10pm - 9:30pm 329 Pupin Laboratories	Danny Ho	3	76/70

BIOC C3501 Biochemistry: Structure and Metabolism. 4 points.

Discussion Section Required

Prerequisites: one year of *BIOL C2005* and *BIOL C2006* and one year of organic chemistry.

Lecture and recitation. Students wishing to cover the full range of modern biochemistry should take both *BIOC C3501* and *C3512*. *C3501* covers subject matters in modern biochemistry, including chemical biology and structural biology, discussing the structure and function of both proteins and small molecules in biological systems. Proteins are the primary class of biological macromolecules and serve to carry out most cellular functions. Small organic molecules function in energy production and creating building blocks for the components of cells and can also be used to perturb the functions of proteins directly. The first half of the course covers protein structure, enzyme kinetics and enzyme mechanism. The second half of the course explores how small molecules are used endogenously by living systems in metabolic and catabolic pathways; this part of the course

focuses on mechanistic organic chemistry involved in metabolic pathways.

Fall 2015: BIOC C3501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3501	001/24861	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Brent Stockwell	4	163/200

BIOC C3512 Molecular Biology. 3 points.

Prerequisites: one year of biology. Recommended but not required: *BIOC C3501*.

This is a lecture course designed for advanced undergraduates and graduate students. The focus is on understanding at the molecular level how genetic information is stored within the cell and how it is regulated. Topics covered include genome organization, DNA replication, transcription, RNA processing, and translation. This course will also emphasize the critical analysis of the scientific literature and help students understand how to identify important biological problems and how to address them experimentally. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Spring 2016: BIOC C3512

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3512	001/70967	M W 2:40pm - 3:55pm 702 Hamilton Hall	James Manley, Songtao Jia	3	49/101

BIOC W4501 Biochemistry: Structure and Metabolism. 4 points.

Undergraduates should register for *BIOC C3501*.

Prerequisites: one year of *BIOL C2005* and *BIOL C2006* and one year of organic chemistry.

Lecture and recitation. Students wishing to cover the full range of modern biochemistry should take both *BIOC C3501* and *C3512*. *C3501* covers subject matters in modern biochemistry, including chemical biology and structural biology, discussing the structure and function of both proteins and small molecules in biological systems. Proteins are the primary class of biological macromolecules and serve to carry out most cellular functions. Small organic molecules function in energy production and creating building blocks for the components of cells and can also be used to perturb the functions of proteins directly. The first half of the course covers protein structure, enzyme kinetics and enzyme mechanism. The second half of the course explores how small molecules are used endogenously by living systems in metabolic and catabolic pathways; this part of the course focuses on mechanistic organic chemistry involved in metabolic pathways.

Fall 2015: BIOC W4501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 4501	001/14207	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Brent Stockwell	4	1/0

BIOC W4512 Molecular Biology. 3 points.

Prerequisites: one year of biology. Recommended but not required: *BIOC C3501*.

This is a lecture course designed for advanced undergraduates and graduate students. The focus is on understanding at the molecular level how genetic information is stored within the cell and how it is regulated. Topics covered include genome organization, DNA replication, transcription, RNA processing, and translation. This course will also emphasize the critical analysis of the scientific literature and help students understand how to identify important biological problems and how to address them experimentally. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Spring 2016: BIOC W4512

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 4512	001/20940	M W 2:40pm - 3:55pm 702 Hamilton Hall	James Manley, Songtao Jia	3	3/20

BIOL W1130 Genes and Development. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2015-16 academic year.

Prerequisites: one year of high school or college biology. This course covers selected topics in genetics and developmental biology, with special emphasis on issues that are relevant to contemporary society. Lectures and readings will cover the basic principles of genetics, how genes are expressed and regulated, the role of genes in normal development, and how alterations in genes lead to abnormal development and disease. We will also examine how genes can be manipulated in the laboratory, and look at the contributions of these manipulations to basic science and medicine, as well as some practical applications of these technologies. Interspersed student-run workshops will allow students to research and discuss the ethical and societal impacts of specific topics (e.g. *in vitro* fertilization, uses and misuses of genetic information, genetically modified organisms, steroid use, and cloning). SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

BIOL W1300 Environmental Science. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2015-16 academic year.

For nonscience majors. Analysis of the relationships between humans and their environment. The Earth's life-supporting systems; energy and matter requirements of living organisms; land and aquatic ecosystems; human population. Resources: energy, minerals, soil, water, biodiversity. Impact of human activities on the environment: resources' depletion; pollution; climate change. Prospects for sustainable development of the human society.

BIOL F2401 Contemporary Biology I: Biochemistry, Genetics & Molecular Biology. 3 points.

Prerequisites: a course in college chemistry or the written permission of either the instructor or the premedical adviser. Recommended as the introductory biology course for science majors who have completed a year of college chemistry and premedical students. The fundamental principles of biochemistry, molecular biology, and genetics. Website: <http://www.columbia.edu/cu/biology/courses/c2005/index.html>

Fall 2015: BIOL F2401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2401	001/61429	T Th 4:10pm - 5:25pm 301 Pupin Laboratories	Lawrence Chasin, Deborah Mowshowitz, Amanda Molina	3	128

BIOL F2402 Contemporary Biology II: Cell Biology, Development & Physiology. 3 points.

Prerequisites: a course in college chemistry and *BIOL C2005* or *F2401*, or the written permission of either the instructor or the premedical adviser.

Cellular biology and development; physiology of cells and organisms. Same lectures as *BIOL C2006*, but recitation is optional. For a detailed description of the differences between the two courses, see the course web site or <http://www.columbia.edu/cu/biology/ug/advice/faqs/gs.html>. Website: <http://www.columbia.edu/cu/biology/courses/c2006/>

Spring 2016: BIOL F2402

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2402	001/22216	T Th 4:10pm - 5:25pm 301 Pupin Laboratories	Deborah Mowshowitz, Stuart Firestein	3	113/339

BIOL W2501 Contemporary Biology Laboratory. 3 points.

Enrollment per section limited to 28. Lab Fee: \$150.

Corequisites: Strongly recommended prerequisite or corequisite: *BIOL C2005* or *BIOL F2401*.

Experiments focus on genetics and molecular biology, with an emphasis on data analysis and experimental techniques. The class also includes a study of mammalian anatomy and histology. SCE

and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Fall 2015: BIOL W2501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2501	001/75100	T 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	20/28
BIOL 2501	002/77169	W 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	28/28
BIOL 2501	003/70142	W 7:40pm - 11:30pm 922 Schermerhorn Hall	Claire Hazen	3	14/28
BIOL 2501	004/18301	Th 6:40pm - 10:30pm 922 Schermerhorn Hall	Claire Hazen	3	21/28
BIOL 2501	005/19782	F 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	26/28
BIOL 2501	006/18352	M 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	26/28

Spring 2016: BIOL W2501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2501	001/24412	T 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	15/28
BIOL 2501	002/19166	W 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	22/28
BIOL 2501	003/28638	W 7:40pm - 11:30pm Room TBA	Claire Hazen	3	1/28
BIOL 2501	004/63300	Th 6:40pm - 10:30pm 922 Schermerhorn Hall	Claire Hazen	3	19/28
BIOL 2501	005/16295	F 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	15/28
BIOL 2501	006/93596	M 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	9/28

BIOL W3002 Introduction to Animal Structure and Function. 6 points.

Lab Required

Laboratory fee: \$150. **Not offered during 2015-16 academic year.**

Prerequisites: one year each of biology and college physics. Both laboratory sessions are required. Introduction to animal form and function, using the vertebrates as examples, with emphasis on the comparative and evolutionary approaches.

Interrelationship between the form-function complex with emphasis on the skeletal-muscular systems, and the organismal-environmental interactions; different morphological solutions to the same environmental problem. Laboratories include dissection of vertebrate structure and the analysis of its function. Registration for one of the two lab sections (*BIOL W3012*) is required.

BIOL W3004 Neurobiology I: Cellular and Molecular Neurobiology. 4 points.

Discussion Section Required

Prerequisites: one year of biology; a course in physics is highly recommended.

Lecture and recitation. This is an advanced course intended for majors providing an in depth survey of the cellular and molecular aspects of nerve cell function. Topics include: the cell biology and biochemistry of neurons, ionic and molecular basis of electrical signals, synaptic transmission and its modulation, function of sensory receptors. Although not required, it is intended to be followed by Neurobiology II (see below). The recitation meets once per week in smaller groups and emphasizes readings from the primary literature.

Fall 2015: BIOL W3004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3004	001/10215	T Th 4:10pm - 5:25pm 501 Schermerhorn Hall	Jian Yang	4	89/115

BIOL W3005 Neurobiology II: Development & Systems. 4 points.

Prerequisites: *BIOL W3004*, one year of biology, or the instructor's permission.

This course is the "capstone" course for the Neurobiology and Behavior undergraduate major at Columbia University and will be taught by the faculty of the Kavli Institute of Brain Science: <http://www.kavli.columbia.edu/> Science: <http://www.kavli.columbia.edu/>. It is designed for advanced undergraduate and graduate students. Knowledge of Cellular Neuroscience (how an action potential is generated and how a synapse works) will be assumed. It is strongly recommended that students take *BIOL W3004* Neurobiology I: Molecular and Cellular Neuroscience, or a similar course, before enrolling in *BIOL W3005*. Students unsure about their backgrounds should check a representative syllabus of *BIOL W3004* on the *BIOL W3004* website (<http://www.columbia.edu/cu/biology/courses/w3004/>). Website for *BIOL W3005*: <http://www.columbia.edu/cu/biology/courses/w3005/index.html>

Spring 2016: BIOL W3005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3005	001/21443	T Th 4:10pm - 5:25pm 602 Hamilton Hall	Rafael Yuste	4	81/100

BIOL W3006 Physiology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *BIOL C2005* & *BIOL C2006* or *BIOL F2401* & *BIOL F2402*, or the instructor's permission.

Major physiological systems of vertebrates (circulatory, digestive, hormonal, etc.) with emphasis on cellular and molecular mechanisms and regulation. Readings include research articles from the scientific literature. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Spring 2016: BIOL W3006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3006	001/16621	T Th 5:40pm - 6:55pm 501 Northwest Corner	Mary Ann Price	3	115/140

BIOL W3008 The Cellular Physiology of Disease. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one 3000-level course in Cell Biology or Biochemistry, or the instructor's permission.

This course will present a quantitative description of the cellular physiology of excitable cells (mostly nerve and muscle). While the course will focus on examining basic mechanisms in cell physiology, there will be a thread of discussion of disease mechanisms throughout. The end of each lecture will include a discussion of the molecular mechanisms of selected diseases that relate to the topics covered in the lecture. The course will consist of two lectures per week. This course will be of interest to advanced (3000-4000 level) undergraduates that aim to pursue careers in medicine as well as those that will pursue careers in biomedical research. This course will also be of interest to graduate students desiring an introduction to the cellular physiology of nerve and muscle.

BIOL W3022 Developmental Biology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *BIOL C2005-C2006* or equivalent.

Come discover how the union of egg and sperm triggers the complex cellular interactions that specify the diverse variety of cells present in multicellular organisms. Cellular and molecular aspects of sex determination, gametogenesis, genomic imprinting, X-chromosome inactivation, telomerase as the biological clock, stem cells, cloning, the pill and cell interactions will be explored, with an emphasis on humans. Original research articles will be discussed to further examine current research in developmental biology. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but

must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Fall 2015: BIOL W3022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3022	001/62456	T Th 1:10pm - 2:25pm 601 Fairchild Life Sciences Bldg	Alice Hecklen	3	57/60

BIOL W3028 Computer Models in Biology. 0 points.

Prerequisites: Calculus, Cell Biology (or a strong intro class), PChem desirable but not required, or permission from the instructor. Some computer programming desirable, but is neither required nor essential.

This course is intended to introduce students in the biological and physical sciences to techniques in computer programming and the modeling of biological systems. We will meet for 3 hours once a week. The first hour and a half of each class will be devoted to discussing the fundamentals of a biological system of interest. In the second half of the class, we will introduce a modeling approach to the problem, and divide into groups to begin writing a computer program to analyze the biological system discussed in the first half of the lecture. The first part of the course (weeks 1-6) will cover the basics of programming in Igor (Wavemetrics). We will then move on to basic statistical methods in Igor, including curve fitting and bootstrapping. Students will be asked to complete programming homework assignments designed to develop their skills early on. The second part of the course (weeks 6-12) will present the class with problems in the scientific literature and the algorithms used to solve them. Examples of problems that we will discuss in class include solving the equations for the action potential, modeling diffusion and chemical reactions. This course will be of interest to advanced undergraduates that aim to pursue careers in medicine and basic science research. This course will also be of interest to graduate students desiring an introduction to computer programming and modeling in biological research.

BIOL W3031 Genetics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Students may receive credit for *BIOL W3031* or *BIOL C3032*, but not both due to overlap in course content.

Prerequisites: *BIOL C2005-C2006* or the equivalent.

General course in genetics and genomics dealing with principles of gene structure, function, regulation, and transmission. Historical development, experimental basis of current knowledge, and roles of model organisms are stressed. Includes a thorough understanding of disease gene discovery, and an introduction to topics in developmental, cancer, and population genetics. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar.

<http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Spring 2016: BIOL W3031

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3031	001/17177	T Th 10:10am - 11:25am 136 Thompson Hall (Tc)	Ava Brent	3	89/95

BIOL W3034 Biotechnology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
For upper-level undergraduates.

Prerequisites: genetics or molecular biology.

The course covers techniques currently used to explore and manipulate gene function and their applications in medicine and the environment. Part I covers key laboratory manipulations, including DNA cloning, gene characterization, association of genes with disease, and methods for studying gene regulation and activities of gene products. Part II also covers commercial applications, and includes animal cell culture, production of recombinant proteins, novel diagnostics, high throughput screening, and environmental biosensors. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Fall 2015: BIOL W3034

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3034	001/22003	M W 4:10pm - 5:25pm 503 Hamilton Hall	Lawrence Chasin, Daniel Kalderon	3	7

BIOL W3037 Bioinformatics of Gene Expression. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

Not offered during 2015-16 academic year.

Prerequisites: genetics or molecular biology and chemistry or physics.

Treats a number of topics in the emerging fields of genomics and bioinformatics, such as sequence alignment, genome annotation, and DNA microarray analysis, with an emphasis on the proper use of statistics. Provides a practical introduction to the Perl programming language and utilizes a computer lab. Computer lab session on Thursday at either 1:00-2:30pm or 3:00-4:30pm.

BIOL W3040 Lab in Molecular Biology. 3 points.

Enrollment limited to 12. Lab fee: \$150.

Prerequisites: one year of biology (C2005-C2006) and Contemporary Biology Laboratory (C2501).

This lab will explore various molecular biology techniques frequently utilized in modern molecular biology laboratories. The lab will consist of three modules: 1) Molecular verification of genetically modified organisms (GMOs); 2) Site-directed mutagenesis; and 3) PCR isolation, cloning, and analysis of the GAPDH gene. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Spring 2016: BIOL W3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3040	001/66375	W 1:10pm - 5:00pm 743 Seeley W. Mudd Building	Alice Hecklen	3	12/12
BIOL 3040	001/66375	M 2:40pm - 3:55pm 1000 Fairchild Life Sciences Bldg	Alice Hecklen	3	12/12

BIOL W3041 Cell Biology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of biology, normally *BIOL C2005-C2006*, or the equivalent.

Cell Biology 3041/4041 is an upper-division course that covers in depth all organelles of cells, how they make up tissues, secrete substances important for the organism, generate and adapt to their working environment in the body, move throughout development, and signal to each other. Because these topics were introduced in the Intro Course (taught by Mowshowitz and Chasin), this course or its equivalent is a pre-requisite for W3041/4041. Students for whom this course is useful include biology, biochem or biomedical engineering majors, those preparing to apply for medical school or graduate school, and those doing or planning to start doing research in a biology or biomedical lab. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Fall 2015: BIOL W3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3041	001/12110	T Th 11:40am - 12:55pm 601 Fairchild Life Sciences Bldg	Jeannette Bulinski	3	45/70

BIOL W3050 Project Laboratory In Protein Biochemistry. 5 points.

Not offered during 2015-16 academic year.

Prerequisites: one year of biology (C2005-C2006) plus one upper-level course recommended. Enrollment is not restricted

as long as total is no more than 14. Seniors will be given preference in the unlikely event that restriction is necessary. Students with specific questions should e-mail the instructor (jfh21@columbia.edu).

This course provides an intensive introduction to professional biomedical laboratory research. Students conduct a portion of an ongoing biochemical research project and write-up their results in a format suitable for publication in a peer-reviewed scientific research journal. Techniques in molecular biology and protein biochemistry are used to address a problem in mechanistic biochemistry or molecular pharmacology. Students are exposed to the full spectrum of techniques used in contemporary protein biochemistry, including molecular sequence analysis of genomic databases, molecular cloning and manipulation of recombinant DNA, protein expression in *E. coli*, protein purification, and biophysical characterization (typically including crystallization for x-ray structure determination). The course emphasizes the use of critical thinking skills in scientific research while giving students the opportunity to apply the basic knowledge learned in a wide variety of biology and chemistry lecture courses to a real research project. Examples of past projects can be found on the course website: <https://www1.columbia.edu/sec/cu/biology/courses/w3050/class/index.html> (cunix account required to login).

BIOL W3058 Project Laboratory in Microbiology. 5 points.
Lab fee: \$150.

Prerequisites: one year of Intro Bio. An introductory biology or chemistry lab is recommended.

Bacteria are not just unicellular germs. This lab course will broaden your awareness of the amazing world of microbiology and the diverse capabilities of microbes. The focus will be on bacterial multicellularity, pigment production, and intercellular signaling. Pigment-producing bacteria will be isolated from the wild (i.e. Morningside Campus or your skin), and characterized using standard genetic tools (PCR, DNA gel electrophoresis, transformation, screen) and microbiology techniques (isolation of bacteria and growth of bacterial colonies, media preparation, enrichment techniques for pigments). These techniques will also be applied in the study of bacterial multicellularity and signaling in the standard lab strain *Pseudomonas aeruginosa*. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Spring 2016: BIOL W3058

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3058	001/23516	T Th 1:10pm - 5:00pm 601c Fairchild Life Sciences Bldg	Lars Dietrich	5	14/14

BIOL W3073 Cellular and Molecular Immunology. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: two semesters of a rigorous, molecularly-oriented introductory biology course (such as *C2005* and *C2006*), or the instructor's permission.

This course will cover the basic concepts underlying the mechanisms of innate and adaptive immunity, as well as key experimental methods currently used in the field. To keep it real, the course will include clinical correlates in such areas as infectious diseases, autoimmune diseases, cancer, and transplantation. Taking this course won't turn you into an immunologist, but it may make you want to become one, as was the case for several students last year. After taking the course, you should be able to read the literature intelligently in this rapidly advancing field. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Fall 2015: BIOL W3073

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3073	001/63478	M W 11:40am - 12:55pm 702 Hamilton Hall	Solomon Mowshowitz	3	66/84

BIOL W3190 Stem Cells: Biology, Ethics and Applications. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2015-16 academic year.

Prerequisites: Introductory Biology (*BIOL W2005*, *W2006*), plus one semester of Biology at the 3000 level or above; otherwise seek the instructor's permission (contact ddk1@columbia.edu). Dramatic advances in Stem Cell biology have created new possibilities for medical research and treatment. Realization of potential benefits requires continued scientific advances but also negotiation of the regulatory terrain and ethical considerations that determine what types of research and applications can and should be advanced. This course addresses the major breakthroughs and possibilities for both pluripotent stem cells (embryonic stem cells and induced pluripotent stem cells) and adult tissue-specific stem cells, including ethical and regulatory perspectives. Several classes will be predominantly lecture style while others will be largely discussion of ethics, medical applications, or research papers. In addition the course features two public lectures concerning cutting edge stem cell research, an invited expert on regulatory affairs and a visit to the New York Stem Cell Foundation Laboratory. The course can be used as an elective for majors in Biology, Biochemistry, Biophysics, or Neuroscience and Behavior.

BIOL W3193 Stem Cell Biology and Applications. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: three semesters of Biology or the instructor's permission.

The course examines current knowledge and potential medical applications of pluripotent stem cells (embryonic stem cells and induced pluripotent stem cells), direct conversions between cell types and adult, tissue-specific stem cells (concentrating mainly on hematopoietic and gut stem cells as leading paradigms). A basic lecture format will be supplemented by presentations and discussions of research papers. Recent reviews and research papers, together with extensive instructor notes, will be used in place of a textbook. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Spring 2016: BIOL W3193

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3193	001/11611	T Th 10:10am - 11:25am 415 Schapiro Ceper	Daniel Kalderon	3	9/30

BIOL W3208 Introduction to Evolutionary Biology. 3 points. CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: an introductory course in college biology.

Introduction to principles of general evolutionary theory, both nomological and historical; causes and processes of evolution; phylogenetic evolution; species concept and speciation; adaptation and macroevolution; concepts of phylogeny and classification.

BIOL W3310 Virology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: two semesters of a rigorous, molecularly-oriented introductory biology course (such as *C2005*), or the instructor's permission.

The course will emphasize the common reactions that must be completed by all viruses for successful reproduction within a host cell and survival and spread within a host population. The molecular basis of alternative reproductive cycles, the interactions of viruses with host organisms, and how these lead to disease are presented with examples drawn from a set of representative animal and human viruses, although selected bacterial viruses will be discussed.

Spring 2016: BIOL W3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3310	001/75842	M W 4:10pm - 5:25pm 501 Northwest Corner	Vincent Racaniello	3	89/150

BIOL W3500 Independent Biological Research. 3-4 points.

Fee: \$150. Students must register for a recitation section, *BIOL W3510*.

Prerequisites: Concurrent with registering for this course, a student must register with the department and provide a written invitation from a mentor; details of this procedure are available at <http://www.columbia.edu/cu/biology/courses/w3500/index.htm>. Corequisites: There will not be a recitation section this semester. The course involves independent study, faculty-supervised laboratory projects in contemporary biology. Concurrent with registering for this course, a student must register with the department, provide a written invitation from a mentor and submit a research proposal; details of this procedure are available at <http://www.columbia.edu/cu/biology/courses/w3500/index.htm>. A paper summarizing results of the work is required by the last day of finals for a letter grade; no late papers will be accepted. See the course web site (above) for more details.

BIOL W3560 Evolution in the age of genomics. 4 points.

Prerequisites: introductory genetics or the instructor's permission.

This course introduces basic concepts in evolutionary biology, from speciation to natural selection. While the lectures incorporate a historical perspective, the main goal of the class is to familiarize students with topics and tools of evolutionary genetics as practiced today, in the era of genomics. Thus, the focus will be on evidence from molecular evolution and genetics and exercises will assume a basic background in genetics. Examples will be drawn from across the tree of life, but with a primary focus on humans.

Fall 2015: BIOL W3560

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3560	001/71248	T Th 2:40pm - 3:55pm 601 Fairchild Life Sciences Bldg	Guy Sella, Molly Przeworski	4	6

BIOL W3600 Biological Research Skills. 1 point. Not offered during 2015-16 academic year.

Corequisites: *BIOL C3500*.

This is a companion course to *BIOL C3500* Independent Research. Students will present their research plans and results in order to gain experience in communicating about science and to get feedback (from the instructor and other students) to improve their presentation and research skills. This is a pass/fail course.

BIOL W3700 Independent Clinical Research. 2-4 points.

Prerequisites: concurrent with registering for this course, a student must register with the department, provide a written invitation from a mentor, and submit a research proposal. *BIOL 3700* will provide an opportunity for students interested in independent research work in a hospital or hospice setting. In these settings, where patients and their needs are paramount, and where IRB rules and basic medical ethics make "wet-lab biology research" inappropriate, undergraduates may well find a way nevertheless, to assist and participate in ongoing clinical research. Such students, once they have identified a mentor willing to provide support, participation, and advising, may apply to the faculty member in charge of the course for 2-4 points/semester

in *BIOL W3700*. This course will closely follow procedures already in place for *BIOL 3500*, but will ask potential mentors to provide evidence that students will gain hands-on experience in a clinical setting, while participating in a hospital- or hospice-based research agenda. A paper summarizing results of the work is required by the last day of finals for a letter grade; no late papers will be accepted.

BIOL W3990 Readings in Cell Biology. 4 points.

Enrollment strictly limited to 24.

Prerequisites: Cell Biology (3041/4041) and the instructor's permission.

This is an advanced cell biology course that uses detailed discussion of the primary literature to understand fundamental cellular processes. The focus is on dissecting research papers to gain insight into the rationale behind specific experimental approaches, understand how experiments are performed, and critically analyze the data and interpretations. We will start with an introduction to critical thinking and experimental design, and then probe four sequential papers from a prominent research lab that all investigate the same biological process. In this way, students gain an understanding of the creative nature of laboratory research and see how a research project develop and diversifies. Course requirements: Students must read assigned sections of each paper prior to class and be prepared to discuss the experimental approaches, outcomes and interpretations. Students will participate in group discussions, small group activities and must present findings to the class. Assessment will be based on periodic assignments, a midterm take-home exam, a final exam and a folio that students will maintain to track their own progress and document their findings. Participation in class discussions will also contribute to the final grade.

BIOL W3995 (Section 1) Topics in Biology: Crossroads in Bioethics. 1-2 points.

Prerequisites: at least one introductory course in biology or chemistry.

This two credit multidisciplinary and interactive course will focus on contemporary issues in bioethics. Each topic will cover both the underlying science of new biotechnologies and the subsequent bioethical issues that emerge from these technologies. Classroom time will be devoted to student discussions, case presentations, and role playing. Topics include human trafficking, stem cell research, human reproductive cloning, neuroethics, genetic screening, human-animal chimeras, synthetic biology, bioterrorism, and neuroimaging.

Spring 2016: BIOL W3995 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3995	001/18338	W 1:10pm - 2:25pm 307 Pupin Laboratories	John Loike	1-2	28/30

BIOL W3995 (Section 2) Topics In Biology: Neuroscience and The Law. 1 point.

Not offered during 2015-16 academic year.

Prerequisites: at least one advanced course in neurophysiology. No background in law is needed.

This course discusses the human behaviors that are subject to the law, and examines the neurobiological understanding of those behaviors. Closeness of fit between legal notions of human behavior will be compared with knowledge of neurobiology--especially in the understanding of anxiety, drug addiction, and adolescence. Each week, a different type of behavior or class of individuals will be discussed. Readings will be split between primary literature in neuroscience and scholarly articles in law.

BIOL W3995 (Section 3) Topics in Biology: Introduction to Clinical Research in Emergency Medicine. 1-2 points.
Not offered during 2015-16 academic year.

This course is designed to introduce students who are interested in medical careers to the goals, nomenclature, principles, and practical reality of clinical research, with an emphasis on the emergency department (ED) setting. The course focuses on terminology, data collection techniques, research design, and basic biostatistics. Understanding research and clinical emergency medicine as an avenue to understanding clinical studies and their implications will be emphasized. Group exercises will include design and implementation of two factitious hypothetical studies where funding, time scale, and resource availability will be considered. A mid-term examination will concentrate on terminology, data collection techniques, and a final examination will focus on research design. Basic didactic biostatistics material will be taught primarily for purposes of familiarization and interpretation of research and will be aimed at the non-mathematician (no math or statistics pre-requisites). There will be an option for a 1-point or 2-point version of the course when registering. The 1-point course will include didactic material and one lecture per week, and will not include ED time. The 2-point course (limited to 40 students per semester) in which students will act as research assistants will require inclusion in the Academic Associates research assistant program at St. Luke's/Roosevelt Hospital ED or in the Sinai Associates Program at Mt Sinai School of Medicine ED. This includes two 4-hour shifts per week of ED time in which students will learn how to assist in the execution of clinical research including performing consents, data collection, and database interaction (for further details regarding the Academic Associate program, see the web site (<http://www.columbia.edu/cu/aap/>)). ED time will be arranged to fit in and around the student's academic schedule as needed. Additionally, three to five evening practical sessions will cover ongoing individual ED projects in depth, and students will be shown and instructed on basic procedural skills in emergency medicine (lumbar puncture, endotracheal intubation, etc.) as well as shown dynamic and static invasive imaging including ultrasound, CT scans, and others. The 2-point course is recommended for those students looking to gain clinical research experience and hands on ED time with physicians in the clinical setting.

BIOL W3995 (Section 4) Topics in Biology: Methods in Biological Research. 1 point.
Not offered during 2015-16 academic year.

Prerequisites: one year of General Chemistry and one semester of Introductory Biology C2005 (or an equivalent), or the instructor's permission. Basic knowledge of Organic Chemistry or prior research experience are helpful but not required. This is a 1-credit discussion course designed for students who have learned the basics of biology and wish to better familiarize themselves with the modern tools of biology research. This course will serve as a good preparation for upper-level biology courses, as well as for independent research work.

Topics covered include methods in biochemical analysis (manipulations and measurements of proteins, nucleic acid, and other relevant molecules/structures), genetic analysis, cell biology, and various microscopy techniques. The course meets once a week, and emphasizes group work and student discussion. Students will be exposed to primary literature and current research, and will learn how to read and analyze it critically, as well as suggest solutions to new problems based on the methods discussed. Interested students will be asked to provide information about relevant course work, and a brief description of why they are interested in the course. **Note: when registering for this class, students must choose to go on a waitlist (wishlist), and fill in the Google form that is found on the Courseworks home page of this course.**

BIOL W3995 (Section 5) Topics in Biology: Translational Science and Medicine. 1 point.
Not offered during 2015-16 academic year.

Translational Science and Medicine (1 credit) focuses on identifying guidelines and principles that scientists and clinicians must consider before proposing and initiating clinical trials. The biotechnologies covered will include stem cell science, synthetic biology, gene based diagnostics, and reproductive medicine. Class will be limited to 20 students. Topics include: 1. Defining translational science, its needs, and its challenges. 2. - Methodology and identifying the necessary problem solving skills to implement translational science. -Disruptive Innovation and Translational science. 3. -Failure and recovery in translational science. -Importance of accidental discoveries. 4. Harvard Innovation Lab- a futurist model for translational science and comparing it to Columbia's new project. 5. Advances in synthetic biology and Gene-Editing technologies 6. Advances in stem cell science and reproductive medicine 7. FDA guidelines for clinical studies 8. -Relevance in using animal models to study human disease to study human disease -Identifying the best diseases for initial clinical trials. 9. When is it ethical to initiate clinical trials from data obtained from animal studies or in vitro studies. 10. Ethics in translational science. 11. Impact of the press and public opinion on translational science.

BIOL W3995 (Section 6) Topics in Biology: Foundations of Molecular Biology. 1 point.
 Enrollment limited to 15. **Not offered during 2015-16 academic year.**

Prerequisites: a college-level course in Introductory Biology or the instructor's permission.
 60 years have passed between the ground-breaking paper of Watson and Crick describing the structure of DNA and, with the sequencing of the human genome, current efforts to develop personalized Molecular Medicine. Students in this course will read and discuss selected key papers to develop a better appreciation of how the field of Molecular Biology emerged. Analysis of these papers will enable both science and non-science majors to enhance their understanding of the field and the logic behind hypothesis-driven research. Most of the papers to be discussed will be from the 1950s and early 1960s -- the "Golden Age" of Molecular Biology. As appropriate we will also consider events of the time as they influenced development of the field.

BIOL W3995 (Section 7) Radiographic Anatomy and Selective Pathology. 1 point.
 Enrollment limited to 18.

Prerequisites: Introductory Biology or equivalent.
 An anatomic approach to the study of the human body with emphasis on cross sectional imaging. Two dimensional and three dimensional imaging to include CT, MRI, PET/CT, and Ultrasound. Cross sectional anatomy will be supplemented with appropriate radiographic pathology. The anatomy of the human body will be assessed from a Radiology imaging point of view. This is a lecture survey course intended for undergraduate students only.

Fall 2015: BIOL W3995 (Section 7)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3995	007/85033	W 6:10pm - 7:00pm 607 Hamilton Hall	Jay Hammel	1	14/18

BIOL W4001 Advanced Genetic Analysis. 3 points.
 CC/GS: Partial Fulfillment of Science Requirement
 Enrollment limited to 25.

Prerequisites: for undergraduates: Introductory Genetics (W3031) and the instructor's permission.
 This seminar course provides a detailed presentation of areas in classical and molecular genetics for advanced undergraduates and beginning graduate students. Topics include transmission genetics, gain and loss of function mutations, genetic redundancy, suppressors, enhancers, epistasis, expression patterns, using transposons, and genome analysis. The course is a mixture of lectures, student presentations, seminar discussions, and readings from the original literature.

Fall 2015: BIOL W4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4001	001/12858	M 1:10pm - 3:55pm	Martin Chalfie	3	29/28

1000 Fairchild Life
Sciences Bldg

BIOL W4004 Neurobiology I: Cellular and Molecular Neurobiology. 4 points.

Discussion Section Required

Prerequisites: one year of biology; a course in physics is highly recommended.

Lecture and recitation. This is an advanced course intended for majors providing an in depth survey of the cellular and molecular aspects of nerve cell function. Topics include the cell biology and biochemistry of neurons, ionic and molecular basis of electrical signals, synaptic transmission and its modulation, function of sensory receptors. Although not required, it is intended to be followed by Neurobiology II (see below). The recitation meets once per week in smaller groups and emphasizes readings from the primary literature.

Fall 2015: BIOL W4004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4004	001/61862	T Th 4:10pm - 5:25pm 501 Schermerhorn Hall	Jian Yang	4	14/20

BIOL W4005 Neurobiology II: Development and Systems. 3 points.

Prerequisites: *BIOL W4004*, one year of biology, or the instructor's permission.

This course is a graduate seminar in Developmental and Systems Neuroscience for students matriculated in a PhD program in Neuroscience. Undergraduate students should instead enroll in W3005y.

Spring 2016: BIOL W4005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4005	001/76606	Th 5:25pm - 6:45pm Room TBA	Aniruddha Das	3	16/20
BIOL 4005	001/76606	Th 5:25pm - 6:45pm 503 Hamilton Hall	Aniruddha Das	3	16/20

BIOL W4008 The Cellular Physiology of Disease. 3 points.

Prerequisites: one 3000-level course in Cell Biology or Biochemistry or the instructor's permission.

This course will present a quantitative description of the cellular physiology of excitable cells (mostly nerve and muscle). While the course will focus on examining basic mechanisms in cell physiology, there will be a thread of discussion of disease mechanisms throughout. The end of each lecture will include a discussion of the molecular mechanisms of selected diseases that relate to the topics covered in the lecture. The course will consist of two lectures per week. This course will be of interest to advanced (3000-4000 level) undergraduates that aim to pursue careers in medicine as well as those that will pursue careers in biomedical research. This course will also be of interest

to graduate students desiring an introduction to the cellular physiology of nerve and muscle.

BIOL W4011 Circuits in the Brain. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Enrollment limited to 25.

This course is an advanced seminar that will review current knowledge about the computations carried out by circuits present in the CNS. The class will run as a seminar discussion, where it is assumed that every student will have studied the reading material ahead of time and will be knowledgeable enough to explain it. *W3004* and *W3005* are ideal background for the course. Graduate students are welcome, but undergraduate students in their final year and majoring in Neuroscience and Behavior will have preference. Auditors will not be accepted. Instructor permission is necessary for registration. For grading, a short (maximum 5 page) essay on any of the topics discussed in the course is due on the last day of class and will be used for the final grade, together with evaluation of class participation.

BIOL W4022 Developmental Biology. 3 points.

Prerequisites: *BIOL C2005-C2006* or equivalent.

Come discover how the union of egg and sperm triggers the complex cellular interactions that specify the diverse variety of cells present in multicellular organisms. Cellular and molecular aspects of sex determination, gametogenesis, genomic imprinting, X-chromosome inactivation, telomerase as the biological clock, stem cells, cloning, the cell and cell interactions will be explored, with an emphasis on humans. Original research articles will be discussed to further examine current research in developmental biology. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Fall 2015: BIOL W4022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4022	001/21919	T Th 1:10pm - 2:25pm 601 Fairchild Life Sciences Bldg	Alice Heicklen	3	0/10

BIOL W4028 Computer models in Biology. 0 points.

Prerequisites: Calculus, Cell Biology (or a strong intro class), PChem desirable but not required, or the instructor's permission. Some computer programming desirable, but is neither required nor essential.

This course is intended to introduce students in the biological and physical sciences to techniques in computer programming and the modeling of biological systems. We will meet for 3 hours once a week. The first hour and a half of each class will be devoted to discussing the fundamentals of a biological system of interest. In the second half of the class, we will introduce a modeling approach to the problem, and divide into groups

to begin writing a computer program to analyze the biological system discussed in the first half of the lecture. The first part of the course (weeks 1-6) will cover the basics of programming in Igor (Wavemetrics). We will then move on to basic statistical methods in Igor, including curve fitting and bootstrapping. Students will be asked to complete programming homework assignments designed to develop their skills early on. The second part of the course (weeks 6-12) will present the class with problems in the scientific literature and the algorithms used to solve them. Examples of problems that we will discuss in class include solving the equations for the action potential, modeling diffusion and chemical reactions. This course will be of interest to advanced undergraduates that aim to pursue careers in medicine and basic science research. This course will also be of interest to graduate students desiring an introduction to computer programming and modeling in biological research.

BIOL W4031 Genetics. 3 points.

Open to Biotech M.A. students and other graduate students.

Prerequisites: *BIOL C2005-C2006* or the equivalent.

Corequisites: Recommended: one term of organic chemistry.

Students may receive credit for *W3031* or *C3032*, but not both due to overlap in course content. General course in genetics dealing with principles of gene structure, function, and transmission. Historical development and experimental basis of current knowledge are stressed. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Spring 2016: BIOL W4031

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4031	001/67079	T Th 10:10am - 11:25am 136 Thompson Hall (Tc)	Ava Brent	3	6/20

BIOL W4032 Genetics. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *EEEB W2001* or *BIOL C2005*, and *C2006* or the equivalent.

Corequisites: one term of organic chemistry.

General course in genetics dealing with principles of gene structure, function, and transmission. Both classical (transmission) and molecular genetics are discussed. Historical development and experimental basis of current knowledge are stressed to familiarize the student with the methods and logical bases of genetic research. Students may receive credit for *W3031* or *W3032*, but not both due to overlap in course content.

BIOL W4034 Biotechnology. 3 points.

Prerequisites: genetics or molecular biology.

The course covers techniques currently used to explore and manipulate gene function and their applications in medicine and the environment. Part I covers key laboratory manipulations, including DNA cloning, gene characterization, association of genes with disease, and methods for studying gene regulation and activities of gene products. Part II also covers commercial applications, and includes animal cell culture, production of recombinant proteins, novel diagnostics, high throughput screening, and environmental biosensors.

Fall 2015: BIOL W4034

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4034	001/15845	M W 4:10pm - 5:25pm 503 Hamilton Hall	Lawrence Chasin, Daniel Kalderon	3	37/65

BIOL W4037 Bioinformatics of Gene Expression. 3 points. **Not offered during 2015-16 academic year.**

Treats a number of topics in the emerging fields of genomics and bioinformatics, such as sequence alignment, genome annotation, and DNA microarray analysis, with an emphasis on the proper use of statistics. Provides a practical introduction to the Perl programming language and utilizes a computer lab.

BIOL W4041 Cell Biology. 3 points.

Prerequisites: one year of biology, normally *BIOL C2005-C2006*, or the equivalent.

Cell Biology 3041/4041 is an upper-division course that covers in depth all organelles of cells, how they make up tissues, secrete substances important for the organism, generate and adapt to their working environment in the body, move throughout development, and signal to each other. Because these topics were introduced in the Intro Course (taught by Mowshowitz and Chasin), this course or its equivalent is a pre-requisite for *W3041/4041*. Students for whom this course is useful include biology, biochem or biomedical engineering majors, those preparing to apply for medical school or graduate school, and those doing or planning to start doing research in a biology or biomedical lab. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Fall 2015: BIOL W4041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4041	001/62127	T Th 11:40am - 12:55pm 601 Fairchild Life Sciences Bldg	Jeannette Bulinski	3	2/20

BIOL W4065 Molecular Biology of Disease. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Enrollment limited to 30. **Not offered during 2015-16 academic year.**

Prerequisites: open to advanced undergraduates with the instructor's permission. Completion of a 3000-level course in at least one of the following, with completion of two or more preferred: genetics, biochemistry, cell biology. Molecular and cellular basis of infectious diseases and inherited propensities. Mechanisms of disease examined in discussions based on current research papers. Lectures, discussions, and student presentations. Essay required in lieu of final examination.

BIOL W4070 The Biology and Physics of Single Molecules. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2015-16 academic year.

Prerequisites: calculus, chemistry, physics, one year of biology, or the instructor's permission.

This course will examine the fundamental mechanisms underlying the behavior of biological molecules, at the single molecule level. The course will cover the methods used to track single molecules: optical tweezers, single molecule AFM, Magnetic tweezers, Optical techniques and Fluorescence energy transfer (FRET) probes. The course will cover the mechanism of action of mechanical motors, such as myosin dynein, kinesin. It will cover the action of DNA binding enzymes such as topoisomerases, helicases, etc. We will also discuss the function of large motors such as the ATP Synthase and the bacterial AAA ATPases. We will discuss the mechanical properties of DNA, RNA, and proteins. The course will consist mainly of reviewing classical experiments in each category, and developing the background physical theories to promote a deep understanding of biological mechanisms at the mesoscopic level.

BIOL W4073 Cellular and Molecular Immunology. 3 points.
Category: AS

Prerequisites: two semesters of a rigorous, molecularly-oriented introductory biology course (such as *C2005* and *C2006*), or the instructor's permission.

This course will cover the basic concepts underlying the mechanisms of innate and adaptive immunity, as well as key experimental methods currently used in the field. To keep it real, the course will include clinical correlates in such areas as infectious diseases, autoimmune diseases, cancer, and transplantation. Taking this course won't turn you into an immunologist, but it may make you want to become one, as was the case for several students last year. After taking the course, you should be able to read the literature intelligently in this rapidly advancing field.

Fall 2015: BIOL W4073

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4073	001/74612	M W 11:40am - 12:55pm 702 Hamilton Hall	Solomon Mowshowitz	3	4

BIOL W4077 Survey in Molecular and Cellular Biology: Cellular Stress Responses. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of introductory biology and at least one semester of additional biology courses. Recommended: *BIOL W3041* Cell Biology, *BIOL C3512* Molecular Biology. This is an advanced molecular and cellular biology course geared to upper level undergraduates and graduate students. The topic of this year will be cellular stress responses. We will read and analyze a series of reviews on this topic ranging from the stress of DNA damage on cells to metabolic stress to the stress of aging. We will also read key research articles on these topics. The signaling pathways, mechanisms, targets, and biological relevance will be reviewed. An emphasis will be made on understanding how important discoveries were made. Students will develop their own review articles on related subjects and present multiple research proposals.

BIOL W4082 Theoretical Foundations and Applications of Biophysical Methods. 4 points.

Prerequisites: at least one year of coursework in single-variable calculus and not being freaked-out by multivariable calculus. Physics coursework through a calculus-based treatment of classical mechanics and electromagnetism. One year of general chemistry (either AP Chemistry or a college course). One year of college coursework in molecular/cellular biology and biochemistry equivalent to Biology *C2005-2006* at Columbia. Rigorous introduction to the theory underlying biophysical methods, which are illustrated by practical applications to biomedical research. Emphasizes the approach used by physical chemists to understand and analyze the behavior of molecules, while also preparing students to apply these methods in their own research. Course modules cover: (i) statistical analysis of data; (ii) solution thermodynamics; (iii) hydrodynamic methods; (iv) light-scattering methods; and (v) spectroscopic methods, especially fluorescence. Recitations focus on curve-fitting analyses of experimental data.

Spring 2016: BIOL W4082

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4082	001/65035	T Th 11:40am - 12:55pm 601 Fairchild Life Sciences Bldg	John Hunt	4	13/45

BIOL W4150 The Cell As a Machine: Cell Biophysics and Biosystems Engineering. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2015-16 academic year.

Prerequisites: calculus, cell biology or biochemistry, and physics. Cells are complex micron-sized machines that rely upon basic physical aspects of the cell components (diffusion, mechanics, electrostatics, and hydrophobicity) and energy transduction (by motors, transporters, chaperones, and synthesis complexes) to

perform basic cell functions. The biophysical principles involved are described.

BIOL W4158 Seminar in Nucleic Acids: Microbiology & the Control of Infectious Diseases. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: the instructor's permission.

This is a seminar course in which the focus will be on noxious germs or substances that might be used by bioterrorists. Ten of the most credible biological threats will be discussed. Each week, a joint seminar on one of these will be presented by three students. There is a substantial literature in this field and our reference librarian Kathleen Kehoe has offered to explain how to access this literature at our first class meeting.

BIOL W4193 Stem Cell Biology and Applications. 3 points.

Corequisites: three semesters of Biology or the instructor's permission.

The course examines current knowledge and potential medical applications of pluripotent stem cells (embryonic stem cells and induced pluripotent stem cells), direct conversions between cell types and adult, tissue-specific stem cells (concentrating mainly on hematopoietic and gut stem cells as leading paradigms). A basic lecture format will be supplemented by presentations and discussions of research papers. Recent reviews and research papers together with extensive instructor notes will be used in place of a textbook.

Spring 2016: BIOL W4193

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4193	001/10976	T Th 10:10am - 11:25am 415 Schapiro Ceper	Daniel Kalderon	3	6/30

BIOL W4205 Origins of Life. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: Recommended: one term of biology and one year of chemistry.

Divided into four areas of study: events from the time of the Big Bang to the formation of a habitable planet; the basic strategies of living systems; how basic chemistry works in living systems and how these systems might have evolved in the prebiotic world; and the evolution of living systems.

BIOL W4300 Drugs and Disease. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: four semesters of biology with a firm foundation in molecular and cellular biology.

Introduces students to the current understanding of human diseases, novel therapeutic approaches and drug development process. Selected topics will be covered in order to give students a feeling of the field of biotechnology in health science. This course also aims to strengthen students' skills in

literature comprehension and critical thinking. Website: <http://www.columbia.edu/cu/biology/courses/w4300/>

Fall 2015: BIOL W4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4300	001/66838	M W 2:40pm - 3:55pm 516 Hamilton Hall	Lili Yamasaki	3	54

BIOL W4312 Chemical Biology. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: elementary organic chemistry *CHEM C3443*, *CHEM C3444*. Recommended preparation: elementary physical chemistry and biochemistry *CHEM C3079*, *CHEM C3080*.

Development and application of chemical methods for understanding the molecular mechanisms of cellular processes. Review of the biosynthesis, chemical synthesis, and structure and function of proteins and nucleic acids. Application of chemical methods--including structural biology, enzymology, chemical genetics, and the synthesis of modified biological molecules--to the study of cellular processes--including transcription, translation, and signal transduction. This a Chemistry course offered jointly by Chemistry and Biological Sciences, listed as *CHEM W4312*.

BIOL W4400 Computational Genomics. 4 points.

Prerequisites: the instructor's permission.

This course will meet as a seminar once weekly and will give a "hands on" introduction to genomics research. It will introduce the computational tools and statistical concepts needed to analyze and interpret next generation sequencing data (primarily RNA-seq). The course will cover machine-learning approaches to model and mine biological data. The course will survey current topics in systems biology, including gene expression, transcriptional regulation, epigenomics, ribosome profiling, enhancer localization, and genome conformation. The course will include a reading of primary literature and a genomics research project.

BIOL W4510 Genomics of Gene Regulation. 4 points.

Prerequisites: one year of Biology, Chemistry, and Physics.

Courses taken at CU are recommended, but AP courses may be sufficient with the instructor's permission.

This course will provide students with a quantitative understanding of the ways in which molecular interactions between nucleotides and proteins give rise to the behavior of gene regulatory networks. The key high-throughput genomics technologies for probing the cell at different levels using microarrays and next-generation sequencing will be discussed. Strategies for interpreting and integrating these data using statistics, biophysics, and genetics will be introduced. In computer exercises, student will learn the basics of the R language, and use it to perform analyses of genomics data sets. No prior computer programming experience is assumed. This highly interdisciplinary course is intended for advanced undergraduates as well as beginning graduate students in Biology,

Chemistry, Physics, Engineering, and Computer Science. Offered in previous years as CHBC W4510.

Spring 2016: BIOL W4510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4510	001/63496	M 2:40pm - 5:25pm 601 Fairchild Life Sciences Bldg	Harmen Bussemaker	4	45/45

BIOL W4560 Evolution in the age of genomics. 4 points.

Prerequisites: introductory genetics or the instructor's permission.

This course introduces basic concepts in evolutionary biology, from speciation to natural selection. While the lectures incorporate a historical perspective, the main goal of the class is to familiarize students with topics and tools of evolutionary genetics as practiced today, in the era of genomics. Thus, the focus will be on evidence from molecular evolution and genetics and exercises will assume a basic background in genetics. Examples will be drawn from across the tree of life, but with a primary focus on humans.

Fall 2015: BIOL W4560

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4560	001/75847	T Th 2:40pm - 3:55pm 601 Fairchild Life Sciences Bldg	Guy Sella, Molly Przeworski	4	4

BIOL W4799 Readings In the Molecular Biology of Cancer. 3 points.

Category: AS

Tracing the discovery of the role of DNA tumor viruses in cancerous transformation. Oncogenes and tumor suppressors are analyzed with respect to their function in normal cell cycle, growth control, and human cancers. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Spring 2016: BIOL W4799

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4799	001/62620	T Th 2:40pm - 3:55pm 601 Fairchild Life Sciences Bldg	Carol Prives	3	17/30

BIOT W4140 Fundamentals of the Bioscience Industry. 3 points.

Open only to students in the M.A. Program in Biotechnology. This course requires competitive application to a certificate program and additional tuitions (portion reimbursed by the

Biotech Program) payable to New York State's Center for Biotechnology.

BIOT W4160 Biotechnology Law. 3 points.

Priority given to Biotechnology Program students.

Prerequisites: at least 4 college-level biology or biotechnology courses.

This course will introduce students to the interrelated fields of patent law, regulatory law, and contract law that are vital to the biotech and biopharmaceutical sectors. The course will present core concepts in a way that permits students to use them throughout their corporate, academic, and government careers. SCE and TC students may register for this course, but they must first obtain the written permission of the instructor, by filling out a paper Registration Adjustment Form (Add/Drop form). The form can be downloaded at the URL below, but must be signed by the instructor and returned to the office of the registrar. <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

Fall 2015: BIOT W4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4160	001/71447	W 6:10pm - 8:00pm 301m Fayerweather	Alan Morrison	3	18/40

BIOT W4161 Ethics in Biopharmaceutical Patent and Regulatory Law. 3 points.

Prerequisites: BIOTECHNOLOGY LAW (BIOT W4160)

Course Objective This course – the first of its kind at Columbia – introduces students to a vital subfield of ethics focusing on patent and regulatory law in the biotech and pharmaceutical sectors. The course combines lectures, structured debate and research to best present this fascinating and nuanced subject. Successful completion of Biotechnology Law (W4160) is a course prerequisite, since properly exploring this branch of bioethics requires an indepth understanding of biotech and pharmaceutical patent and regulatory law.

BIOT W4180 Entrepreneurship in Biotechnology. 3 points.

Enrollment limited to 12. Priority given to students in the Masters in Biotechnology Program.

Prerequisites: the instructor's permission.

The course examines the entrepreneurial process in biotechnology from idea generation through economic viability. Biotechnology companies are unique in that they need a years-to-decades long period of incubation prior to becoming self-sustaining. Students will be introduced to the steps needed to start and nurture a company, and gain an ability to assess the health of potential collaborators, partners or employers. Topics include an overview of the global biotechnology industry, idea generation, business plan formulation, intellectual property protection, funding, personnel management including board composition, regulatory body interaction, and company exits. Course website: <http://biot4180.weebly.com/>

Fall 2015: BIOT W4180

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4180	001/66273	F 9:00am - 10:50am 602 Northwest Corner	David Sable	3	7/12

BIOT W4200 Biopharmaceutical Development & Regulation. 3 points.

Category: AS

The program aims to provide current life sciences students with an understanding of what drives the regulatory strategies that surround the development decision making process, and how the regulatory professional may best contribute to the goals of product development and approval. To effect this, we will examine operational, strategic, and commercial aspects of the regulatory approval process for new drug, biologic, and biotechnology products both in the United States and worldwide. The topics are designed to provide a chronological review of the requirements needed to obtain marketing approval. Regulatory strategic, operational, and marketing considerations will be addressed throughout the course. We will examine and analyze the regulatory process as a product candidates are advanced from Research and Development, through pre-clinical and clinical testing, to marketing approval, product launch and the post-marketing phase. The goal of this course is to introduce and familiarize students with the terminology, timelines, and actual steps followed by Regulatory Affairs professionals employed in the pharmaceutical or biotechnology industry. Worked examples will be explored to illustrate complex topics and illustrate interpretation of regulations.

Fall 2015: BIOT W4200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4200	001/71178	Th 4:10pm - 6:00pm 601 Fairchild Life Sciences Bldg	Ron Guido	3	52/55

BIOT W4201 Seminar in Biotechnology Development and Regulation. 3 points.

Prerequisites: *BIOT W4200* (OK without prerequisite).

This course will provide a practical definition of the current role of the Regulatory Professional in pharmaceutical development, approval and post-approval actions. This will be illustrated by exploration, and interactive discussion of regulatory history, its evolution, current standards, and associated processes. The course will seek to clarify the role of Regulatory in development and lifecycle opportunities, demonstrating the value Regulatory adds by participation on research, development and commercial teams. The course will utilize weekly case studies and guest lecturers to provide color to current topical events related to the areas.

Spring 2016: BIOT W4201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4201	001/24592	Th 4:10pm - 6:00pm	Ron Guido	3	33/40

700 Fairchild Life
Sciences Bldg

HPSC W3201 Philosophy and History of Evolutionary Biology. 4 points.

This course does not carry credit as a biology course. **Not offered during 2015-16 academic year.**

Prerequisites: the instructor's permission.

Explores the philosophical basis and historical development of evolutionary biology as a means of inquiry into causation, explanation, and testing in biology, and the implications for human understanding. Topics include Darwinian evolutionary theory, creationism, theories of inheritance, Mendelism and natural selection, species concepts, and synthetic theory of evolution.

OF RELATED INTEREST

Biomedical Engineering

BMEN E4150 The cell as a machine

Chemistry

BIOC C3501 Biochemistry: Structure and Metabolism

BIOC C3512 Molecular Biology

Ecology, Evolution, and Environmental Biology

EEEB W2001 Environmental Biology I: Elements to Organisms

EEEB W4321 Human Identity

History and Philosophy of Science

HPSC W3201 Philosophy and History of Evolutionary Biology

Physics

PHYS W4075 Biology at Physical Extremes

Psychology

PSYC W1010 Mind, Brain and Behavior

BUSINESS

Program Manager: Cara Mandarino, 104 Uris; 212-854-0140;
BusinessManagement@gsb.columbia.edu

<http://www8.gsb.columbia.edu/programs-admissions/special-concentration/>

The collaboration between the faculty of Arts and Sciences and Columbia Business School offers students access to the ideas and expertise of the faculty of a top-ranked professional school recognized for its excellence in graduate business education through a series of elective courses. These courses, designed by Business School faculty specifically for undergraduates, build upon the strong liberal arts education at Columbia. Students learn how finance is directly connected to the fundamental principles of economics; that marketing utilizes concepts from psychology; and how management depends upon principles developed in psychology and sociology.

Students can take advantage of the opportunity to enhance their experience by participating in co-curricular activities, such as Business School faculty lecture series, industry panels, informal mentoring/networking activities with MBA students and alumni, in addition to research opportunities with Business School faculty.

This curricular and co-curricular programming capitalizes on the Business School's ability to connect academic theory with real-world practice, providing students with the opportunity to develop key leadership skills, an entrepreneurial mindset, and the ability to innovate.

NOTE: There are two ways to complete the special concentration in business management.

1. Apply and be accepted to the program. Students who are accepted to the program are guaranteed seats in the required undergraduate business courses. Application instructions are below.
2. Take the required undergraduate courses by the final term. It is essential to note that there is no guarantee that the special concentration can be completed without formal acceptance into the program. A seat in the required business courses is not guaranteed. Students who pursue the completion of the special concentration in business management in this way are not guaranteed completion by graduation.

APPLICATION REQUIREMENTS

To apply for the special concentration in business management, students must meet these three requirements:

1. Sophomore or junior standing;
2. Have a cumulative GPA of 3.4 or higher;
3. Have received a B+ or better in at least one, but preferably two, of the following three prerequisite courses, i.e. in statistics, economics, and psychology. Students who

completed only one prerequisite at the time of application must be currently enrolled in at least one other; acceptance is conditional on achieving a grade of B+ or higher in the second course.

Statistics Prerequisite

Select one of the following:

STAT W1001	Introduction to Statistical Reasoning
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)
PSYC W1610	Introductory Statistics for Behavioral Scientists
SOCI W3020	Social Statistics

Economics Prerequisite

ECON W1105	Principles of Economics
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Psychology/Sociology Prerequisite

Select one of the following:

PSYC W1001	The Science of Psychology
PSYC W1010	Mind, Brain and Behavior
SOCI W1000	The Social World

Application Components

1. Application form
2. Current class schedule, including a brief description of how all concentration requirements will be completed
3. Official transcript
4. Resume

Benefits for Admitted Students

While students may complete the special concentration requirements without applying to the program, the following benefits are available to students admitted through the application process:

1. Guaranteed enrollment in popular undergraduate business courses (must reserve in advance through program manager);
2. Access to special guest speaker presentations at the Business School, including business leader or faculty presentations exclusively for admitted students;
3. Formal and informal networking opportunities with Business School students, faculty, and alumni.

FACULTY

AFFILIATED FACULTY

- Andrew Hertzberg (<http://www0.gsb.columbia.edu/faculty/ahertzberg>)
- Roger Mesznik
- Ernesto Reuben (<http://www8.gsb.columbia.edu/cbs-directory/detail/er2520>)
- Aaron Wallen (<http://www4.gsb.columbia.edu/cbs-directory/detail/5845593/Aaron+Wallen>)

- Keith Wilcox (<http://www4.gsb.columbia.edu/cbs-directory/detail/7520565/Keith%20Wilcox>)
- Emily Breza (<http://www0.gsb.columbia.edu/faculty/ebreza>)
- Stephan Meier (<http://www8.gsb.columbia.edu/cbs-directory/detail/sm3087>)
- Ran Kivetz (<http://www4.gsb.columbia.edu/cbs-directory/detail/494949/Kivetz>)
- Bruce Kogut (<http://www8.gsb.columbia.edu/cbs-directory/detail/bk2263>)

REQUIREMENTS

GUIDELINES FOR ALL BUSINESS MANAGEMENT SPECIAL CONCENTRATORS

The business management special concentration is not a stand-alone concentration: it is intended to complement the disciplinary specialization and methodological training inherent in a major. In addition to the special concentration requirements, students must complete a major or a full concentration.

Students who matriculated at Columbia in Fall 2012 and beyond must earn a minimum GPA of 3.0 in prerequisite, core, and elective courses. Students who matriculated before Fall 2012 must either adhere to the above requirement or previous requirement of B+ or better in at least two of the prerequisites and a minimum GPA of 3.0 in core and elective classes.

Students who do not meet course prerequisites or who do not receive a passing grade do not receive credit for that course towards the special concentration. All courses must be taken for a letter grade. Only prerequisites may be double counted for other majors or concentrations. The core and elective courses **cannot** be double counted.

For information about this special concentration, including the application process, visit <http://www8.gsb.columbia.edu/programs-admissions/special-concentration/application-information>.

SPECIAL CONCENTRATION IN BUSINESS MANAGEMENT

Please read *Guidelines for all Business Management Special Concentrators* above.

The requirements for the special concentration in business management are as follows:

Prerequisites

Select one of the following Statistics courses:

STAT W1001	Introduction to Statistical Reasoning
STAT W1111	Introduction to Statistics (without calculus)

STAT W1211	Introduction to Statistics (with calculus)
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PSYC W1610	Introductory Statistics for Behavioral Scientists
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SOCI W3020	Social Statistics
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Select the following Economics course:

ECON W1105	Principles of Economics
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Select one of the following Psychology/Sociology courses:

PSYC W1001	The Science of Psychology
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PSYC W1010	Mind, Brain and Behavior
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SOCI W1000	The Social World
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Core

Select one of the following Financial Core courses:

BUSI W3013	Financial Accounting
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ECON W4280	Corporate Finance
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Select two of the following Managerial Core courses:

BUSI W3021	Marketing Management
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BUSI W3701	Strategy Formulation
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BUSI W3703	Leadership in Organizations
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Electives

Select two of the following courses:

ECON V3025	Financial Economics
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ECON V3265	The Economics of Money and Banking
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PSYC W2235	Thinking and Decision Making
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PSYC W2630	Social Psychology
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PSYC W2640	Introduction to Social Cognition
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PSYC W2650	Introduction to Cultural Psychology
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SOCI W2240	Economy and Society
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SOCI W3490	Mistake, Misconduct, Disaster
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SOCI W3670	Culture, Markets, and Consumption
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SOCI W3675	Organizing Innovation
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SOCI G4032	Sociology of Labor Markets
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URBS V3550	Community Building and Economic Development
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ECON W4505	International Macroeconomics
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POLS V3615	Globalization and International Politics
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PSYC BC1136	Social Psychology
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PSYC BC1138	Social Psychology
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PSYC BC2151	Organizational Psychology
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NOTE: Students may not receive credit for two or more of PSYC BC1136 Social Psychology, *PSYC BC1138 Social Psychology*, and PSYC W2630 Social Psychology.

COURSES

BUSI W3013 Financial Accounting. 3 points.

Enables students to become informed users of financial information by understanding the language of accounting and financial reporting. Focuses on the three major financial statements that companies prepare for use of management and

external parties—the balance sheet, the income statement, and the statement of cash flows. Examines the underlying concepts that go into the preparation of these financial statements as well as specific accounting rules that apply when preparing financial statements. Also looks at approaches to analyze the financial strength and operations of an entity. Uses actual financial statements to understand how financial information is presented and to apply analysis techniques.

Fall 2015: BUSI W3013

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3013	001/25280	T Th 11:40am - 12:55pm 517 Hamilton Hall	Julian Yeo	3	80/85

Spring 2016: BUSI W3013

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3013	001/82546	M W 1:10pm - 2:25pm 602 Hamilton Hall	Julian Yeo	3	72/85

ECON W4280 Corporate Finance. 3 points.

Prerequisites: *ECON W3211*, *ECON W3213* and *STAT W1211*.

An introduction to the economics principles underlying the financial decisions of firms. The topics covered include bond and stock valuations, capital budgeting, dividend policy, market efficiency, risk valuation, and risk management. For information regarding REGISTRATION for this course, go to: <http://econ.columbia.edu/registration-information>.

Fall 2015: ECON W4280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/71770	M W 11:40am - 12:55pm 403 International Affairs Bldg	Mauricio Larrain	3	61/74
ECON 4280	002/13662	T Th 4:10pm - 5:25pm 702 Hamilton Hall	Tri Vi Dang	3	73/75

Spring 2016: ECON W4280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/70517	T Th 1:10pm - 2:25pm 517 Hamilton Hall	Gailen Hite	3	64/70
ECON 4280	002/11664	T Th 4:10pm - 5:25pm 403 International Affairs Bldg	Tri Vi Dang	3	81/75

BUSI W3021 Marketing Management. 3 points.

Designed to provide students with an understanding of the fundamental marketing concepts and their application by business and non-business organizations. The goal is to expose students to these concepts as they are used in a wide variety of settings, including consumer goods firms, manufacturing and service industries, and small and large businesses. The course gives an overview of marketing strategy issues, elements of a market (company, customers, and competition), as well as the

fundamental elements of the marketing mix (product, price, placement/distribution, and promotion).

Fall 2015: BUSI W3021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3021	001/63781	M 9:00am - 11:55am 457 Grace Dodge Hall (Tc)	Kamel Jedidi	3	60/60

Spring 2016: BUSI W3021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3021	001/28548	M 9:00am - 11:55am 301 Uris Hall	Silvia Bellezza	3	63/72

BUSI W3703 Leadership in Organizations. 3 points.

Initially, the emphasis is on understanding the challenges confronting leaders and developing skills to effectively deal with these obstacles. Beyond intelligence and technical know-how, what separates effective leaders from other team members is a set of social skills (e.g. impression management, self-awareness). This course identifies these critical leadership skills and provides ideas and tools for improving them. Then, the course considers how social intelligence skills fit the needs of managers at different stages of their careers. In early stages, managers need to achieve a good person-job fit, find mentors, and build an effective social network. At the mid-career stage, managers need to lead an effective unit with increasing complexity and responsibilities. Finally, the course examines challenges managers face at later career stages as they become partners, CFOs, CEOs, etc.

Fall 2015: BUSI W3703

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3703	001/92076	Th 4:10pm - 7:00pm 633 Seeley W. Mudd Building	Aaron Wallen	3	53/60

BUSI W3701 Strategy Formulation. 3 points.

Provides an introduction to strategic management with two broad goals: to understand why some companies are financially much more successful than others; and to analyze how managers can devise a set of actions ("the strategy") and design processes that allow their company to obtain a financial advantage. Allows students to gain a better understanding of strategic issues and begin to master the analytic tools the strategists use, by studying the strategic decisions of companies in many different industries and countries, ranging from U.S. technology firms to a Swiss bank and a Chinese white-goods manufacturer. Topics include what companies can do to outperform their rivals; analysis of the competitive moves of rival firms relying heavily on game-theoretic concepts; and when it makes sense for companies to diversify and globalize their business.

Spring 2016: BUSI W3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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BUSI 3701	001/65947	T 9:00am - 12:00pm 301 Uris Hall	Ernesto Reuben	3	83/84
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BUSI W3702 Venturing to Change the World. 3 points.

Interest in entrepreneurship has skyrocketed. Much of the growth in our modern economy is driven by scalable startups. The availability of cheaper building blocks has led to increase in startups, which have become exciting opportunities for potential founders and early employees. Beyond startups, established companies seek out new opportunities to sustain growth and competitive advantage. Social entrepreneurs are also employing entrepreneurial thinking to address major social and environmental issues. In short, entrepreneurial thinking is sought across industries and sectors. The goal of the course is to expose students to the intellectual foundations and practical aspects of entrepreneurship. We strive to sharpen students' understanding of the entrepreneurial mindset, develop skills in generating ideas, identify and evaluate ideas, and understand the key steps and competencies required to launch a new venture. The course is appropriate for anyone with an interest in new ventures (e.g. tech ventures, social ventures). This includes not only potential entrepreneurs, but also those interested in the financing of new ventures, working in new ventures, or in broader general management of new or small organizations.

Spring 2016: BUSI W3702

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3702	001/82698	F 9:00am - 12:00pm 301 Uris Hall	Amol Sarva, 3 Damon Phillips		47/60

CHEMISTRY

Undergraduate Office: 340 Havemeyer; 212-854-2163

Departmental Office: 344 Havemeyer; 212-854-2202
<http://www.columbia.edu/cu/chemistry/>

Director of Undergraduate Studies: Prof. Laura Kaufman, 628 Havemeyer; 212-854-9025; kaufman@chem.columbia.edu

Program Manager for Undergraduate Studies: Dr. Vesna Gasperov, 211A Havemeyer; 212-854-2017; vg2231@columbia.edu

Biochemistry Advisers:

Biology: Prof. Brent Stockwell, 1208 Northwest Corner Building; 212-854-2919; stockwell@biology.columbia.edu

Chemistry: Prof. Virginia Cornish, Northwest Corner Building; 212-854-5209; vc114@columbia.edu

Chemistry, the study of molecules, is a central science interesting for its own sake but also necessary as an intellectual link to the other sciences of biology, physics, and environmental science. Faculty find the various disciplines of chemistry fascinating because they establish intellectual bridges between the macroscopic or human-scale world that we see, smell, and touch, and the microscopic world that affects every aspect of our lives. The study of chemistry begins on the microscopic scale and extends to engage a variety of different macroscopic contexts.

Chemistry is currently making its largest impact on society at the nexus between chemistry and biology and the nexus between chemistry and engineering, particularly where new materials are being developed. A typical chemistry laboratory now has more computers than test tubes and no longer smells of rotten eggs.

The chemistry department majors are designed to help students focus on these new developments and to understand the factors influencing the nature of the discipline. Because the science is constantly changing, courses change as well, and while organic and physical chemistry remain the bedrock courses, they too differ greatly from the same courses 40 years ago. Many consider biochemistry to be a foundation course as well. Although different paths within the chemistry major take different trajectories, there is a core that provides the essential foundation students need regardless of the path they choose. Students should consider majoring in chemistry if they share or can develop a fascination with the explanatory power that comes with an advanced understanding of the nature and influence of the microscopic world of molecules.

Students who choose to major in chemistry may elect to continue graduate study in this field and obtain a Ph.D. which is a solid basis for a career in research, either in the industry or in a university. A major in chemistry also provides students with an astonishing range of career choices such as working in the chemical or pharmaceutical industries or in many other businesses where a technical background is highly desirable.

Other options include becoming a financial analyst for a technical company, a science writer, a high school chemistry teacher, a patent attorney, an environmental consultant, or a hospital laboratory manager, among others. The choices are both numerous and various as well as intellectually exciting and personally fulfilling.

ADVANCED PLACEMENT

The department grants advanced placement (AP) credit for a score of 4 or 5. The amount of credit granted is based on the results of the department placement exam and completion of the requisite course. Students who are placed into CHEM W1604 Intensive General Chemistry (Lecture) are granted 3 points of credit; students who are placed into CHEM W3045-CHEM W3046 Intensive Organic Chemistry II (Lecture) are granted 6 points of credit. In either case, credit is granted only upon completion of the course with a grade of C or better. Students must complete a department placement exam prior to registering for either of these courses.

PROGRAMS OF STUDY

The Department of Chemistry offers four distinct academic major programs for undergraduates interested in professional-level training and education in the chemical sciences: chemistry, chemical physics, biochemistry and environmental chemistry. For students interested in a program of less extensive study and coursework, the department offers a concentration in chemistry.

COURSE INFORMATION

The results of the placement exam are used to advise students which track to pursue. The Department of Chemistry offers three different tracks. Students who wish to take Track 2 or 3 classes must take the placement exam. Students who wish to pursue Track 1 classes do not need to take the placement exam.

TRACK INFORMATION

In the first year, Track 1 students with one year of high school chemistry take a one-year course in general chemistry, and the one-term laboratory course that accompanies it. In the second year, students study organic chemistry, and take organic chemistry laboratory.

Students who qualify by prior examination during orientation week can place into the advanced tracks. There are two options. Track 2 students take, in the fall term, a special one-term intensive course in general chemistry in place of the one-year course. In the second year, students study organic chemistry and take organic chemistry laboratory. Track 3 students take a one-year course in organic chemistry for first-year students and the one-term intensive general chemistry laboratory course. In the second year, students enroll in physical chemistry and the organic chemistry laboratory course.

Additional information on the tracks can be found in the *Requirements* section.

ADDITIONAL COURSES

First-year students may also elect to take CHEM W2408. This seminar focuses on topics in modern chemistry, and is offered to all qualified students.

Biochemistry (BIOC C3501, BIOC C3512) is recommended for students interested in the biomedical sciences.

Physical chemistry (CHEM W3079-CHEM W3080), a one-year program, requires prior preparation in mathematics and physics. The accompanying laboratory is CHEM W3085-CHEM W3086.

Also offered are a senior seminar (CHEM W3920); advanced courses in biochemistry, inorganic, organic, and physical chemistry; and an introduction to research (CHEM W3098).

SAMPLE PROGRAMS

Some *typical* programs are shown below. Programs are crafted by the student and the director of undergraduate studies to meet individual needs and interests.

Track 1

First Year

CHEM W1403	General Chemistry I (Lecture)
CHEM W1404	General Chemistry II (Lecture)
CHEM W1500	General Chemistry Laboratory
CHEM W2408	First-Year Seminar in Chemical Research

Calculus and physics as required.

Second Year

CHEM W3443	Organic Chemistry I (Lecture)
CHEM W3444	Organic Chemistry II (Lecture)
CHEM W3493	Organic Chemistry Laboratory I (Techniques)
CHEM W3494	Organic Chemistry Laboratory II (Synthesis)

Calculus and physics as required.

Third Year

CHEM W3079	Physical Chemistry I
CHEM W3080	Physical Chemistry II
CHEM W3098	Supervised Independent Research
BIOC C3501	Biochemistry: Structure and Metabolism
- BIOC C3512 (for	biochemistry majors)
CHEM W3546	Advanced Organic Chemistry Laboratory

Fourth Year

CHEM W3085	Physical and Analytical Chemistry Laboratory I
CHEM W3086	Physical and Analytical Chemistry Laboratory II
CHEM W3920	Senior Seminar in Chemical Research
CHEM G4071	Inorganic Chemistry
Advanced courses (4000-level or higher)	

Track 2

First Year

CHEM W1604	Intensive General Chemistry (Lecture)
CHEM W2408	First-Year Seminar in Chemical Research
CHEM W2507 or W1500	Intensive General Chemistry Laboratory

Calculus and physics as required.

Second Year

CHEM W3443	Organic Chemistry I (Lecture)
CHEM W3444	Organic Chemistry II (Lecture)
CHEM W3493	Organic Chemistry Laboratory I (Techniques)
CHEM W3494	Organic Chemistry Laboratory II (Synthesis)

Calculus and physics as required.

Third Year

CHEM W3079	Physical Chemistry I
CHEM W3080	Physical Chemistry II
CHEM W3098	Supervised Independent Research
BIOC C3501	Biochemistry: Structure and Metabolism
- BIOC C3512 (for	biochemistry majors)
CHEM W3546	Advanced Organic Chemistry Laboratory

Fourth Year

CHEM W3085	Physical and Analytical Chemistry Laboratory I
CHEM W3086	Physical and Analytical Chemistry Laboratory II
CHEM W3920	Senior Seminar in Chemical Research
CHEM G4071	Inorganic Chemistry
Advanced courses (4000-level or higher)	

Track 3

First Year

CHEM W2408	First-Year Seminar in Chemical Research
CHEM W2507	Intensive General Chemistry Laboratory
CHEM W3045	Intensive Organic Chemistry I (Lecture)
CHEM W3046	Intensive Organic Chemistry II (Lecture)

Calculus and physics as required.

Second Year

CHEM W3079	Physical Chemistry I
CHEM W3080	Physical Chemistry II
CHEM W3545	Intensive Organic Chemistry Laboratory
CHEM W3546	Advanced Organic Chemistry Laboratory

Calculus and physics as required.

Third Year

CHEM W3085	Physical and Analytical Chemistry Laboratory I
CHEM W3086	Physical and Analytical Chemistry Laboratory II
CHEM W3098	Supervised Independent Research

BIOC C3501 Biochemistry: Structure and Metabolism
- BIOC C3512 (for
biochemistry majors)

CHEM G4071 Inorganic Chemistry

Fourth Year

CHEM W3920 Senior Seminar in Chemical Research

Advanced courses (4000-level or higher)

FACULTY PROFESSORS

- Bruce J. Berne
- Ronald Breslow
- Louis E. Brus
- Virginia W. Cornish
- Kenneth B. Eisenthal
- Richard A. Friesner
- Ruben Gonzalez
- Laura Kaufman
- James L. Leighton
- Ann E. McDermott
- Jack R. Norton
- Colin Nuckolls
- Gerard Parkin
- David R. Reichman
- Brent Stockwell
- James J. Valentini
- Xiaoyang Zhu

ASSOCIATE PROFESSORS

- Angelo Cacciuto
- Tristan Lambert
- Wei Min
- Jonathan Owen
- Dalibor Sames

ASSISTANT PROFESSORS

- Luis Campos
- Xavier Roy

LECTURERS

- Luis Avila
- Robert Beer
- John Decatur
- Charles E. Doubleday
- Sarah Hansen
- Fay Ng
- Ruben Savizky

ASSOCIATES

- Anna Ghurbanyan

- Danielle Sedbrook
- Joseph Ulichny

REQUIREMENTS

GUIDELINES FOR ALL CHEMISTRY MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

Students majoring in chemistry or in one of the interdepartmental majors in chemistry should go to the director of undergraduate studies or the undergraduate program manager in the Department of Chemistry to discuss their program of study. Chemistry majors and interdepartmental majors usually postpone part of the Core Curriculum beyond the sophomore year.

Chemistry Tracks

All students who wish to start with Track 2 or 3 courses must take a placement exam. The results of the placement exam are used to advise students which track to pursue. Unless otherwise specified below, all students must complete one of the following tracks:

Track 1

CHEM W1403	General Chemistry I (Lecture)
CHEM W1404	General Chemistry II (Lecture)
CHEM W1500	General Chemistry Laboratory
CHEM W3443	Organic Chemistry I (Lecture)
CHEM W3444	Organic Chemistry II (Lecture)
CHEM W3493	Organic Chemistry Laboratory I (Techniques)
CHEM W3494	Organic Chemistry Laboratory II (Synthesis)

Track 2

CHEM W1500 or CHEM W2507	General Chemistry Laboratory Intensive General Chemistry Laboratory
CHEM W1604	Intensive General Chemistry (Lecture)
CHEM W3443	Organic Chemistry I (Lecture)
CHEM W3444	Organic Chemistry II (Lecture)
CHEM W3493	Organic Chemistry Laboratory I (Techniques)
CHEM W3494	Organic Chemistry Laboratory II (Synthesis)

Track 3

CHEM W2507	Intensive General Chemistry Laboratory
CHEM W3045	Intensive Organic Chemistry I (Lecture)
CHEM W3046	Intensive Organic Chemistry II (Lecture)

CHEM W3545	Intensive Organic Chemistry Laboratory
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Physics Sequences

The requirements for the physics sequences were modified on December 5, 2014. Students who declared before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

Unless otherwise specified below, all students must complete one of the following sequences:

Sequence A

For students with limited background in high school physics:

PHYS W1401	Introduction To Mechanics and Thermodynamics
PHYS W1402	Introduction To Electricity, Magnetism, and Optics
PHYS W1403	Introduction to Classical and Quantum Waves
For chemistry majors, the following laboratory courses are recommended, NOT required. For chemical physics majors, the following laboratory courses are required:	
PHYS W1493	Introduction to Experimental Physics
or PHYS W1494	Introduction to Experimental Physics
PHYS W2699	Experiments in Classical and Modern Physics
PHYS W3081	Intermediate Laboratory Work

Sequence B

PHYS W1601	Physics, I: Mechanics and Relativity
PHYS W1602	Physics, II: Thermodynamics, Electricity, and Magnetism
PHYS W2601	Physics, III: Classical and Quantum Waves
For chemistry majors, the following laboratory courses are recommended NOT required. For chemical physics majors, the following laboratory courses are required:	
PHYS W2699	Experiments in Classical and Modern Physics
or PHYS W3081	Intermediate Laboratory Work

Sequence C

For students with advanced preparation in physics and mathematics:

PHYS C2801 - PHYS C2802	General Physics and General Physics
For chemistry majors, the following laboratory courses are recommended NOT required. For chemical physics majors, the following laboratory courses are required:	
PHYS W2699	Experiments in Classical and Modern Physics

or PHYS W3081	Intermediate Laboratory Work
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MAJOR IN CHEMISTRY

Select one of the tracks outlined above in *Guidelines for all Chemistry Majors, Concentrators, and Interdepartmental Majors* and complete the following lectures and labs.

Chemistry

Select one of the chemistry tracks outlined above.

CHEM W2408	First-Year Seminar in Chemical Research (Recommended NOT required)
CHEM W3079	Physical Chemistry I
CHEM W3080	Physical Chemistry II
CHEM W3085	Physical and Analytical Chemistry Laboratory I
CHEM W3086	Physical and Analytical Chemistry Laboratory II
CHEM W3546	Advanced Organic Chemistry Laboratory
CHEM W3920	Senior Seminar in Chemical Research
CHEM G4071	Inorganic Chemistry
Select one course from the following:	
CHEM W3098	Supervised Independent Research
OR Chemistry courses numbered CHEM G4000 or above	

Physics

Select one of the physics sequences outlined above in the Guidelines section.

Mathematics

Select one of the following sequences:

Four semesters of calculus:	
MATH V1101	Calculus I
- MATH V1102	and Calculus II
- MATH V1201	and Calculus III
- MATH V1202	and Calculus IV
Two semesters of honors mathematics:	
MATH V1207	Honors Mathematics A
- MATH V1208	and Honors Mathematics B

MAJOR IN BIOCHEMISTRY

Select one of the tracks outlined above in *Guidelines for all Chemistry Majors, Concentrators, and Interdepartmental Majors* and complete the following lectures and labs.

Chemistry

Select one of the chemistry tracks outlined above.

CHEM W2408	First-Year Seminar in Chemical Research (Recommended NOT required)
CHEM W3079	Physical Chemistry I
CHEM W3080	Physical Chemistry II

or BIOL W4082 Theoretical Foundations and Applications of Biophysical Methods

Biology

BIOL C2005	Introductory Biology I: Biochemistry, Genetics & Molecular Biology
BIOL C2006	Introductory Biology II: Cell Biology, Development & Physiology
BIOC C3501	Biochemistry: Structure and Metabolism
BIOC C3512	Molecular Biology
BIOL C2908	First-Year Seminar in Modern Biology (recommended but not required)

Select one of the following laboratory courses:

BIOL W3050	Project Laboratory In Protein Biochemistry
BIOL C3052	Project Laboratory in Molecular Genetics
BIOL W3500	Independent Biological Research

Physics

Select one of the following physics sequences:

Sequence A:

PHYS V1201	General Physics I
- PHYS V1202	and General Physics II

Sequence B:

PHYS W1401	Introduction To Mechanics and Thermodynamics
- PHYS W1402	and Introduction To Electricity, Magnetism, and Optics
- PHYS W1403	and Introduction to Classical and Quantum Waves (PHYS W1403 is recommended NOT required)

Sequence C:

PHYS W1601	Physics, I: Mechanics and Relativity
- PHYS W1602	and Physics, II: Thermodynamics, Electricity, and Magnetism
- PHYS W2601	and Physics, III: Classical and Quantum Waves (PHYS W2601 is recommended but not required)

Sequence D:

PHYS C2801	General Physics
- PHYS C2802	and General Physics

Mathematics

Select one of the following sequences:

Two semesters of calculus:

MATH V1101	Calculus I
- MATH V1102	and Calculus II
- MATH V1201	and Calculus III
- MATH V1202	and Calculus IV

Two semesters of honors mathematics:

MATH V1207	Honors Mathematics A
- MATH V1208	and Honors Mathematics B

AP credit and one term of calculus (Calculus II or higher)

Additional Courses

Select one of the following additional laboratory courses:

BIOL W3040	Lab in Molecular Biology
- BIOL W2501	and Contemporary Biology Laboratory
BIOL W3050	Project Laboratory In Protein Biochemistry
BIOL C3052	Project Laboratory in Molecular Genetics
BIOL W3500	Independent Biological Research
CHEM W3085	Physical and Analytical Chemistry Laboratory I
CHEM W3086	Physical and Analytical Chemistry Laboratory II
CHEM W3098	Supervised Independent Research
CHEM W3546	Advanced Organic Chemistry Laboratory

Select any three courses from the following:

CHEM G4071	Inorganic Chemistry
CHEM G4102	Chemistry for the Brain
CHEM G4147	Advanced Organic Chemistry
MATH V3027	Ordinary Differential Equations
or MATH V2030	Ordinary Differential Equations

One additional semester of calculus

One additional semester of honors math:

MATH V1207	Honors Mathematics A
or MATH V1208	Honors Mathematics B

Any biology course at the 3000/4000 level for 3 or more points. The following are recommended:

BIOL W3004	Neurobiology I: Cellular and Molecular Neurobiology
or BIOL W3005	Neurobiology II: Development & Systems
BIOL W3008	The Cellular Physiology of Disease
BIOL W3022	Developmental Biology
BIOL W3034	Biotechnology
BIOL W3041	Cell Biology
BIOL W3073	Cellular and Molecular Immunology
BIOL W4065	Molecular Biology of Disease
BIOL W4300	Drugs and Disease

MAJOR IN CHEMICAL PHYSICS

Select one of the tracks outlined above in *Guidelines for all Chemistry Majors, Concentrators, and Interdepartmental Majors* and complete the following lectures and labs.

Chemistry

Select one of the chemistry tracks outlined above.

CHEM W3079	Physical Chemistry I
CHEM W3080	Physical Chemistry II
CHEM W3085	Physical and Analytical Chemistry Laboratory I
CHEM W3086	Physical and Analytical Chemistry Laboratory II

CHEM W3098	Supervised Independent Research
CHEM G4221	Quantum Chemistry
or PHYS G4021	Quantum Mechanics

Physics

Select one of the physics sequences outlined above in Guidelines for all Chemistry Majors, Concentrators and Interdepartmental Majors. For the chemical physics major, one lab MUST be completed for the sequence chosen.

Complete the following lectures:

PHYS W3003	Mechanics
PHYS W3007	Electricity and Magnetism
PHYS W3008	Electromagnetic Waves and Optics

Mathematics

Select one of the following sequences:

Four semesters of calculus:

MATH V1101	Calculus I
- MATH V1102	and Calculus II
- MATH V1201	and Calculus III
- MATH V1202	and Calculus IV

Two semesters of honors mathematics:

MATH V1207	Honors Mathematics A
- MATH V1208	and Honors Mathematics B
- MATH V3027	and Ordinary Differential Equations

Two semesters of advanced calculus:

MATH V1202	Calculus IV
- MATH V3027	and Ordinary Differential Equations

MAJOR IN ENVIRONMENTAL CHEMISTRY

Select one of the tracks outlined above in *Guidelines for all Chemistry Majors, Concentrators, and Interdepartmental Majors* and complete the following lectures and labs.

Chemistry

Select one of the chemistry tracks outlined above. A second semester of Organic Chemistry lecture is recommended NOT required.

CHEM W3079	Physical Chemistry I
CHEM G4071	Inorganic Chemistry
The following courses are recommended NOT required.	
CHEM W2408	First-Year Seminar in Chemical Research
CHEM W3920	Senior Seminar in Chemical Research

Earth and Environmental Science

Select TWO of the following three classes:

EESC V2100	Earth's Environmental Systems: Climate
EESC V2200	Earth's Environmental Systems: Solid Earth
EESC V2300	Earth's Environmental Systems: Life Systems

Additional course required:

EESC W3101	Geochemistry for a Habitable Planet
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Select ONE of the following labs:

EESC BC3016	Environmental Measurements
CHEM W3085	Physical and Analytical Chemistry Laboratory I

Choose ONE option for Independent Research in Environmental Chemistry

EESC BC3800	Senior Research Seminar
- EESC BC3801	and Senior Research Seminar
CHEM W3098	Supervised Independent Research (It is strongly recommended to take CHEM W3920 if taking CHEM W3098)

Physics

Select one of the following physics sequences:

Sequence A

PHYS W1201	General Physics I
- PHYS W1202	and General Physics II

Sequence B

PHYS W1401	Introduction To Mechanics and Thermodynamics
- PHYS W1402	and Introduction To Electricity, Magnetism, and Optics
- PHYS W1403	and Introduction to Classical and Quantum Waves (Recommended NOT required)

Sequence C

PHYS W1601	Physics, I: Mechanics and Relativity
- PHYS W1602	and Physics, II: Thermodynamics, Electricity, and Magnetism
- PHYS W2601	and Physics, III: Classical and Quantum Waves (Recommended NOT required.)

Sequence D

PHYS W2801	Accelerated Physics I
- PHYS W2802	and Accelerated Physics II

Mathematics

Two semesters of calculus:

MATH V1101	Calculus I
MATH V1102	Calculus II
MATH V1201	Calculus III
MATH V1202	Calculus IV

Additional Courses

Select any two of the following:

Chemistry classes:

CHEM W3080	Physical Chemistry II
CHEM G4103	Organometallic Chemistry
CHEM G4147	Advanced Organic Chemistry

Earth & Environmental Science classes:

EESC BC3017	Environmental Data Analysis
EESC BC3025	Hydrology

EESC W4008	Introduction to Atmospheric Science
EESC W4009	Chemical Geology
EESC W4040	Climate Thermodynamics and Energy Transfer
EESC W4050	Global Assessment and Monitoring Using Remote Sensing
EESC W4600	Earth Resources and Sustainable Development
EESC W4835	Wetlands and Climate Change
EESC W4885	The Chemistry of Continental Waters
EESC W4924	Introduction to Atmospheric Chemistry
EESC W4925	Principles of Physical Oceanography
EESC W4926	Principles of Chemical Oceanography
Earth & Environmental Engineering classes:	
EAEE E4001	Industrial ecology of earth resources
EAEE E4003	Introduction to aquatic chemistry
Mathematics classes:	
One additional semester of calculus	

CONCENTRATION IN CHEMISTRY

No more than four points of CHEM W3098 Supervised Independent Research may be counted toward the concentration.

Select one of the three chemistry tracks listed below.

PHYS V1201 General Physics I
- PHYS V1202 and General Physics II

Two semesters of calculus

Chemistry Tracks

Track 1

CHEM W1403 General Chemistry I (Lecture)

CHEM W1404 General Chemistry II (Lecture)

CHEM W1500 General Chemistry Laboratory

Select 22 points of chemistry at the 3000-level or higher

Track 2

CHEM W1500 General Chemistry Laboratory

or CHEM W2507 Intensive General Chemistry Laboratory

CHEM W1604 Intensive General Chemistry (Lecture)

Select 22 points of chemistry at the 3000-level or higher

Track 3

CHEM W2507 Intensive General Chemistry Laboratory

CHEM W3045 Intensive Organic Chemistry I (Lecture)

CHEM W3046 Intensive Organic Chemistry II (Lecture)

Select 18 points of chemistry at the 3000-level or higher

COURSES FALL 2015

CHEM W1403 General Chemistry I (Lecture). 3.5 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Corequisites: *MATH V1101*, unless students have taken AP Calculus.

Preparation equivalent to one year of high school chemistry is assumed. Students lacking such preparation should plan independent study of chemistry over the summer or take *CHEM W0001* before taking *CHEM W1403*. Topics include stoichiometry, states of matter, nuclear properties, electronic structures of atoms, periodic properties, chemical bonding, molecular geometry, introduction to quantum mechanics and atomic theory, introduction to organic and biological chemistry, solid state and materials science, polymer science and macromolecular structures and coordination chemistry. Although *CHEM W1403* and *CHEM W1404* are separate courses, students are expected to take both terms sequentially. The order of presentation of topics may differ from the order presented here, and from year to year. Students must ensure they register for the recitation that corresponds to the lecture section. Please check the Directory of Classes for details.

Fall 2015: CHEM W1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/18381	M W 10:10am - 11:25am 309 Havemeyer Hall	Gerard Parkin	3.5	223/220
CHEM 1403	002/71090	T Th 10:10am - 11:25am 309 Havemeyer Hall	Jonathan Owen	3.5	184/190
CHEM 1403	003/76540	T Th 6:10pm - 7:25pm 301 Pupin Laboratories	Ruben Savizky	3.5	152/190
CHEM 1403	004/73953	M W 6:10pm - 7:25pm 329 Pupin Laboratories	Robert Beer	3.5	91/132

Spring 2016: CHEM W1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/19369	M W 6:10pm - 7:25pm 301 Pupin Laboratories	Ruben Savizky	3.5	109/132

CHEM W1500 General Chemistry Laboratory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Lab Fee: \$140.

Corequisites: *CHEM W1403* or *CHEM W1404*.

An introduction to basic techniques of modern experimental chemistry, including quantitative procedures and chemical analysis. Students must register for a Lab Lecture section for this course (*CHEM W1501*). Please check the Directory of Classes for details. Please note that *CHEM W1500* is offered in the fall and spring semesters.

Fall 2015: CHEM W1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/17296	T 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	29/46
CHEM 1500	002/23181	T 6:10pm - 9:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	31/46
CHEM 1500	003/66304	W 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	34/46
CHEM 1500	004/76505	Th 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	27/46

Spring 2016: CHEM W1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/11298	M 1:10pm - 4:55pm 302c Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	22/24
CHEM 1500	002/75929	T 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	46/46
CHEM 1500	003/29128	T 6:10pm - 9:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	40/46
CHEM 1500	004/20827	W 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	45/46
CHEM 1500	005/21050	W 6:10pm - 9:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	30/46
CHEM 1500	006/23733	Th 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	39/46
CHEM 1500	007/10318	Th 6:10pm - 9:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	29/46
CHEM 1500	008/22550	F 1:10pm - 4:55pm 302c Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	26/24

CHEM W1604 Intensive General Chemistry (Lecture). 3.5 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Prerequisites: a grade of "B" or better in *CHEM W1403* OR acceptable performance on the Department placement exam.

Corequisites: *MATH V1102*

Topics include: gases (kinetic theory of gases); binary collision model for chemical reactions; chemical kinetics; acid-base equilibria; thermochemistry (thermodynamics I); spontaneous processes (thermodynamics II); chemical bonding in polyatomic molecules. Students must ensure they register for the recitation

that corresponds to the lecture section. Please check the Directory of Classes for details.

Fall 2015: CHEM W1604

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1604	001/85946	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Louis Brus	3.5	87/120

CHEM W2507 Intensive General Chemistry Laboratory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Lab Fee: \$140.

Prerequisites: *CHEM W1604* or *CHEM W3045*.

A student-centered experimental course intended for students who are taking or have completed *CHEM W1604* (Second Semester General Chemistry Intensive Lecture offered in Fall), *CHEM W3045* (Intensive Organic Chemistry offered in Fall), or *CHEM W3046* (Intensive Organic Chemistry Lecture offered in Spring). The course will provide an introduction to theory and practice of modern experimental chemistry in a contextual, student-centered collaborative learning environment. This course differs from *CHEM W1500* in its pedagogy and its emphasis on instrumentation and methods. Students must also attend the compulsory Mentoring Session. Please check the Directory of Classes for details. Please note that *CHEM W2507* is offered in the fall and spring semesters.

Fall 2015: CHEM W2507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2507	001/20524	F 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	8/18
CHEM 2507	002/64840	M 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	14/18

Spring 2016: CHEM W2507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2507	001/28819	F 1:00pm - 6:00pm Room TBA	Luis Avila	3	11/18
CHEM 2507	002/61142	M 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	17/18

CHEM W3045 Intensive Organic Chemistry I (Lecture). 3.5 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Prerequisites: a grade of 5 on the Chemistry Advanced Placement exam and an acceptable grade on the Department placement exam or an acceptable grade in *CHEM W1604*.

Premedical students may take *CHEM*

W3045, *CHEM W3046*, *CHEM W2507* and *CHEM W3545*

to meet the minimum requirements for admission to medical school. This course covers the same material as *CHEM W3443* - *CHEM W3444*, but is intended for students who have learned the principles of general chemistry in high school OR have completed *CHEM W1604* in their first year at Columbia. First year students enrolled in *CHEM W3045*-*CHEM W3046*

are expected to enroll concurrently in *CHEM W2507*. Although *CHEM W3045* and *CHEM W3046* are separate courses, students are expected to take both terms sequentially. A recitation section is required. Please check the Directory of Classes for details and also speak with the TA for the course.

Fall 2015: CHEM W3045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3045	001/79692	T Th 11:40am - 12:55pm 627 Seeley W. Mudd Building	Ronald Breslow	3.5	33/60

CHEM W3079 Physical Chemistry I. 4 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Prerequisites: *CHEM W1403* and *CHEM W1404*, or *CHEM W1604*, or *CHEM W3045* and *CHEM W3046*; *MATH V1101-V1102* or *V1207-V1208*; *PHYS V1201-V1202* is acceptable, *PHYS C1401-C1402* or the equivalent is recommended.

Corequisites: *CHEM W3085* is acceptable.

Elementary, but comprehensive, treatment of the fundamental laws governing the behavior of individual atoms and molecules and collections of them. *CHEM W3079* covers the thermodynamics of chemical systems at equilibrium and the chemical kinetics of nonequilibrium systems. Although *CHEM W3079* and *CHEM W3080* are separate courses, students are expected to take both terms sequentially. A recitation section is required. Please check the Directory of Classes for details and also speak with the TA for the course.

Fall 2015: CHEM W3079

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3079	001/68697	M W 11:40am - 12:55pm 209 Havemeyer Hall	Wei Min	4	36/60

CHEM W3085 Physical and Analytical Chemistry Laboratory I. 4 points.

Lab Fee: \$125 per term.

Corequisites: *CHEM W3079* for *CHEM W3085* is acceptable. A student-centered experimental course intended for students who are co-registered or have completed *CHEM W3079* and *CHEM W3080*. The course emphasizes techniques of experimental physical chemistry and instrumental analysis, including vibrational, electronic, and laser spectroscopy; electroanalytical methods; calorimetry; reaction kinetics; hydrodynamic methods; scanning probe microscopy; applications of computers to reduce experimental data; and computational chemistry. Students must also attend the compulsory Mentoring Session. Please check the Directory of Classes for details.

Fall 2015: CHEM W3085

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3085	001/98696	T 12:00pm - 6:00pm	Luis Avila	4	11/15

CHEM W3098 Supervised Independent Research. 4 points.

Lab Fee: \$105 per term.

Prerequisites: the instructor's permission for entrance, and the departmental representative's permission for aggregate points in excess of 12 or less than 4.

This course may be repeated for credit (see major and concentration requirements). Individual research under the supervision of a member of the staff. Research areas include organic, physical, inorganic, analytical, and biological chemistry. Please note that *CHEM 3098* is offered in the fall and spring semesters.

BIOC W3300 Biochemistry. 3 points.

Prerequisites: one year each of Introductory Biology and General Chemistry.

Corequisites: Organic Chemistry. Primarily aimed at nontraditional students and undergraduates who have course conflicts with *BIOC C3501*.

Biochemistry is the study of the chemical processes within organisms that give rise to the immense complexity of life. This complexity emerges from a highly regulated and coordinated flow of chemical energy from one biomolecule to another. This course serves to familiarize students with the spectrum of biomolecules (carbohydrates, lipids, amino acids, nucleic acids, etc.) as well as the fundamental chemical processes (glycolysis, citric acid cycle, fatty acid metabolism, etc.) that allow life to happen. In particular, this course will employ active learning techniques and critical thinking problem-solving to engage students in answering the question: how is the complexity of life possible? NOTE: While Organic Chemistry is listed as a corequisite, it is highly recommended that you take Organic Chemistry beforehand.

Fall 2015: BIOC W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3300	001/71196	T 7:10pm - 9:30pm 503 Hamilton Hall	Danny Ho	3	44/50

Spring 2016: BIOC W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3300	001/68817	T 7:10pm - 9:30pm 329 Pupin Laboratories	Danny Ho	3	76/70

CHEM W3443 Organic Chemistry I (Lecture). 3.5 points.

Recitation Section Required

Prerequisites: *CHEM W1404* or *CHEM W1604* and *CHEM W1500*

The principles of organic chemistry. The structure and reactivity of organic molecules are examined from the standpoint of modern theories of chemistry. Topics include stereochemistry, reactions of organic molecules, mechanisms of organic reactions, syntheses and degradations of organic molecules, and spectroscopic techniques of structure determination. Although *CHEM W3443* and *CHEM W3444* are separate courses, students are expected to take both terms sequentially.

Students must ensure they register for the recitation which corresponds to the lecture section. Please check the Directory of Classes for details.

Fall 2015: CHEM W3443

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3443	001/76456	M W 1:10pm - 2:25pm 309 Havemeyer Hall	Virginia Cornish	3.5	80/190
CHEM 3443	002/29812	T Th 2:40pm - 3:55pm 309 Havemeyer Hall	Luis Campos	3.5	179/190
CHEM 3443	003/19142	M W 6:10pm - 7:25pm 309 Havemeyer Hall	Charles Doubleday	3.5	126/132

CHEM W3493 Organic Chemistry Laboratory I (Techniques). 1.5 point.

Lab Fee: \$63.00

Prerequisites: *CHEM W1403-CHEM W1404*; *CHEM W1500*
Corequisites: *CHEM W3443*.

Techniques of experimental organic chemistry, with emphasis on understanding fundamental principles underlying the experiments in methodology of solving laboratory problems involving organic molecules. Attendance at the first lab lecture and laboratory session is mandatory. Please note that *CHEM W3493* is the first part of a full year organic chemistry laboratory course. Students must register for the lab lecture section (*CHEM W3495*) which corresponds to their lab section. Students must attend ONE lab lecture and ONE lab section every other week. Please contact your advisors for further information.

Fall 2015: CHEM W3493

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3493	001/28596	M 1:00pm - 4:50pm 202a Havemeyer Hall	Danielle Sedbrook	1.5	28/24
CHEM 3493	002/28029	T 1:00pm - 4:50pm 202a Havemeyer Hall	Danielle Sedbrook	1.5	21/24
CHEM 3493	003/29568	T 6:00pm - 9:50pm 202a Havemeyer Hall	Danielle Sedbrook	1.5	36/34
CHEM 3493	004/60941	W 1:00pm - 4:50pm 202a Havemeyer Hall	Anna Ghurbanyan	1.5	37/34
CHEM 3493	005/22193	Th 1:00pm - 4:50pm 202a Havemeyer Hall	Anna Ghurbanyan	1.5	34/34
CHEM 3493	006/29569	F 1:00pm - 4:50pm 202a Havemeyer Hall	Anna Ghurbanyan	1.5	32/34
CHEM 3493	007/94255	M 1:00pm - 4:50pm 202 Havemeyer Hall	Danielle Sedbrook	1.5	25/24
CHEM 3493	008/60820	T 1:00pm - 4:50pm 202 Havemeyer Hall	Danielle Sedbrook	1.5	24/24
CHEM 3493	009/63441	T 6:00pm - 9:50pm 202 Havemeyer Hall	Danielle Sedbrook	1.5	35/34

CHEM 3493	010/60530	W 1:00pm - 4:50pm 202 Havemeyer Hall	Anna Ghurbanyan	1.5	36/34
CHEM 3493	011/62279	Th 1:00pm - 4:50pm 202 Havemeyer Hall	Anna Ghurbanyan	1.5	38/34
CHEM 3493	012/74779	F 1:00pm - 4:50pm 202a Havemeyer Hall	Anna Ghurbanyan	1.5	39/34

BIOC C3501 Biochemistry: Structure and Metabolism. 4 points.

Discussion Section Required

Prerequisites: one year of *BIOL C2005* and *BIOL C2006* and one year of organic chemistry.

Lecture and recitation. Students wishing to cover the full range of modern biochemistry should take both *BIOC C3501* and *C3512*. *C3501* covers subject matters in modern biochemistry, including chemical biology and structural biology, discussing the structure and function of both proteins and small molecules in biological systems. Proteins are the primary class of biological macromolecules and serve to carry out most cellular functions. Small organic molecules function in energy production and creating building blocks for the components of cells and can also be used to perturb the functions of proteins directly. The first half of the course covers protein structure, enzyme kinetics and enzyme mechanism. The second half of the course explores how small molecules are used endogenously by living systems in metabolic and catabolic pathways; this part of the course focuses on mechanistic organic chemistry involved in metabolic pathways.

Fall 2015: BIOC C3501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3501	001/24861	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Brent Stockwell	4	163/200

CHEM W3545 Intensive Organic Chemistry Laboratory. 3 points.

Lab Fee: \$125.

Prerequisites: *CHEM W3045* and *CHEM W3046* and *CHEM W2507*.

The course covers the same material as *CHEM W3493-CHEM W3494*, but is intended for those students who have taken Intensive Organic Chemistry, *CHEM W3045-CHEM W3046*, and for students who intend to major in Chemistry, Biochemistry, Chemical Physics, or Environmental Chemistry.

Fall 2015: CHEM W3545

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3545	001/70517	M 1:00pm - 6:00pm 202b Havemeyer Hall	Fay Ng	3	10/10
CHEM 3545	002/11664	T 1:00pm - 6:00pm	Fay Ng	3	11/10

202b Havemeyer
Hall

CHEM W3920 Senior Seminar in Chemical Research. 2 points.

Pass/Fail credit only.

Open to senior chemistry, biochemistry, environmental chemistry, and chemical physics majors; senior chemistry concentrators; and students who have taken or are currently enrolled in *CHEM W3098*. Senior seminar provides direct access to modern chemical research through selected studies by the students from active fields of chemical research. Topics to be presented and discussed draw from the current scientific literature and/or *W3098* research.

Fall 2015: CHEM W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3920	001/73096	F 2:10pm - 4:00pm 711 Havemeyer Hall	Laura Kaufman	2	11/40

CHEM G4071 Inorganic Chemistry. 4.5 points.

Prerequisites: *CHEM W3443-CHEM W3444* or *CHEM W3045-CHEM W3046*.

Principles governing the structure and reactivity of inorganic compounds surveyed from experimental and theoretical viewpoints. Topics include inorganic solids, aqueous and nonaqueous solutions, the chemistry of selected main group elements, transition metal chemistry, metal clusters, metal carbonyls, and organometallic chemistry.

Fall 2015: CHEM G4071

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4071	001/13430	T Th 8:40am - 9:55am 320 Havemeyer Hall	Xavier Roy	4.5	23

CHEM G4147 Advanced Organic Chemistry. 4.5 points.

Prerequisites: elementary organic and physical chemistry. The mechanisms of organic reactions, structure of organic molecules, and theories of reactivity. How reactive intermediates are recognized and mechanisms are deduced using kinetics, stereochemistry, isotopes, and physical measurements.

Fall 2015: CHEM G4147

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4147	001/16408	M W 10:10am - 11:25am 320 Havemeyer Hall	Jack Norton	4.5	20

CHEM G4148 Synthetic Methods in Organic Chemistry I. 4.5 points.

This course is intended for graduate students and advanced undergraduate students. The main purpose of the course is to introduce students to modern synthetic chemistry via the selected series of topics (synthetic planning and the logic of organic assembly, classical and new reactions/methods and their use in complex target synthesis). Mechanistic underpinning of the discussed reaction processes will also be briefly discussed.

For each module (see the content below), specific examples of syntheses of natural products and/or synthetic materials will be provided. In addition to lectures by Prof. Sames, students will select and present relevant papers in the class (the number of student symposia will depend on the final enrollment in this course). The basic knowledge of transition metal chemistry is recommended for the cross-coupling reactions (i.e., structure, electron counting, and elemental reaction types of transition metals).

Fall 2015: CHEM G4148

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4148	001/76999	T Th 10:10am - 11:25am 320 Havemeyer Hall	Dalibor Sames	4.5	15

CHEM G4221 Quantum Chemistry. 4.5 points.

Prerequisites: elementary physical chemistry.

Basic quantum mechanics: the Schrodinger equation and its interpretation, exact solutions in simple cases, methods or approximation, angular Momentum and electronic spin, and an introduction to atomic and molecular structure.

Fall 2015: CHEM G4221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4221	001/22219	T Th 2:40pm - 3:55pm 320 Havemeyer Hall	David Reichman	4.5	9

CHEM G4230 Statistical Mechanics. 4.5 points.

Prerequisites: elementary physical chemistry.

Corequisites: *CHEM G4221*.

Topics include the classical and quantum statistical mechanics of gases, liquids, and solids.

Fall 2015: CHEM G4230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4230	001/71503	M W 11:40am - 12:55pm 320 Havemeyer Hall	Bruce Berne	4.5	9

CHEM W4312 Chemical Biology. 2.5 points.

Prerequisites: elementary organic chemistry *CHEM W3443-CHEM W3444*. Recommended preparation: elementary physical chemistry *CHEM W3079-CHEM W3080* and biochemistry *BIOC C3501*.

Development and application of chemical methods for understanding the molecular mechanisms of cellular processes. Review of the biosynthesis, chemical synthesis, and structure and function of proteins and nucleic acids. Application of chemical methods--including structural biology, enzymology, chemical genetics, and the synthesis of modified biological molecules--to the study of cellular processes--including transcription, translation, and signal transduction.

SPRING 2016

CHEM W1403 General Chemistry I (Lecture). 3.5 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Corequisites: *MATH V1101*, unless students have taken AP Calculus.

Preparation equivalent to one year of high school chemistry is assumed. Students lacking such preparation should plan independent study of chemistry over the summer or take *CHEM W0001* before taking *CHEM W1403*. Topics include stoichiometry, states of matter, nuclear properties, electronic structures of atoms, periodic properties, chemical bonding, molecular geometry, introduction to quantum mechanics and atomic theory, introduction to organic and biological chemistry, solid state and materials science, polymer science and macromolecular structures and coordination chemistry. Although *CHEM W1403* and *CHEM W1404* are separate courses, students are expected to take both terms sequentially. The order of presentation of topics may differ from the order presented here, and from year to year. Students must ensure they register for the recitation that corresponds to the lecture section. Please check the Directory of Classes for details.

Fall 2015: CHEM W1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/18381	M W 10:10am - 11:25am 309 Havemeyer Hall	Gerard Parkin	3.5	223/220
CHEM 1403	002/71090	T Th 10:10am - 11:25am 309 Havemeyer Hall	Jonathan Owen	3.5	184/190
CHEM 1403	003/76540	T Th 6:10pm - 7:25pm 301 Pupin Laboratories	Ruben Savizky	3.5	152/190
CHEM 1403	004/73953	M W 6:10pm - 7:25pm 329 Pupin Laboratories	Robert Beer	3.5	91/132

Spring 2016: CHEM W1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/19369	M W 6:10pm - 7:25pm 301 Pupin Laboratories	Ruben Savizky	3.5	109/132

CHEM W1404 General Chemistry II (Lecture). 3.5 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Prerequisites: *CHEM W1403*.

Corequisites: *MATH V1101*.

Although *CHEM W1403* and *CHEM W1404* are separate courses, students are expected to take both terms sequentially. Topics include gases, kinetic theory of gases, states of matter: liquids and solids, chemical equilibria, applications of equilibria, acids and bases, chemical thermodynamics, energy, enthalpy, entropy, free energy, periodic properties, chemical

kinetics, and electrochemistry. The order of presentation of topics may differ from the order presented here, and from year to year. Students must ensure they register for the recitation that corresponds to the lecture section. Please check the Directory of Classes for details.

Spring 2016: CHEM W1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1404	001/25797	M W 8:40am - 9:55am 309 Havemeyer Hall	Angelo Cacciuto	3.5	177/190
CHEM 1404	002/13044	M W 10:10am - 11:25am 309 Havemeyer Hall	Wei Min	3.5	128/190
CHEM 1404	003/29308	M W 6:10pm - 7:25pm 428 Pupin Laboratories	Robert Beer	3.5	98/132

CHEM W1500 General Chemistry Laboratory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Lab Fee: \$140.

Corequisites: *CHEM W1403* or *CHEM W1404*.

An introduction to basic techniques of modern experimental chemistry, including quantitative procedures and chemical analysis. Students must register for a Lab Lecture section for this course (*CHEM W1501*). Please check the Directory of Classes for details. Please note that *CHEM W1500* is offered in the fall and spring semesters.

Fall 2015: CHEM W1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/17296	T 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	29/46
CHEM 1500	002/23181	T 6:10pm - 9:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	31/46
CHEM 1500	003/66304	W 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	34/46
CHEM 1500	004/76505	Th 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	27/46

Spring 2016: CHEM W1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/11298	M 1:10pm - 4:55pm 302c Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	22/24
CHEM 1500	002/75929	T 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	46/46
CHEM 1500	003/29128	T 6:10pm - 9:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	40/46
CHEM 1500	004/20827	W 1:10pm - 4:55pm 302 Havemeyer Hall	DongHong Sun, Joseph Ulichny	3	45/46

CHEM 1500	005/21050	W 6:10pm - 9:55pm	DongHong Sun, Joseph Ulichny	3	30/46
CHEM 1500	006/23733	Th 1:10pm - 4:55pm	DongHong Sun, Joseph Ulichny	3	39/46
CHEM 1500	007/10318	Th 6:10pm - 9:55pm	DongHong Sun, Joseph Ulichny	3	29/46
CHEM 1500	008/22550	F 1:10pm - 4:55pm	DongHong Sun, Joseph Ulichny	3	26/24

CHEM W2408 First-Year Seminar in Chemical Research. 1 point.

Prerequisites: *CHEM W1403*, *CHEM W1604*, *CHEM W3045*, or the instructor's permission.

A one-hour weekly lecture, discussion, and critical analysis of topics that reflect problems in modern chemistry, with emphasis on current areas of active chemical research.

Spring 2016: CHEM W2408

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2408	001/21474	F 12:00pm - 12:50pm 209 Havemeyer Hall	Vesna Gasperov	1	30/80

CHEM W2507 Intensive General Chemistry Laboratory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Lab Fee: \$140.

Prerequisites: *CHEM W1604* or *CHEM W3045*.

A student-centered experimental course intended for students who are taking or have completed *CHEM W1604* (Second Semester General Chemistry Intensive Lecture offered in Fall), *CHEM W3045* (Intensive Organic Chemistry offered in Fall), or *CHEM W3046* (Intensive Organic Chemistry Lecture offered in Spring). The course will provide an introduction to theory and practice of modern experimental chemistry in a contextual, student-centered collaborative learning environment. This course differs from *CHEM W1500* in its pedagogy and its emphasis on instrumentation and methods. Students must also attend the compulsory Mentoring Session. Please check the Directory of Classes for details. Please note that *CHEM W2507* is offered in the fall and spring semesters.

Fall 2015: CHEM W2507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2507	001/20524	F 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	8/18
CHEM 2507	002/64840	M 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	14/18

Spring 2016: CHEM W2507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2507	001/28819	F 1:00pm - 6:00pm Room TBA	Luis Avila	3	11/18
CHEM 2507	002/61142	M 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	17/18

CHEM W3046 Intensive Organic Chemistry II (Lecture). 3.5 points.

Prerequisites: *CHEM W3045*

Premedical students may take *CHEM W3045*, *CHEM W3046*, and *CHEM W3545* to meet the minimum requirements for admission to medical school. This course covers the same material as *CHEM W3443-CHEM W3444*, but is intended for students who have learned the principles of general chemistry in high school OR have completed *CHEM W1604* in their first year at Columbia. First year students enrolled in *CHEM W3045-CHEM W3046* are expected to enroll concurrently in *CHEM W2507*.

Although *CHEM W3045* and *CHEM W3046* are separate courses, students are expected to take both terms sequentially. A recitation section is required. Please check the Directory of Classes for details and also speak with the TA for the course.

Spring 2016: CHEM W3046

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3046	001/68187	T Th 11:40am - 12:55pm 209 Havemeyer Hall	Colin Nuckolls, James Leighton	3.5	28/50

CHEM W3080 Physical Chemistry II. 4 points.

Recitation Section Required

Prerequisites: *CHEM W3079*

Corequisites: *CHEM W3086* is acceptable.

CHEM W3080 covers the quantum mechanics of atoms and molecules, the quantum statistical mechanics of chemical systems, and the connection of statistical mechanics to thermodynamics.

Although *CHEM W3079* and *CHEM W3080* are separate courses, students are expected to take both terms sequentially. A recitation section is required. Please check the Directory of Classes for details and also speak with the TA for the course.

Spring 2016: CHEM W3080

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3080	001/67599	M W 11:40am - 12:55pm 417 Mathematics Building	Xiaoyang Zhu	4	31/60

CHEM W3086 Physical and Analytical Chemistry Laboratory II. 4 points.

Lab Fee: \$125 per term.

Prerequisites: *CHEM W3085*

Corequisites: *CHEM W3080* for *CHEM W3086* is acceptable.

A student-centered experimental course intended for students who are co-registered or have completed *CHEM W3079* and *CHEM W3080*. The course emphasizes techniques of experimental physical chemistry and instrumental analysis, including vibrational, electronic, and laser spectroscopy; electroanalytical methods; calorimetry; reaction kinetics; hydrodynamic methods; scanning probe

microscopy; applications of computers to reduce experimental data; and computational chemistry. Students must also attend the compulsory Mentoring Session. Please check the Directory of Classes for details.

Spring 2016: CHEM W3086

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3086	001/16090	T 12:00pm - 6:00pm 222 Havemeyer Hall	Luis Avila	4	8/15

CHEM W3098 Supervised Independent Research. 4 points.

Lab Fee: \$105 per term.

Prerequisites: the instructor's permission for entrance, and the departmental representative's permission for aggregate points in excess of 12 or less than 4.

This course may be repeated for credit (see major and concentration requirements). Individual research under the supervision of a member of the staff. Research areas include organic, physical, inorganic, analytical, and biological chemistry. Please note that *CHEM 3098* is offered in the fall and spring semesters.

CHEM W3444 Organic Chemistry II (Lecture). 3.5 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Prerequisites: *CHEM W1404* or *CHEM W1604* and *CHEM W1500*.

The principles of organic chemistry. The structure and reactivity of organic molecules are examined from the standpoint of modern theories of chemistry. Topics include stereochemistry, reactions of organic molecules, mechanisms of organic reactions, syntheses and degradations of organic molecules, and spectroscopic techniques of structure determination. Although *CHEM W3443* and *CHEM W3444* are separate courses, students are expected to take both terms sequentially.

Students must ensure they register for the recitation which corresponds to the lecture section. Please check the Directory of Classes for details.

Spring 2016: CHEM W3444

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3444	001/65260	T Th 8:40am - 9:55am 309 Havemeyer Hall	Tristan Lambert	3.5	246/250
CHEM 3444	002/71977	M W 6:10pm - 7:25pm 309 Havemeyer Hall	Charles Doubleday	3.5	107/132

CHEM W3494 Organic Chemistry Laboratory II (Synthesis). 1.5 point.

Lab Fee: \$62.00

Prerequisites: *CHEM W1403-CHEM W1404*; *CHEM W1500*; *CHEM W3493*.

Corequisites: *CHEM W3444*.

Please note that you must complete *CHEM W3493* before you register for *CHEM W3494*. This lab introduces students to experimental design and trains students in the execution and evaluation of scientific data. The technique experiments in the first half of the course (*CHEM W3493*) teach students to develop and master the required experimental skills to perform the challenging synthesis experiments in the second semester. The learning outcomes for this lab are the knowledge and experimental skills associated with the most important synthetic routes widely used in industrial and research environments. Attendance at the first lab lecture and laboratory session is mandatory. Please note that *CHEM W3494* is the second part of a full year organic chemistry laboratory course. Students must register for the lab lecture section (*CHEM W3496*) which corresponds to their lab section. Students must attend ONE lab lecture and ONE lab section every other week. Please contact your advisors for further information.

Spring 2016: CHEM W3494

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3494	001/81279	M 1:10pm - 5:00pm 202a Havemeyer Hall	Danielle Sedbrook	1.5	27/24
CHEM 3494	002/92191	T 1:10pm - 5:00pm 202a Havemeyer Hall	Danielle Sedbrook	1.5	26/24
CHEM 3494	003/99694	T 6:10pm - 10:00pm 202a Havemeyer Hall	Danielle Sedbrook	1.5	33/34
CHEM 3494	004/73319	W 1:10pm - 5:00pm 202a Havemeyer Hall	Anna Ghurbanyan	1.5	31/34
CHEM 3494	005/13442	Th 1:10pm - 5:00pm 202a Havemeyer Hall	Anna Ghurbanyan	1.5	31/34
CHEM 3494	006/19692	F 1:10pm - 5:00pm 202a Havemeyer Hall	Anna Ghurbanyan	1.5	38/34
CHEM 3494	007/11529	M 1:10pm - 5:00pm 202b Havemeyer Hall	Danielle Sedbrook	1.5	25/24
CHEM 3494	008/12781	T 1:10pm - 5:00pm 202b Havemeyer Hall	Danielle Sedbrook	1.5	22/24
CHEM 3494	009/10796	T 6:10pm - 10:00pm 202b Havemeyer Hall	Danielle Sedbrook	1.5	40/34
CHEM 3494	010/11098	W 1:10pm - 5:00pm 202b Havemeyer Hall	Anna Ghurbanyan	1.5	29/34
CHEM 3494	011/11396	Th 1:10pm - 5:00pm 202b Havemeyer Hall	Anna Ghurbanyan	1.5	30/34
CHEM 3494	012/11646	F 1:10pm - 5:00pm 202b Havemeyer Hall	Anna Ghurbanyan	1.5	36/24

CHEM W3546 Advanced Organic Chemistry Laboratory. 3 points.

Laboratory Fee: \$125.

Prerequisites: *CHEM W3543* or *CHEM W3545*.Corequisites: *CHEM W3444* or *CHEM W3444*.

A project laboratory with emphasis on complex synthesis and advanced techniques including qualitative organic analysis and instrumentation.

Spring 2016: CHEM W3546

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3546	001/63838	M 1:00pm - 6:00pm 202 Havemeyer Hall	Fay Ng	3	8/10
CHEM 3546	002/76180	T 1:00pm - 6:00pm 202 Havemeyer Hall	Fay Ng	3	4/10

CHEM G4103 Organometallic Chemistry. 4.5 points.

Prerequisites: elementary organic chemistry. (Some background in inorganic and physical chemistry is helpful but not required.)

Main group and transition metal organometallic chemistry: bonding, structure, reactions, kinetics, and mechanisms.

CHEM G4145 NMR Spectroscopy. 1 point.

Prerequisites: elementary organic chemistry.

Introduction to theory and practice of NMR spectroscopy.

Instrumental aspects, basic NMR theory, NOE, and a survey of 2D methods are covered.

Spring 2016: CHEM G4145

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4145	001/77612	F 11:00am - 11:50am 320 Havemeyer Hall	John Decatur	1	32

CHEM G4210 Writing Workshop for Chemists. 1 point.

Prerequisites: recommended for undergraduate students to have taken at least one semester of independent research.

This course offers undergraduate and graduate students an introduction to scientific writing and provides an opportunity for them to become more familiar with the skill and craft of communicating complex scientific research. This course will provide students with the basic grammatical, stylistic and practical skills required to write effective academic journal articles, theses, or research proposals. In addition, through an innovative partnership with Columbia University Libraries' Digital Science Center, students will learn how to apply these basic skills to their writing through the use of state-of-the-art software and on-line resources. Regular opportunities to write, peer edit and revise throughout the semester will allow students to put what they are learning into immediate practice. It is recommended that undergraduates have taken at least one semester of research for credit before taking this course. Undergraduates should plan to take this course after taking the required Core course University Writing.

OTHER COURSES OFFERED IN ALTERNATING YEARS

Please contact the undergraduate program manager, Vesna Gasperov (vg2231@columbia.edu), for further information.

CHEM G4137 Photonics & Spectroscopy. 4.5 points.

Discussion Section Required

Not offered during 2015-16 academic year.

Powerful photonics and spectroscopy tools are changing the way many physical and biological problems are addressed by revealing direct and precious energetic and dynamic information of molecular species inside live cells or novel materials. This full semester graduate course will not only provide fundamental knowledge of optics, laser, photonics, linear and nonlinear molecular spectroscopy, but also introduce physical principles of various emerging optical techniques including femtosecond spectroscopy, single-molecule spectroscopy, multi-photon nonlinear microscopy, label-free chemical imaging, super-resolution imaging, optical coherence tomography.

CHEM G4168 Materials Chemistry I. 4.5 points.**Not offered during 2015-16 academic year.**

Prerequisites: sophomore Organic and Inorganic Chemistry. This course will have two main themes. One theme will explore the design, synthesis, and properties of materials made from molecules. Topics that will be covered in this section of the course include the chemistry of liquid crystals, self-assembled monolayers, organic electronics, carbon-based nanostructures, self-assembled materials, and bio-inspired materials. A second theme will explore inorganic materials. It will compare the chemistry of chemical vapor deposition and vapor phase epitaxy to make solid state materials. It will further study the transformation from chemical bonds to solid-state band structure in materials and quantum size effects.

CHEM G4172 Biorganic Topics. 4.5 points.**Not offered during 2015-16 academic year.**

Prerequisites: elementary organic chemistry.

Recommended preparation: advanced organic chemistry. Various topics in bioactive molecules in the field centered on natural-products chemistry, metabolic transformations, and enzyme mechanisms. Biosynthesis of natural products and some other bioorganic topics.

CHEM G4232 Introduction to Molecular Modeling. 4.5 points.

Lab Required

Prerequisites: physical chemistry sequence.

Molecular modeling has become an integral part of research in many areas of chemistry, and in industry in drug discovery and materials design. Many experimental papers in the literature are routinely complemented by molecular modeling calculations. Experimental scientists working in industry have a significant advantage if they know how to optimally use modeling software.

The course would consist of a normal lecture part plus a lab session every week in which the students learn to use modeling software by working on projects.

Spring 2016: CHEM G4232

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4232	001/62641	T Th 10:10am - 11:25am 320 Havemeyer Hall	Richard Friesner	4.5	19/25

CLASSICS

Departmental Office: 617 Hamilton; 212-854-3902;
classics@columbia.edu
<http://www.columbia.edu/cu/classics/>

Director of Undergraduate Studies (Classics): Prof. Katharina Volk; 212-854-5683; kv2018@columbia.edu

Director of Undergraduate Studies (Modern Greek Studies): Prof. Maria Hadjipolycarpou; 212-854-6988; mh3505@columbia.edu

Departmental Administrator: Gerry Visco; 212-854-2726; gwv1@columbia.edu

When one visits Rome or Athens, they also visit the many layers of physical, historical, and cultural development that have contributed to the complex evolution of those cities. When one tours the Roman Forum or the Greek Parthenon, they set foot on monuments whose physical impressiveness symbolizes political strength and historical importance; in a very physical way they experience the past. When one studies Latin and Greek language and culture, they embark on a tour of an alternative kind, making their way through texts and other cultural forms—such as paintings, sculptures, and philosophical ideas—that bring them directly into contact with the Greco-Roman past. Literature, philosophy, history, art and architecture, linguistics, papyrology, religion: all (and more) are branches of investigation to which the modern student of classics/classical studies has access through the surviving literary and material evidence.

But when one studies in the original language Virgil's *Aeneid*, say, or Plato's philosophical writings, they find that ancient Greek or Latin literature deals with issues and ideas that are, for us, of central contemporary importance: e.g., How can I be happy? What is the best political constitution for our (or any) state? What responsibilities do I have to the society in which I live? What national significance is served or owed by literature?

The study of Greek and Latin language and culture concentrates in one main area (ancient Greece and Rome) and on many of the questions that are of direct pertinence to the ways in which modern lives are shaped and lived; at the same time, Greco-Roman literature and philosophy, so fundamental to the later development of the Western tradition, boast works of great intrinsic worth and interest. While all Columbia students get an introduction to classical texts in *Literature Humanities* and *Contemporary Civilization*, classics/classical studies provides a more advanced study of ancient cultural issues and habits of mind already sampled in the Core.

Study abroad in Greece or Italy offers a variety of educational experiences that are continuous with those of the major, enriching both linguistic expertise and cultural awareness. Students in classics have the opportunity to take part in archaeological digs abroad and, on occasion, to assist faculty

in research projects that require, for example, bibliographical collection or the checking of research data.

Many majors pursue graduate study in classics and classical studies. Upon earning their graduate degrees, they often embark on teaching careers in universities, colleges, and high schools. Many graduating majors also enter a number of other professional fields, among them law, banking, accountancy, publishing, and museum-work. Employers tend to find that students in classics are articulate on paper, as well as orally; are organized of mind; and have good skills in general reasoning, an ability developed by the study of Greek and Latin language. In effect, the study of classics opens up a wide array of options, both in education and in the wider world.

The program of the department aims for a comprehensive understanding of classical literature and culture, and the mastery of Greek and Latin on which such understanding depends. Careful study of the language occupies the largest part of the first-year courses and is not omitted in the more advanced courses. Although literature becomes the chief subject only in the advanced courses, important authors like Homer, Plato, and Virgil are studied as literary texts already in the intermediate courses. A wide variety of courses are offered in translation.

Through a joint program with Barnard, the department offers a broad range of subjects. The department annually offers four advanced courses in each language (at the 3000- or 4000- level), the content of which changes each year in order to provide a curricular range and to balance authors and genres over a two-year period.

Opportunities for individual projects of reading and research are available. Students are also permitted to take graduate courses if they are sufficiently prepared. Additionally, they can supplement their studies within the department through work in other departments, such as art history and archaeology, history, philosophy, and the other departments of languages and literature.

It is not necessary to have previously studied either language in order to major in it. A student starting Greek or Latin at Columbia can meet all the requirements of a major within an ordinary undergraduate program.

IN FULFILLMENT OF THE LANGUAGE REQUIREMENT

Students beginning the study of Greek or Latin at Columbia must take four terms of either of the following two-year sequences:

Greek

GREK V1101 - GREK V1102	Elementary Greek I and Elementary Greek II
GREK V1201 - GREK V1202	Intermediate Greek I and Intermediate Greek II: Homer

Latin

LATN V1101 - LATN V1102	Elementary Latin I and Elementary Latin II
LATN V1201 - LATN V1202	Intermediate Latin I and Intermediate Latin II

With the permission of the director of undergraduate studies, GREK V1202 Intermediate Greek II: Homer may be taken before GREK V1201 Intermediate Greek I.

The intensive elementary courses GREK V1121 Intensive Elementary Greek and LATN V1121 Intensive Elementary Latin may be substituted for the two-term *V1101-V1102* sequence. The intensive intermediate courses GREK S1221 Intensive Intermediate Greek and LATN S1221 Intensive Intermediate Latin may be substituted for the two-term *V1201-V1202* sequence.

LATN V1201 Intermediate Latin I should be taken before LATN V1202 Intermediate Latin II.

For students with secondary-school training in Greek or Latin, the director of undergraduate studies determines, on the basis of records and test scores, what further work is needed to fulfill the language requirement.

ADVANCED PLACEMENT

The department grants 3 credits for a score of 5 on the Latin AP exam, which also satisfies the foreign language requirement, upon successful completion (with a grade of B or higher) of a Latin class at the 3000-level or higher.

MAJOR PROGRAM

The department offers a major in classics and a major track in classical studies. The major in classics involves the intensive study of both Greek and Latin, as well as their cultural matrix; the track in classical studies offers a more interdisciplinary approach. The major in classics is recommended for students planning to continue the study of classics in graduate school. The department also participates in the interdepartmental ancient studies program and offers a concentration in classics; these are all described below.

The major in classics and the track in classical studies are designed in part to build on the experience of the ancient world that undergraduates have acquired at Columbia in the Core Curriculum (especially in *Literature Humanities*). The major in classics is structured on the principle of gradual and closely monitored linguistic progress from the elementary (1100-level) to the advanced (3000- and 4000-levels) and ultimately to the literature survey courses (*W4105-W4106*) in Greek and/or Latin.

Those majors intending to embark on graduate study in classics are especially encouraged to undertake, in their senior year, an independent research project (*V3998*). This option is designed to allow students to personalize their experience in the major

by conducting advanced study in a specialized area under the guidance of the specializing faculty member of their choice.

V3998 is required in the classical studies track. Otherwise, students in classical studies are not required to take advanced courses beyond *V3996 The Major Seminar*, but are expected to follow a coherent plan of study by taking a sequence of cognate courses in different but related departments (e.g., art history and archaeology, history, etc.).

The director of undergraduate studies is responsible for overseeing the path of study followed by each student in classics or classical studies. Through close interaction with the director of undergraduate studies, as well as with other faculty members where appropriate, each major is strongly encouraged to debate the strengths and weaknesses of his or her own trajectory of study even as the requirements for the major are being completed.

Students should contact the director of undergraduate studies with any questions about the classics majors and course offerings. The director of undergraduate studies can provide students with a worksheet to help in planning their progress toward major requirements.

FACULTY PROFESSORS

- Kathy Eden
- Marco Fantuzzi
- Helene P. Foley (Barnard)
- Carmela V. Franklin
- Stathis Gourgouris
- John Ma
- Kristina Milnor (Barnard)
- Seth R. Schwartz
- Deborah T. Steiner (Chair)
- Karen Van Dyck
- Katharina Volk
- Gareth D. Williams
- Nancy Worman (Barnard)
- James E. G. Zetzel

ASSOCIATE PROFESSORS

- Marcus Folch
- Elizabeth Irwin
- Ellen Morris (Barnard)

ASSISTANT PROFESSORS

- Joseph Howley

LECTURERS

- Maria Hadjipolycarpou
- Collomia Charles
- Elizabeth Scharffenberger

REQUIREMENTS

MAJOR IN CLASSICS

The major in classics involves a program in both Greek and Latin languages and literatures, and in Greek and Roman civilization. Students generally emphasize the study of one of the languages (the primary language), but significant study of the other (secondary) language is required as well.

The major requires the completion of 11 courses (a minimum of 34 points) and must include the following:

1. In a primary language:
 - Four courses at or above the *V1200*-level;
 - *The Major Seminar V3996*;
 - Two courses from the following four advanced options: *W4105*, *W4106*, *W4139*, *V3998* (any others may count toward the four upper level requirement).
2. In a secondary language:
 - Two courses at or above the *V1200*-level.
3. Two ancient culture courses, including:
 - One course in the culture of the primary language;
 - One course in any aspect of ancient history or culture (*HIST*, *AHIS*, *PHIL*, *CLLT*, *CLCV*). All substitutions must be approved by the director of undergraduate studies.

The classical languages follow a standard track of elementary (*1100*-level) and intermediate (*1200*-level) levels, followed by *3000*- and *4000*-level classes that may generally be taken in any order.

Although it is easier to complete the major if at least one classical language is begun no later than the first year, it is possible to begin one classical language in the sophomore year and the other in the junior year and still complete the major.

Those planning to go on to graduate study in classics are urged to take both terms of *W4105-W4106* if possible, to write a senior research thesis, and to acquire a reading knowledge of German and preferably also of French (Italian is also useful).

To be eligible for departmental honors and prizes, students must take *V3998*.

MAJOR TRACK IN CLASSICAL STUDIES

The major track in classical studies requires the completion of 11 courses (a minimum of 35 points) and must include the following:

1. Five courses, at or above the *V1102*-level, in either or both Latin and Greek;
2. *The Major Seminar V3996*;

3. Four classes in Ancient History, Art, Philosophy, Religion, and Civilization. Note that certain courses may be 6 credits, e.g., ICCS's *City of Rome* course, and may count as two courses towards this requirement. Students in doubt about a course's relevance should confirm it with the director of undergraduate studies as soon as possible;
4. *Senior Thesis V3998*, completed on a chosen aspect of Greek or Roman civilization under the direction of a faculty member (3 points).

Summer courses *1221/1221* are counted as four credits for the purposes of major requirements.

MAJOR IN ANCIENT STUDIES

Students interested in a major in ancient studies should see the *Ancient Studies* section in this Bulletin.

CONCENTRATION IN CLASSICS

The requirements for this program were modified on September 19, 2014. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

The concentration in classics is designed for those who cannot fit the complete major into their undergraduate schedule, but still wish to take a substantial program in Greek and Latin.

The concentration requires the completion of seven courses (a minimum of 21 points) and must include the following:

1. In a primary language, six courses distributed as follows:
 - Five courses above the *1100*-level, three of which must be *3000*- or *4000*-level;
 - One course from the following three advanced options: *W4105*, *W4106*, *W4139*.
2. One course in Ancient History or Classical Civilization (3 points).

SPECIAL CONCENTRATION IN MODERN GREEK STUDIES

The special concentration in modern Greek studies is designed for students who wish to combine the study of modern Greek with a major or regular concentration. It requires the completion of a minimum of 24 points and must include the following:

1. Language courses (at least 15 points):
 - Four or five modern Greek courses to be taken above the *1202*-level;
 - GRKM *V3998* Senior Research Seminar, to be completed under the supervision of a staff member.
2. Two additional courses to be taken in related fields, including (but not limited to) comparative literature, classics, history,

anthropology, political science, architecture, and sociology. These courses are to be chosen in consultation with the adviser and should conform to the student's overall course of studies (6-8 points).

COURSES

LATIN

LATN V1101 Elementary Latin I. 4 points.

For students who have never studied Latin. An intensive study of grammar with reading of simple prose and poetry.

Fall 2015: LATN V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/25766	T Th F 10:10am - 11:25am 609 Hamilton Hall	Ashley Simone	4	12
LATN 1102	002/26664	M W 6:10pm - 8:00pm 616 Hamilton Hall	Barbara Vinck	4	5
LATN 1102	003/66727	M W 4:10pm - 6:00pm 609 Hamilton Hall	Maria Combatti	4	13/20

Spring 2016: LATN V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/16151	T Th 6:10pm - 8:00pm 609 Hamilton Hall	Isaia Crosson	4	11/20

LATN V1102 Elementary Latin II. 4 points.

Prerequisites: *LATN V1101*.

A continuation of *LATN V1101*, including a review of grammar and syntax for students whose study of Latin has been interrupted.

Fall 2015: LATN V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/10929	T Th 4:10pm - 6:00pm 607 Hamilton Hall	Giulia Bonasio	4	4

Spring 2016: LATN V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/25826	T Th F 10:10am - 11:25am 609 Hamilton Hall	Ashley Simone	4	4/20
LATN 1102	002/22802	M W 6:10pm - 8:00pm 616 Hamilton Hall	Barbara Vinck	4	8/20
LATN 1102	003/28489	M W 4:10pm - 6:00pm 609 Hamilton Hall	Maria Combatti	4	11/20

LATN V1121 Intensive Elementary Latin. 4 points.

Designed to cover all of Latin grammar and syntax in one semester in order to prepare the student to enter *LATN V1201* or *V1202*.

Fall 2015: LATN V1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1121	001/77491	M W 6:10pm - 8:00pm 613 Hamilton Hall	Collomia Charles	4	12

Spring 2016: LATN V1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1121	001/22762	T Th 4:10pm - 6:00pm 613 Hamilton Hall	Collomia Charles	4	13

LATN V1201 Intermediate Latin I. 4 points.

Prerequisites: *LATN V1101-V1102*, or *LATN V1121*, or the equivalent.

Selections from Catullus and from Cicero or Caesar.

Fall 2015: LATN V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1201	001/60939	M W F 11:40am - 12:55pm 609 Hamilton Hall	Collomia Charles	4	9
LATN 1201	002/65967	M W 6:10pm - 8:00pm 609 Hamilton Hall	Alan Fishbone	4	19
LATN 1201	003/66730	M W F 10:10am - 11:25am 616 Hamilton Hall	Isaia Crosson	4	6

Spring 2016: LATN V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1201	001/11768	T Th F 11:40am - 12:55pm 609 Hamilton Hall	Collomia Charles	4	12/25

LATN V1202 Intermediate Latin II. 4 points.

Prerequisites: *LATN V1201* or the equivalent.

Selections from Ovid's *Metamorphoses* and from Sallust, Livy, Seneca, or Pliny.

Fall 2015: LATN V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1202	001/23147	T Th 6:10pm - 8:00pm 613 Hamilton Hall	Evan Jewell	4	11

Spring 2016: LATN V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1202	001/73679	M W F 11:40am - 12:55pm 607 Hamilton Hall	Erik Hermans	4	8/25
LATN 1202	003/72149	M W 6:10pm - 8:00pm 609 Hamilton Hall	Alan Fishbone	4	24/25

LATN V3012 Augustan Poetry. 3 points.

Prerequisites: *LATN V1202* or the equivalent.

Selections from Vergil and Horace. Combines literary analysis with work in grammar and metrics.

Fall 2015: LATN V3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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LATN 3012	001/60178	T Th 11:40am - 12:55pm 607 Hamilton Hall	Katharina Volk	3	15
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LATN V3033 Medieval Language and Literature. 3 points.

Prerequisites: four semesters of college Latin or the instructor's permission.

This survey focuses on translation, grammatical analysis, and discussion of the literary and cultural contexts of medieval Latin prose and poetry. It includes widely read texts by major authors (e.g. Augustin, Boethius, Abelard and Heloise, Bernard of Clairvaux, Petrarch) as well as lesser-known anonymous pieces (e.g. love lyric from the *Cambridge Songs* and the *Carmina Burana*, poetic satire from a *rotulus*, and a novel, the *Historia Apollonii*).

LATN V3309 Lucretius. 3 points.

Prerequisites: *LATN V1202* or the equivalent.

Since the content of this course changes from year to year, it may be repeated for credit.

LATN V3310 Selections from Latin Literature: Vergil. 3 points.

Prerequisites: *LATN V1202* or the equivalent.

Since the content of this course changes from year to year, it may be repeated for credit.

Spring 2016: LATN V3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3310	001/88746	M W 10:10am - 11:25am 613 Hamilton Hall	Joseph Howley	3	10

LATN V3320 Intensive Reading Course. 3 points.

Prerequisites: *LATN V1201-V1202* or the equivalent.

This course is limited to students in the Postbaccalaureate program. The intensive reading of a series of Latin texts, both prose and verse, with special emphasis on detailed stylistic and grammatical analysis of the language.

LATN V3996 The Major Seminar. 3 points.

Prerequisites: junior standing.

Required for all majors in Classics and Classical Studies. The topic changes from year to year but is always broad enough to accommodate students in the languages as well as those in the interdisciplinary major. Past topics include: love, dining, slavery, space, power.

Fall 2015: LATN V3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3996	001/24384	F 2:10pm - 4:00pm 406 Hamilton Hall	Katharina Volk	3	4

LATN V3997 Directed Readings in Latin Literature. 3 points.

Prerequisites: the director of undergraduate studies' permission.

A program of reading in Latin literature, to be tested by a series of short papers, one long paper, or an oral or written examination.

LATN V3998 Supervised Research in Latin Literature. 3 points.

Prerequisites: the director of undergraduate studies' permission.

A program of research in Latin literature. Research paper required.

LATN W4009 Tacitus: Writing Autocracy. 3 points.

Prerequisites: *LATN V3012* or the equivalent.

Since the content of this course changes from year to year, it may be repeated for credit.

Fall 2015: LATN W4009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4009	001/26927	M W 2:40pm - 3:55pm 616 Hamilton Hall	Joseph Howley	3	9

LATN W4105 Latin Literature of the Republic. 4 points.

Prerequisites: at least two terms of Latin at the 3000-level or higher.

Latin literature from the beginning to early Augustan times.

Fall 2015: LATN W4105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4105	001/27568	M W 4:10pm - 6:00pm 617b Hamilton Hall	James Zetzel	4	7

LATN W4139 Elements of Prose Style. 3 points.

Prerequisites: at least four semesters of Latin, or the equivalent.

Intensive review of Latin syntax with translation of English sentences and paragraphs into Latin.

Fall 2015: LATN W4139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4139	001/64619	T Th 11:40am - 12:55pm 609 Hamilton Hall	Gareth Williams	3	19

GREEK**GREK V1101 Elementary Greek I. 4 points.**

For students who have never studied Greek. An intensive study of grammar with reading and writing of simple Attic prose.

Fall 2015: GREK V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1102	001/18583	M W F 1:10pm - 2:25pm 616 Hamilton Hall	Yujhan Claros	4	5
GREK 1102	002/70940	T Th 6:10pm - 8:00pm 616 Hamilton Hall	Paraskevi Martavou	4	12

Spring 2016: GREK V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1102	001/60471	M W 4:10pm - 6:00pm 406 Hamilton Hall	Anna Conser	4	7/18

GREK V1102 Elementary Greek II. 4 points.

Prerequisites: *GREK V1101* or the equivalent, or the instructor or the director of undergraduate studies' permission.

Continuation of grammar study begun in *GREK V1101*; selections from Attic prose.

Fall 2015: GREK V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1102	001/74193	T Th 4:10pm - 6:00pm 616 Hamilton Hall	Collomia Charles	4	2

Spring 2016: GREK V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1102	001/13224	M W F 1:10pm - 2:25pm 616 Hamilton Hall	Yujhan Claros	4	6/18
GREK 1102	002/61010	T Th 6:10pm - 8:00pm 616 Hamilton Hall	Paraskevi Martzavou	4	6/18

GREK V1101 Elementary Greek I. 4 points.

For students who have never studied Greek. An intensive study of grammar with reading and writing of simple Attic prose.

Fall 2015: GREK V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1102	001/18583	M W F 1:10pm - 2:25pm 616 Hamilton Hall	Yujhan Claros	4	5
GREK 1102	002/70940	T Th 6:10pm - 8:00pm 616 Hamilton Hall	Paraskevi Martzavou	4	12

Spring 2016: GREK V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1102	001/60471	M W 4:10pm - 6:00pm 406 Hamilton Hall	Anna Conser	4	7/18

GREK V1121 Intensive Elementary Greek. 4 points.

Covers all of Greek grammar and syntax in one term. Prepares the student to enter second-year Greek (*GREK V1201* or *V1202*).

Fall 2015: GREK V1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1121	001/26711	M W F 11:40am - 12:55pm 616 Hamilton Hall	Jeremy Simmons	4	10

GREK V1201 Intermediate Greek I. 4 points.

Prerequisites: *GREK V1101-1102* or the equivalent. Selections from Attic prose.

Fall 2015: GREK V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1201	001/75510	F 1:10pm - 2:00pm 613 Hamilton Hall	Anna Conser	4	4/18

GREK 1201	001/75510	M W 1:10pm - 2:25pm 613 Hamilton Hall	Anna Conser	4	4/18
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Spring 2016: GREK V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1201	001/73935	T Th F 10:10am - 11:25am 613 Hamilton Hall	John Ma	4	4/18

GREK V1202 Intermediate Greek II: Homer. 4 points.

Prerequisites: *GREK V1101-V1102* or *GREK V1121* or the equivalent.

Detailed grammatical and literary study of several books of the Iliad and introduction to the techniques of oral poetry, to the Homeric hexameter, and to the historical background of Homer.

Fall 2015: GREK V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1202	001/02354	T Th 11:40am - 12:55pm 202 Milbank Hall	Nancy Worman	4	4
GREK 1202	001/02354	Th 4:10pm - 5:25pm 501 Milbank Hall	Nancy Worman	4	4

Spring 2016: GREK V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1202	001/03655	T Th F 11:40am - 12:55pm 202 Milbank Hall	Helene Foley	4	7

GREK V3015 Philo of Alexandria: Historical Essays and the Contemplative Life. 0 points.

Not offered during 2015-16 academic year.

We will read in the original language selections from three treatises -- *In Flaccum*, *Legatio ad Gaium*, and *De Vita Contemplativa* -- of Philo of Alexandria; aside from their importance as Imperial Greek texts, these essays provide essential and very rare evidence for the environment (early Imperial Alexandria) and thought of their author.

GREK V3309 Imperial Prose. 3 points.

Since the content of this course changes from year to year, it may be repeated for credit.

Fall 2015: GREK V3309

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3309	001/73439	M W 2:40pm - 3:55pm 613 Hamilton Hall	Marcus Folch	3	8

GREK V3310 Selections from Greek Literature II: Homer & Hesiod. 3 points.

Prerequisites: *GREK V1201-V1202* or the equivalent.

Since the content of this course changes from year to year, it may be repeated for credit.

Spring 2016: GREK V3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3310	001/77096	T Th 2:40pm - 3:55pm Room TBA	John Ma	3	11

GREK V3320 Intensive Reading Course. 3 points.

Prerequisites: *GREK V1201-V1202* or the equivalent.

This course is limited to students in the Postbaccalaureate program. The intensive reading of a series of Greek texts, both prose and verse, with special emphasis on detailed stylistic and grammatical analysis of the language.

GREK W3980 The Post-Baccalaureate Seminar. 3 points.

Open only to students enrolled in the post-baccalaureate certificate program in Classics.

This seminar aims to provide students in the post-baccalaureate certificate program with opportunities 1) to (re-)familiarize themselves with a selection of major texts from classical antiquity, which will be read in English, 2) to become acquainted with scholarship on these texts and with scholarly writing in general, 3) to write analytically about these texts and the interpretations posed about them in contemporary scholarship, and 4) to read in the original language selected passages of one of the texts in small tutorial groups, which will meet every week for an additional hour with members of the faculty.

Fall 2015: GREK W3980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3980	001/19576	F 2:10pm - 4:00pm 401 Hamilton Hall	Elizabeth Scharffenberger	3	4

GREK V3996 The Major Seminar. 3 points.

Prerequisites: junior standing.

Required for all majors in classics and classical studies. The topic changes from year to year, but is always broad enough to accommodate students in the languages as well as those in the interdisciplinary major. Past topics include: love, dining, slavery, space, power.

Fall 2015: GREK V3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3996	001/25157	F 2:10pm - 4:00pm 408 Hamilton Hall	Katharina Volk	3	8

GREK V3997 Directed Readings. 3 points.

Prerequisites: the director of undergraduate studies' permission. A program of reading in Greek literature, to be tested by a series of short papers, one long paper, or an oral or written examination.

GREK V3998 Supervised Research. 3 points.

Prerequisites: the director of undergraduate studies' permission. A program of research in Greek literature. Research paper required.

GREK W4006 Thucydides. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *GREK V1201* and *V1202*, or their equivalent.

A close reading of Thucydides Book 2, with consideration of its function in the history as a whole.

GREK W4009 Sophocles & Aristophanes. 3 points.

Prerequisites: *GREK V1201* and *V1202*, or their equivalent.

Since the content of the course changes from year to year, it may be taken in consecutive years.

Fall 2015: GREK W4009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4009	001/07460	T Th 10:10am - 11:25am 214 Milbank Hall	Helene Foley	3	20

GREK W4010 Selections from Greek Literature: Thucydides. 3 points.

Prerequisites: *GREK V1201-V1202* or the equivalent.

Since the content of this course changes each year, it may be repeated for credit.

Spring 2016: GREK W4010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4010	001/05481	T Th 1:10pm - 2:25pm 202 Milbank Hall	Nancy Worman	3	11

GREK W4020 Josephus on Siege and Triumph. 4 points.

Prerequisites: appropriate level of Greek.

The main goal of this course is to read books 6 and 7 of Josephus's Jewish War, in particular the sections on the siege and destruction of Jerusalem and the Roman triumph. We will be using the text of Benedikt Niese, Flavii Iosephi Opera, Berlin: Weidmann, 1885-1897 (repr. 1955), which is helpfully reproduced with minor alterations in the Loeb Classical Library edition. Everyone is required to prepare the assigned portion of Greek text for each class; in addition, there will be (depending on the size of the class) several short writing assignments or in-class presentations featuring analysis of a section of the text, and a final paper.

GREK W4105 History of Greek Literature I. 4 points.

Prerequisites: at least two terms of Greek at the 3000-level or higher.

Readings in Greek literature from Homer to the 4th century B.C.

Fall 2015: GREK W4105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4105	001/62192	T Th 2:10pm - 4:00pm 617b Hamilton Hall	Elizabeth Scharffenberger	4	4

GREK W4106 History of Greek Literature II. 4 points.

Prerequisites: at least two terms of Greek at the 3000-level or higher.

Greek literature of the 4th century B.C. and of the Hellenistic and Imperial Ages.

Spring 2016: GREK W4106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4106	001/81248	M W 4:10pm - 6:00pm 617b Hamilton Hall	Elizabeth Irwin	4	6

GREK W4108 History of the Greek and Latin Languages. 3 points.

Not offered during 2015-16 academic year.

Explores the reasons behind the grammatical structures of classical Greek and Latin, based on examination of earlier forms of the languages and on comparison with related languages. The techniques and principles of historical linguistics will also be examined.

GREK W4139 Elements of Prose Style. 3 points.

Prerequisites: at least four terms of Greek, or the equivalent. An intensive review of Greek syntax with translation of English sentences and paragraphs into Attic Greek.

Spring 2016: GREK W4139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4139	001/86147	T Th 10:10am - 11:25am 617b Hamilton Hall	Elizabeth Scharffenberger	3	1

GREK W4140 Greek Stylistics. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: GREK W 4139 or the equivalent. The study of the development of Greek prose style through practice in composition.

GREK W4150 The Greek Language. 3 points.

Not offered during 2015-16 academic year.

Introduction to the phonology and morphology of the Greek language; study of vowels and consonants, noun and verb formation, and characteristics of the Greek dialects, in light of the relation of Greek to Proto-Indo-European and the comparison of Greek forms to other PIE (Proto-Indo-European) languages, demonstrating how the comparative method in historical linguistics accounts for the evolution of the Greek language.

GREK W4210 Topics in Aristotle's Nicomachean Ethics. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: before taking this course, it is encouraged that you read Aristotle's *Nicomachean Ethics* and Plato's *Protagoras* in English.

The course will be devoted to reading Aristotle's *Nicomachean Ethics* in ancient Greek and discussions will focus on concepts found therein.

GREK W8241 Aeschylus' Oresteia. 3 points.

Not offered during 2015-16 academic year.

Intensive study of the Agamemnon and passages from the remaining plays in the trilogy. Major problems in the study of Aeschylean drama.

CLASSICAL CIVILIZATION

CLCV V3006 Roman Religion. 3 points.

Ancient Romans sacrificed animals to their gods (in ways not for the faint of heart) and scrutinized chickens as they pecked at food in order to ascertain the gods' will (with occasionally hilarious results). This course will introduce students to the religious life of ancient Rome as it expanded from city-state to Mediterranean empire. In our study of the rich but complex source material -- literary, epigraphic, archaeological, and numismatic -- we will address questions of practice and belief (did the Romans really believe in a goddess of mowing?), method (how do we relate all the bits and scraps of evidence together?), and reception (how has the concept of 'Roman religion' been formulated and studied over the centuries?) Students will study the history of religious activity in the Roman Republic and Empire (6th c. BCE-5th c. CE).

CLCV V3101 The Archaeology of Ancient Egypt and Nubia. 3 points.

Thanks to the pyramids of Giza, the treasure of Tutankhamun, and other remains of royal activity, pharaonic Egypt is justly famous for its monuments and material culture. Equally fascinating, if less well known, however, are the towns, fortresses, cultic centers, domestic spaces, and non-elite cemeteries that have been excavated over the past 200 years or so. The archaeology of Nubia is also little known but fascinating on many levels. This course will focus on what archaeology can reveal about life as it was experienced by individuals of all social classes. Through a combination of broad surveys and case studies of some of Egypt and Nubia's most culturally indicative and intriguing sites, we will explore issues such as the origins of inequality, state formation and its effects, the uneasy mix of state-planned settlements and village life, urbanism, domestic and community worship, gendered spaces, ethnicity and colonialism, religious revolution and evolution, bureaucracy, private enterprise, and the effects of governmental collapse on life and death in ancient Egypt and Nubia.

Fall 2015: CLCV V3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3101	001/06516	T Th 10:10am - 11:25am 207 Millbank Hall	Ellen Morris	3	15

CLCV V3110 The Ancient City. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Uses archaeological and literary sources to discuss the beginnings of urbanism in the ancient Mediterranean region, with particular focus on 5th-century Athens and Imperial Rome. Aims not just to study how cities developed, but also how that development affected the ways in which people of the time

thought about community living and the meaning of their physical environment.

CLCV W3111 Plato and Confucius: Comparative Ancient Philosophies. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: completion of first semester of CC recommended. Although separated by a distance of nearly 5,000 miles, Classical Greece and China witnessed the near-simultaneous emergence of complex, centralized city-states, intensive agricultural cultivation, urbanization, the growth of imperial administrations, and scientific and technological revolutions. Each also witnessed the emergence of competing schools of philosophy. This course surveys principal works of Classical Greek and Chinese philosophy (where possible in their totality). Our goals are both contextualist and comparativist. Alternating between philosophical traditions, we shall read, discuss, and analyze several works of ancient Greek philosophy and Classical Chinese philosophy within their unique historical contexts and in comparison to one another.

CLCV W3156 Survey of Jewish Literature in Greek. 3 points.

In this class, we will read and analyze excerpts from one of the most overlooked bodies of ancient literature: texts written by Jewish authors in the Greek language. This literature raises many questions, literary and historical. Why did some Jews in the Hellenistic and early Roman periods choose to express themselves in these ways, while others continued to use Hebrew and Aramaic? For what audiences and purposes were these texts intended? Readings include selections from the Septuagint, Philo of Alexandria, and Josephus. The texts will be read in English translation, but classics majors and other Greek readers will be expected to read selections of the material in the original.

Spring 2016: CLCV W3156

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3156	001/92646	M W 10:10am - 11:25am 607 Hamilton Hall	Seth Schwartz	3	3

CLCV V3158 Women in Antiquity. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Examines the role of women in ancient Greek and Latin literature; the portrayal of women in literature as opposed to their actual social status; male and female in ancient Mediterranean cosmologies; readings from ancient epics, lyric drama, history, historical documents, medical texts, oratory, and philosophy, as well as from contemporary sociological and anthropological works that help to analyze the origins of the Western attitude toward women.

Spring 2016: CLCV V3158

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CLCV 3158	001/08631	T Th 2:40pm - 3:55pm LI104 Diana Center	Helene Foley	3	48
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CLCV V3162 Ancient Law. 3 points.

Not offered during 2015-16 academic year.

CLCV V3205 Classics in the 20th and 21st Centuries. 3 points.

Not offered during 2015-16 academic year.

CLCV V3230 Classics and Film. 3 points.

Considers cinematic representations of the ancient Mediterranean world, from early silent films to movies from the present day. Explores films that purport to represent historical events (such as *Gladiator*) and cinematic versions of ancient texts (Pasolini's *Medea*). Readings include ancient literature and modern criticism.

CLCV W3244 Global Histories of the Book. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course introduces students to the material and cultural circumstances of the creation, transmission, circulation and consumption of written literature in cultures around the world from antiquity to the twenty-first century. Students will consider the following questions: What is a book? What role does it play in connecting cultures' pasts with their futures, and cultures with each other? Is it possible to tell a global history of the book? How does the material form of a book relate to its status as a "classic"?

Fall 2015: CLCV W3244

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3244	001/66847	M W 11:40am - 12:55pm 607 Hamilton Hall	Joseph Howley	3	20/20

CLCV V3535 Identity and Society in Ancient Egypt. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

CLCV V3992 Archaeology of the Bronze and Iron Ages in the Southern Levant. 3 points.

The assigned readings provide an overview of the archaeological character of numerous periods and will serve as a basis for common discussion. In addition, however, each participant will also track the archaeology of a particular region as it evolved over time. By focusing attention on micro-regions (specific valleys, wadis, mountain ranges, desert edges, or coastal plains), we will attempt to get as variegated a picture as possible of life in the Southern Levant. While the legacy of the Bible and fraught political relations in modern times will, of course, be discussed as relevant, they are not the focus of the course. Rather, each region and each period will be approached with equal interest and on its own terms.

Spring 2016: CLCV V3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3992	001/03471	M 6:10pm - 8:00pm 214 Milbank Hall	Ellen Morris	3	14/16

CLCV W4015 Roman Law. 3 points.**Not offered during 2015-16 academic year.**

Examines the history of the development of Roman law and legal thought. The role of law in Roman society. Introductions to Roman methods of legal analysis, with emphasis on study and class discussion of cases from the Roman jurists.

CLCV W4100 The Handwritten Book. 3 points.**Not offered during 2015-16 academic year.**

How books were made in Antiquity and the Middle Ages, covering the physical characteristics of handwritten books (scripts, illustrations and illuminations, bindings, writing materials), the context in which books were created (monastic scriptorium, cathedral library, the early bookshops), and the audience which determined their use and contents.

CLCV W4110 Gender and Sexuality In Ancient Greece. 3 points.

BC: Fulfillment of General Education Requirement: Ethics and Values.

Prerequisites: sophomore standing or the instructor's permission. Examination of the ways in which gender and sexuality are constructed in ancient Greek society and represented in literature and art, with attention to scientific theory, ritual practice, and philosophical speculation. Topics include conceptions of the body, erotic and homoerotic literature and practice, legal constraints, pornography, rape, and prostitution.

CLCV W4145 Ancient Political Theory. 3 points.**Not offered during 2015-16 academic year.**

An examination of ancient political theory in its social and philosophical context. Topics will include constitutional theory, the origins and legitimation of government, ethics and politics, the regulation of private life, the rule of law, and the cosmopolis. Authors will include the Sophists, Plato (*Republic*, *Laws*, *Statesman*), Aristotle (*Politics*), Cicero (*Republic*, *Laws*), Polybius, Dio of Prusa (*On Kingship*, *Borysthenic Oration*), and Augustine (*City of God*).

CLCV W4190 Virtue and Happiness: Philosophy in Classical Rome. 3 points.

This class provides an introduction to philosophical texts and practices of Rome's classical era (1st century BC to 2nd century AD). Why study Roman philosophy? While Romans in the early and middle Republic seem to have been satisfied with the moral code inherited from their ancestors (known as the *mos maiorum*), from the time of Cicero until the high Empire, Roman intellectuals wrestled with the problem of combining these traditional values with the range of philosophical texts and practices they encountered in the contemporary Greek world. Even though few ancient Romans qualify as original

philosophical thinkers, philosophy played an important role in Roman culture, and knowledge of philosophical discourses is thus indispensable to our understanding of Roman society, history, and literature. Furthermore, owing to the vagaries of textual transmission, the majority of our sources for Hellenistic philosophy (most notably, Epicureanism and Stoicism) happen to be Roman, with the result that this important chapter of the history of philosophy cannot be studied without detailed attention to the Roman material. And finally, philosophical texts account for some of the most important and attractive works of Latin—and indeed world—literature. Readings will be in English translation and include works by Lucretius, Cicero, Horace, Seneca, Marcus Aurelius, and others.

Spring 2016: CLCV W4190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 4190	001/26530	M W 10:10am - 11:25am 703 Hamilton Hall	Katharina Volk	3	19

CLCV W4411 Egypt in the Classical World. 4 points.

This class traces Egypt's evolving integration into the Classical World from the Saite Dynasty (c. 685 BCE) to the suppression of paganism by the Coptic church. We'll pay close attention to the flashpoints that created conflicts between pagan Egyptians, Greeks, Jews, and Christians and also to integrative aspects of society.

Spring 2016: CLCV W4411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 4411	001/01333	T Th 11:40am - 12:55pm 325 Milbank Hall	Ellen Morris	4	16

CLASSICAL LITERATURE**CLLT V3132 Classical Myth. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Survey of major myths from the ancient Near East to the advent of Christianity, with emphasis upon the content and treatment of myths in classical authors (Homer, Hesiod, Aeschylus, Euripides, Sophocles, Vergil, Livy, Ovid).

Fall 2015: CLLT V3132

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLLT 3132	001/06333	T Th 2:40pm - 3:55pm L1103 Diana Center	Helene Foley	3	54

CLLT V3140 Comedy Past and Present. 3 points.**Not offered during 2015-16 academic year.**

Ancient Greek and Roman comedies are studied along with their modern English counterparts, as we explore how fantasy and satire have been developed as tools for grappling with political, social and cultural issues. Authors may include Aristophanes,

Petronius, Lucian, Apuleius, Seneca, Tom Stoppard, Thomas Pynchon, Douglas Adams and John Waters.

CLLT V3185 From Augustine to Abelard. 3 points.
Not offered during 2015-16 academic year.

The proposed course, Medieval Latin Literature: From Augustine to Abelard, aims to provide undergraduate students with an introduction to the literature of the Latin Middle ages in translation. It will include all the important literary genres within the varieties of Latin which we call Medieval Latin, both in verse and prose. The course will emphasize those types of literary compositions that are newly created within the context of medieval culture, such as monastic rules, Christian hymns, biblical exegesis, hagiography, and devotional literature. The readings will emphasize both continuity with the literary traditions of ancient Rome as found in these texts, but also the integration of biblical narratives and hermeneutics into the written culture of medieval Europe. Also included among the primary sources will be medieval discussions of literary theory.

CLLT V3205 Classics in the 20th and 21st Centuries. 3 points.
Not offered during 2015-16 academic year.

CLLT V3230 Classics and Film. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Considers cinematic representations of the ancient Mediterranean world, from early silent film to movies from the present day. Explores films that purport to represent historical events (such as *Gladiator*) and cinematic versions of ancient texts (Pasolini's *Medea*). Readings include ancient literature and modern criticism.

CLLT W4115 Tragedy and Performance. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

An intensive study of problems relating to the interpretation and performance of Greek and Roman tragedy, including modern stage versions. Special consideration is given to staging, the changing role of actors and the chorus, Aristotle's *Poetics*, and the reception of ancient tragedy, as well as social and philosophical issues, including gender conflict.

CLLT W4300 The Classical Tradition. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Overview of Greek and Roman literature. Close analysis of selected texts from the major genres accompanied by lectures on literary history. Topics include the context out of which the genres arose, the suitability of various modern critical approaches to the ancient texts, the problem of translation, and

the transmission of the classical authors and their influence on modern literature.

Spring 2016: CLLT W4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLLT 4300	001/88008	M W 11:40am - 12:55pm 602 Hamilton Hall	Collomia Charles	3	16

CLLT W4310 Myth and Ritual. 3 points.
Not offered during 2015-16 academic year.

Continuation of *CLLT W3132*. Emphasis on the organization of myth and the persistence of ritual. Survey of different ways of approaching traditional stories. Comparisons from non-Western cultures for the analysis of origins and transformations of myths.

MODERN GREEK

GRKM V1101 Elementary Modern Greek I. 4 points.

This is the first semester of a year-long course designed for students wishing to learn Greek as it is written and spoken in Greece today. As well as learning the skills necessary to read texts of moderate difficulty and converse on a wide range of topics, students explore Modern Greece's cultural landscape from "parea" to poetry to politics. Special attention will be paid to Greek New York. How do "our", "American", "Greek-American" definitions of language and culture differ from "their", "Greek" ones?

Fall 2015: GRKM V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1101	001/11509	F 10:10am - 11:00am 613 Hamilton Hall	Maria Hadjipolycarpou	4	3
GRKM 1101	001/11509	T Th 10:10am - 12:00pm 613 Hamilton Hall	Maria Hadjipolycarpou	4	3

GRKM V1201 Intermediate Modern Greek I. 4 points.

Prerequisites: *GRKM V1101-V1102* or the equivalent.

Corequisites: students are also required to take the conversation class, *GRKM W1211*.

This course is designed for students who are already familiar with the basic grammar and syntax of modern Greek language and can communicate at an elementary level. Using films, newspapers, and popular songs, students engage the finer points of Greek grammar and syntax and enrich their vocabulary. Emphasis is given to writing, whether in the form of film and book reviews or essays on particular topics taken from a selection of second year textbooks.

Fall 2015: GRKM V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1201	001/61687	T Th 12:10pm - 2:00pm 613 Hamilton Hall	Maria Hadjipolycarpou	4	9

GRKM W1211 Intermediate Modern Greek Conversation. 1 point.

For students in *GRKM V1201*, but also open to students not enrolled in *GRKM V1201*, who wish to improve their spoken Modern Greek. For more information, contact Dr. Maria Hadjipolycarpou at mh3505@columbia.edu

Fall 2015: GRKM W1211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1211	001/15673	F 11:10am - 12:00pm 613 Hamilton Hall	Karen Van Dyck	1	8

GRKM V3001 Advanced Modern Greek I. 3 points.

Prerequisites: *GRKM V1201* or the equivalent.

This semester we will continue to build language skills but with particular attention to speaking and writing Greek at the university level. We will focus on such topics as diaspora, history, politics, and identity. We will use materials from literature, critical essays, historiography, film, and mass media as a way to advance knowledge in Modern Greek literature and culture. In addition we will explore the diversity of Greek language as it is spoken in different regions and gain understanding of its evolution through time. Materials include: essays (Seferis, Theotokas); newspaper articles; television interviews (Flessa and Papanikolaou); advertisement; stand-up-comedy (Lazopoulos); music (art-song, *rebetika*, hip-hop); theatre (Demetriades); literature (Roides, Papadiamantis, Kazantzakis, Lymberaki, Karapanou, Galanaki, Charalambides, Chatzopoulos, Choularas).

Fall 2015: GRKM V3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3001	001/82781	M W 4:10pm - 5:25pm 613 Hamilton Hall	Maria Hadjipolycarpou	3	5

GRKM V3135 Topics Through Greek Film. 3 points.

This course explores the history and culture of modern Greece through film. It brings the Greek cinema canon (Angelopoulos, Ferris, Gavras, Cacoyiannis, Koundouros, et al.) into conversation with the work of contemporary artists, documentary filmmakers, and the recent "weird wave." In doing so, the course addresses issues of memory and trauma, public history and testimony, colonialism and biopolitics, neoliberalism and governmentality, and crisis and kinship, and it asks: what kind of lens does film offer onto the study of a society's history and contemporary predicament? The viewing and discussion of films is facilitated through a consideration of a wide range of materials, including novels, criticism, archival footage, and interviews with directors. The course does not assume any background knowledge and all films will have English subtitles. An additional 1-credit bilingual option (meeting once per week at a time TBD) is offered for students who wish to read, view, and discuss materials in Greek.

GRKM W4300 Worlding Cavafy: Desire & Media. 4 points.

By examining Cavafy's work in all its permutations (as criticism, translation, adaptation), this course introduces students to a wide range of critical approaches used in World Literature, Gender Studies, and Translation Studies. The Cavafy case becomes an experimental ground for different kinds of comparative literature methods, those that engage social-historical issues such as sexuality, diaspora, postcoloniality as well as linguistic issues such as multilingualism, media and translation. How does this poet "at a slight angle to the universe" challenge contemporary theories of gender and literature as national institution? How can studying a canonical author open up our theories and practices of translation? Among the materials considered are translations by Edmund Keeley and Philip Sherrard, James Merrill, and Marguerite Yourcenar, commentary by E.M. Forster, C.M. Bowra, and Roman Jakobson, poems by W.H. Auden, Lawrence Durrell, and Joseph Brodsky, and visual art by David Hockney and Duane Michals. Though this course presupposes no knowledge of Greek, students wanting to read Cavafy in the original are encouraged to take the 1-credit directed reading tutorial offered simultaneously.

Fall 2015: GRKM W4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 4300	001/97550	Th 4:10pm - 6:00pm 613 Hamilton Hall	Karen Van Dyck	4	3

GRKM V3998 Senior Research Seminar. 1-4 points.

Designed for students writing a senior thesis or doing advanced research on Greek or Greek Diaspora topics.

GRKM V3997 Directed Readings. 1-4 points.

Designed for undergraduates who want to do directed reading in a period or on a topic not covered in the curriculum.

GRKM W4997 Directed Readings. 1-4 points.

Designed for graduates who want to do directed reading in a period or on a topic not covered in the curriculum.

CLGM V3306 The Making of Modern Greek Poetry: Hip Hop and the Oral Tradition. 3-4 points.

This course is given with a 1-point bilingual option (1 hr. per week) for those students who have the skills to discuss the material in Greek.

Hip-hop, a form of oral poetry and a performative practice, presents literary scholars and cultural critics with particular challenges, especially when emerging in a country like Greece, where poetry and performance have been the two major forms of artistic expression. The class will study the history of hip-hop globally, engage with the study of Modern Greek, primarily oral, rhymed, and folk, poetry--its themes, style and techniques. Students will think critically about the ramifications of hip-hop culture and the historical and political contexts in which hip-hop culture took, and continues to take, shape. Particular attention is paid to questions of race, gender, class, and globalization. The class will consider questions of orality, textuality and

performativity: What is the relation of poetry and hip-hop? What traditions influence poetry and what hip-hop? Who writes poetry and who does hip-hop? Students will be asked to engage in creative projects such as, create a piece of Hip Hop art, write Hip Hop journalism, translate poetry from Greek to English, organize a poetry night or poetry slam contest, present a local performer in the form of an open interview in class.

CLGM V3920 The World Responds to the Greeks: Greece Faces East. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course examines the way particular spaces - cultural, urban, literary - serve as sites for the production and reproduction of cultural and political imaginaries. It places particular emphasis on the themes of the *polis*, the city, and the nation-state as well as on spatial representations of and responses to notions of the Hellenic across time. Students will consider a wide range of texts as spaces - complex sites constituted and complicated by a multiplicity of languages - and ask: How central is the classical past in Western imagination? How have great metropolises such as Paris, Istanbul, and New York fashioned themselves in response to the allure of the classical and the advent of modern Greece? The question of space and the site-specific will also be raised by the very logistics of the course, which will link two classrooms, two groups of students, and two professors - one at Columbia University, and the other at Boğaziçi University, by way of long-distance technologies. **This course fulfills the global core requirement.**

Spring 2016: CLGM V3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGM 3920	001/68046	Th 9:00am - 11:00am 200 Heyman Center For Humanities	Dimitrios Antoniou	3	22/22

CLGM G4005 Dictatorships and their Afterlives. 4-5 points.

Optional 1-point bilingual guided reading.

What does the investigation of a dictatorship entail and what are the challenges to such an endeavor? Why (and when) do particular societies turn to an examination of their non-democratic pasts? What does it mean for those who never experienced an authoritarian regime first-hand to remember it through television footage, literature, and popular culture? To what extent do current economic and political crises alter public narratives of dictatorial pasts? This seminar examines the afterlives of dictatorships and the ways in which they are remembered, discussed, examined, and give rise to conflicting narratives in post-dictatorial environments. The course takes as its point of departure the case of the Greek military regime of 1967-1974, and draws on materials ranging from graphic novels to films, performance art, poetry, and architecture to consider issues such as resistance, complicity, censorship, witnessing, ghosts, and public history. This seminar is open to undergraduate and graduate students and assumes neither a particular disciplinary background nor a familiarity with Greece.

An additional 1-credit bilingual option (meeting once per week at a time TBD) is offered for students who wish to read and discuss materials in Greek.

COLLOQUIA, INTERDEPARTMENTAL SEMINARS, AND PROFESSIONAL SCHOOL OFFERINGS

Occasionally, and for a variety of reasons, faculty offer courses outside of the existing structure of Arts and Sciences academic departments. Such courses may be colloquia: team-taught interdisciplinary courses; interdepartmental seminars explicitly offered by two or more academic departments; or undergraduate-specific courses offered by faculty outside of the Arts and Sciences. All of these courses may be counted toward the undergraduate degree, but it is for the faculty of each department or program to determine whether or not they can count toward a major or concentration.

COURSES

INTERDEPARTMENTAL SEMINARS

INSM W3920 Nobility and Civility. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: one semester of Contemporary Civilization or Literature Humanities, or an equivalent course, and the instructor's permission.

A team-taught multicultural, interdisciplinary course examining traditions of leadership and citizenship as they appear in the key texts of early Indian, Islamic, Far Eastern, and Western civilizations. One goal is to identify and examine common human values and issues evident in these texts while also recognizing key cultural differences.

Fall 2015: INSM W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3921	001/73246	W 2:10pm - 4:00pm HI-2 Heyman Center For Humanities	Jo Ann Cavallo, Wm Theodore De Bary	4	16/30

INSM W3921 Nobility and Civility II. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: one semester of Contemporary Civilization or Literature Humanities, or an equivalent course, and the instructor's permission.

A team-taught multicultural, interdisciplinary course examining traditions of leadership and citizenship as they appear in the key texts of early Indian, Islamic, Far Eastern, and Western civilizations. One goal is to identify and examine common human values and issues evident in these texts while also recognizing key cultural differences.

Spring 2016: INSM W3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3921	001/86896	W 2:10pm - 4:00pm HI-2 Heyman Center For Humanities	Douglas Chalmers, Wm Theodore De Bary, Rachel Chung	4	22/30

INSM W3950 Friendship in Asian and Western Civilization. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

The colloquium studies ideals and practices of friendship in East Asia and the West. How have two great civilizations understood exemplary friendship in changing historical settings? Literary, historical, and social science approaches. Students are expected to participate actively and to write a substantial paper, working closely with one or both instructors.

Spring 2016: INSM W3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3950	001/76701	W 4:10pm - 6:00pm 522c Kent Hall	Allan Silver, 4 Rachel Chung		13/16

INSM C3940 Science Across Cultures. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited. Open to seniors and some qualified juniors. Priority given to seniors. **Not offered during 2015-16 academic year.**

Development of scientific thought from various cultures and from antiquity till the time of the European Renaissance. Provides examples of the process by which scientific thinking has developed and illustrates that, although science may not have always developed in a linear fashion, the problems science was called upon to solve exhibited a continuity that crossed cultural, linguistic, and religious borders.

PROFESSIONAL SCHOOL OFFERINGS

JOUR W3100 Journalism and Public Life. 3 points.

An introduction to the conventions, traditions, values, assumptions, and arguments that have shaped the institution of journalism and its central role in public life. Through close readings/viewings of current and classic works of journalism as well as secondary sources, we explore some of the Big Questions: What is journalism for? What is its role in public life, and how has that changed over time? Is objectivity dead—or should it be? How have new technologies affected our expectations? Is sensationalism bad for you? What is the future of journalism? The focus is on the American experience from the colonial era to the present day, though we will also draw comparisons with international developments.

Spring 2016: JOUR W3100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JOUR 3100	001/76351	T Th 10:10am - 11:25am 413 Kent Hall	Michael Schudson	3	11/40

PUBH W3100 Fundamentals of Global Health. 3 points.

Many of the greatest challenges in public health are global. This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health and the relationship between health and political, social and economic development. Drawing upon the sciences, social sciences, and humanities, students will be introduced to the evolution of modern approaches to the setting of global health priorities, the functions and roles of health systems, an overview of current global health practices, and the major institutional players in global health. The first unit of the class will focus on establishing the foundations for a public health approach to understanding the challenges of global health. This will involve exploration of the factors shaping the global distribution of disease and their connection with issues of social, economic, and political development, as reflected in the Millennium Development Goals. The second unit will explore in further detail a number of major health priorities. A significant goal of the class will be to identify common sources of vulnerability and challenge across health risks, and the consequent need for a systemic approach to their being addressed. The third and final unit builds upon this analysis to demonstrate the multi-disciplinary, multi-level approach required to effectively address global health priorities, and the political and organizational cooperation required to achieve this. The class concludes with an analysis of the major challenges and threats to global coordination regarding such threats as pandemic influenza and emerging health threats related to climate change. Offered in the spring.

Spring 2016: PUBH W3100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 3100	001/11780	M W 4:10pm - 5:25pm 203 Mathematics Building	Marni Sommer, RACHEL MORESKY	3	90/100

PUBH W3200 Introduction to Public Health. 3 points.

An introduction to and overview of public health. Through a series of sessions with leading public health experts, this course views the multifaceted nature of public health through a prismic lens addressing key concepts, approaches, and issues of historical and contemporary import: What is public health and how has public health evolved over time? What are the core methods of public health? What are the approaches to understanding and addressing both infectious and chronic, non-communicable diseases? What role do micro- and macro-level determinants (i.e., biology and social context) play in public health? What are the global trends in population health? How does the individual life course bear on population health? How do systems, policy, and population health mutually shape each other? How are public

health programs designed and evaluated? What are the limits of public health?

Spring 2016: PUBH W3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 3200	001/75285	T Th 11:40am - 12:55pm 603 Hamilton Hall	Dana March	3	45

COMPARATIVE LITERATURE AND SOCIETY

Program Office: B-101 Heyman Center, East Campus;
212-854-4541; icls@columbia.edu
<http://icls.columbia.edu>

Director: Prof. Lydia Liu, 407 Kent Hall; 212-854-5631;
ll2410@columbia.edu

Director of Undergraduate Studies: Associate Prof. Madeleine
Dobie, 510 Philosophy; 212-854-9874; mld2027@columbia.edu

Assistant Director: Sarah Monks, B-102 Heyman Center, East
Campus; 212-854-8850; sm3373@columbia.edu

Established at Columbia in 1998, the Institute for
Comparative Literature and Society (ICLS) (<http://icls.columbia.edu>) promotes a global perspective in the study of
literature and its social context. Committed to cross-disciplinary
study of literary works, the Institute brings together the rich
resources of Columbia in the various literatures of the world; in
the social sciences; in art history, architecture, and media; and in
the medical humanities.

The major program at ICLS allows qualified students to study
literature, culture, and society with reference to material from
several national traditions, or in combination of literary study
with comparative study in other disciplines in the humanities
and social sciences. Under the guidance of the director of
undergraduate studies, students select courses offered by
participating departments.

The program is designed for students whose interest and
expertise in languages other than English permit them to work
comparatively in several national or regional cultures. The
course of study differs from that of traditional comparative
literature programs, both in its cross-disciplinary nature and in
its expanded geographic range, including not just European, but
also Asian, Middle Eastern, African, and Latin American cultures.

The program includes course work in the social sciences, and
several core courses are jointly taught by faculty from different
disciplines. Students thus explore a variety of methodological
and disciplinary approaches to cultural and literary artifacts in
the broadest sense. The cross-disciplinary range of the program
includes visual and media studies; law and the humanities;
medicine and the humanities; and studies of space, cities, and
architecture. As a major or concentration, this program can be
said to flow naturally from Columbia's Core Curriculum, which
combines literature, art, philosophy, and social thought, and
consistently attracts some of Columbia's most ambitious and
cosmopolitan students.

Students can choose to complete the major in Comparative
Literature and Society (CLS) or the major track in Medicine,
Literature, and Society (MLS). Currently, the MLS track is not
available for the concentration.

Given the wide variety of geographic and disciplinary
specializations possible within the major and concentration,
students construct their course sequence in close collaboration
with the director of undergraduate studies. All students,
however, share the experience of taking the course CPLS V3900
Introduction to Comparative Literature and Society in their
sophomore year, as well as the required senior seminar in the
fall of their last year in the program. The ICLS major and
concentration are designed for students interested in the cross-
disciplinary and cross-cultural study of texts, traditions, media,
and discourses in an increasingly transnational world.

Students planning to apply for admission to the CLS major, the
MLS major track, or the CLS concentration should organize
their course of study in order to complete the following
prerequisites by the end of the sophomore year:

1. Preparation to undertake advanced work in one foreign
language, to be demonstrated by completion of two
introduction to literature courses, typically numbered
3333-3350.
2. Completion of at least four terms of study of a second foreign
language or two terms in each of two foreign languages.
3. Enrollment in *CPLS V3900* ([http://bulletin.columbia.edu/
search/?P=CPLS%20V3900](http://bulletin.columbia.edu/search/?P=CPLS%20V3900)) *Introduction to Comparative
Literature and Society* in the spring semester of the sophomore
year.

Information about admission requirements and application to the
major or concentration can be found at [http://icls.columbia.edu/
academics/undergraduate/the_undergraduate_program](http://icls.columbia.edu/academics/undergraduate/the_undergraduate_program). Students
are advised to meet with the director of undergraduate studies
before submitting the statement of purpose for the application.

DEPARTMENTAL HONORS

To be eligible for departmental honors, students must have a
minimum grade point average of 3.6 for courses in the major.
Departmental honors will be conferred only on students who
have submitted a superior senior thesis that clearly demonstrates
originality and excellent scholarship. Note that the senior thesis
is not required for the major. For information on the honors
program, see [http://icls.columbia.edu/academics/undergraduate/
undergraduate_departmental_honors](http://icls.columbia.edu/academics/undergraduate/undergraduate_departmental_honors).

FACULTY

EXECUTIVE COMMITTEE OF ICLS

Gil Anidjar (Religion; Middle Eastern, South Asian, and African
Studies)

Jean Louise Cohen (Political Science)

Patricia Dailey (English)

Souleymane Bachir Diagne (French and Romance Philology)

Mamadou Diouf (Middle Eastern, South Asian, and African Studies)
 Madeleine Dobie (French and Romance Philology)
 Brent Hayes Edwards (English; Jazz Studies)
 Stathis Gourgouris (Classics; English and Comparative Literature)
 Andreas Huyssen (Germanic Languages)
 Lydia Liu (East Asian Languages and Cultures)
 Reinhold Martin (Architecture)
 Rosalind Morris (Anthropology)
 Anupama Rao (History, Barnard)
 Jesús Rodríguez-Velasco (Latin American and Iberian Cultures)
 Oliver Simons (Germanic Languages)
 Gayatri Chakravorty Spivak (University Professor)
 Nadia Urbinati (Political Science)
 W.B. Worthen (Theatre, Barnard)

REQUIREMENTS

GUIDELINES FOR ALL ICLS MAJORS AND CONCENTRATORS

At the time of application, students interested in the major (including the major track in medicine, literature, and society) or concentration must have met these requirements:

1. Foreign language 1: four semesters of language training (or equivalent) and two semesters of introductory literature courses, typically numbered 3330-3350;
2. Foreign language 2: four semesters of one language or two semesters of two languages;
3. CPLS V3900 Introduction to Comparative Literature and Society, usually taken in the spring of the sophomore year;
4. A GPA of at least 3.5;
5. A focus statement, 1-2 pages in length. The focus is a period, theme, problem, movement, etc., that is explored from an interdisciplinary and/or a comparative perspective. Faculty understand that this statement is a work in progress, but that it serves as a useful guide to students' academic pursuits and course selection.

MAJOR IN COMPARATIVE LITERATURE AND SOCIETY

The major in comparative literature and society requires a minimum of 42 points, or 14 courses, in comparative literature and society as follows. Note that language courses taken to fulfill the application requirements 1 and 2 above do not count toward the major or concentration. In the description below, "affiliated disciplines" refers to the humanities (except the language and literature departments), the social sciences (history, anthropology, political science, etc.), law, and architecture:

1. CPLS V3900 Introduction to Comparative Literature and Society, required for all majors and normally taken in the spring of the sophomore year;

2. Advanced courses as follows (please note that one course may be used to fulfill two of the advanced course requirements):
 - Two courses with a *CPLS* designator. *CLxx* courses, i.e., courses designated as comparative in nature by various language and literature departments, may count for the major with director of undergraduate studies' approval
 - Two seminars (discussion-driven courses at the 3000- or 4000-level), chosen from among the affiliated disciplines
 - Two courses requiring readings in a language other than English, preferably conducted in the target language and for which written assignments are composed in the language as well
 - Three courses in a single national or regional literature and/or culture, chosen from any discipline or school
 - Four courses in literature or any of the affiliated disciplines and related to the student's historical or thematic focus;
3. CPLS V3991 Senior Seminar in Comparative Literature and Society;
4. Senior thesis (optional).

MAJOR TRACK IN MEDICINE, LITERATURE, AND SOCIETY

The major track in medicine, literature, and society requires 15 courses of study. Students interested in the track are strongly encouraged to fulfill their science requirement with classes in human biology (e.g., *Human Species, Genes and Development*) or human psychology (e.g., *Mind, Brain, and Behavior*).

1. CPLS V3900 Introduction to Comparative Literature and Society, required for all ICLS majors and normally taken in the spring of the sophomore year;
2. Three courses with a *CPLS* designator. *CLxx* courses, i.e., courses designated as comparative in nature by various language-literature or social science departments, may count for the major with director of undergraduate studies' approval;
3. Three courses within a given department/discipline that address students' focused interest (Literature and Medicine; Medical Anthropology; History of Medicine/Public Health) and develop the methodological skills of that discipline;
4. Two courses requiring readings in a language other than English, preferably conducted in the target language and for which written assignments are composed in the language as well;
5. Four courses in interdisciplinary studies that address the nexus of the students' interests (Literature and Medicine; Medical Anthropology; History of Medicine/Public Health) OR an individual area of specialization (e.g., Disability Studies; Neuroscience and the Human; Technology Studies; Discourses of the Body; Biopolitics; Bioethics; etc.);

6. One course of engaged scholarship/service learning/ independent project (this may be fulfilled by appropriate study abroad and/or study elsewhere in the United States);
7. CPLS V3992 Senior Seminar in Medicine, Literature, and Society;
8. Senior thesis (optional).

CONCENTRATION IN COMPARATIVE LITERATURE AND SOCIETY

The concentration in comparative literature and society requires a total of 36 points, or 12 courses in comparative literature and society as follows:

1. *CPLS V3900 Introduction to Comparative Literature and Society*, normally taken in the spring of the sophomore year;
2. Advanced courses as follows:
 - Two courses with a *CPLS* designator. *CLxx* courses, i.e., courses designated as comparative in nature by the various language and literature departments, may count for the major with director of undergraduate studies' approval
 - Two seminars (discussion-driven courses at the 3000- or 4000-level), chosen from among the affiliated disciplines
 - One to two courses requiring readings in a language other than English, preferably conducted in the target language and for which written assignments are composed in the language as well
 - Two to three courses in a single national or regional literature and/or culture, chosen from any discipline or school
 - Two to four courses in literature or any of the affiliated disciplines and related to the student's historical or thematic focus.

COURSES

CPLS V3190 Aesthetics of the Grotesque. 3 points.

Examination of the grotesque in different cultural contexts from late Renaissance to the postmodern period comparing modes of transgression and excess in Western literature and film.

Particular emphasis on exaggeration in style and on fantastic representations of the body, from the ornate and corpulent to the laconic and anorexic. Readings in Rabelais, Swift, Richardson, Poe, Gogol, Kafka, Meyrink, Pirandello, Greenaway, and M. Python.

Fall 2015: CPLS V3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3190	001/09977	T Th 4:10pm - 5:25pm 328 Milbank Hall	Erk Grimm	3	21

CPLS W3333 East/West Frametale Narratives. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Not offered during 2015-16 academic year.

Frametale narratives, the art of inserting stories within stories, in oral and written forms, originated in East and South Asia centuries ago; tales familiar to Europe, often called novellas, can trace their development from oral tales to transmitted Sanskrit and Pahlavi tales, as well as Arabic and Hebrew stories. Both Muslim Spain and Christian Spain served as the nexus between the East and Europe in the journey of translation and the creation of new works. Through readings and films, the course examines the structure, meaning, and function of ancient, medieval, and early modern frametale narrative from the Arabian Nights to the works of Cervantes. This is a Global Core course. Application Instructions: E-mail Professor Patricia E. Grieve (peg1@columbia.edu) no later than November 17, 2014 with the subject heading "Application: E/W Frametale Narratives." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Applicants will be notified of decisions by November 18, 2014.

CPLS W3454 Blood/Lust: Staging the Early Modern Mediterranean. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement Application Required. **Not offered during 2015-16 academic year.**

This course examines, in 16th and 17th century Spain and England (1580-1640), how the two countries staged the conflict between them, and with the Ottoman Empire; that is, how both countries represented national and imperial clashes, and how the concepts of being "Spanish", "English", or "Turk" often played out on the high seas of the Mediterranean with Islam and the Ottoman Empire. We will consider how the Ottoman Empire depicted itself artistically through miniatures and court poetry. The course will include travel and captivity narratives from Spain, England, the Ottoman Empire, and the Barbary States.

CPLS V3675 Mad Love. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT).

The history of irrational love as embodied in literary and non-literary texts throughout the Western tradition. Readings include the Bible, Greek, Roman, Medieval, and modern texts.

Spring 2016: CPLS V3675

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3675	001/04024	M W 2:40pm - 3:55pm 413 Kent Hall	Alfred Mac Adam	3	54

CPLS W3722 Narrative and Disability. 4 points.

The past ten years have seen an explosion of memoirs, blogs, essays, novels, and films about illness and disability. This course will look at the intersection of disability and narrative, investigating the ways that illness and disability give rise to unique forms of representation in a variety of media. We will contextualize our study of narrative by asking what political and

social factors have given rise to the current boom in disability narratives, as well as the way we understand disability itself. We will lend historical depth to our investigation by looking at earlier examples of disability in literary and visual culture, seeking to understand how more recent representations are informed both by a longer literary history, as well as such practices as freak shows, institutionalization, and the rise of the medical and/or helping professions. Weekly meetings are organized topically to introduce students to some of the major concepts and debates currently animating the field of disability studies.

Fall 2015: CPLS W3722

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3722	001/17299	W 2:10pm - 4:00pm 207 Union Theological Seminary	Rachel Adams, Sarah Monks	4	9/20

CPLS V3900 Introduction to Comparative Literature and Society. 3 points.

Introduction to concepts and methods of comparative literature in cross-disciplinary and global context. Topics may include: oral, print, and visual culture; epic, novel, and nation; literature of travel, exile, and diaspora; sex and gender transformation; the human/inhuman; writing trauma; urban imaginaries; world literature; medical humanities. Open only to students intending to declare a major in Comparative Literature and Society or Medicine, Literature, and Society in Spring 2015.

Spring 2016: CPLS V3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3900	001/19688	T 10:00am - 11:50am 716 Philosophy Hall	Nanor Kebranian	3	29/30

CPLS W3942 Literature, Medicine & Technology. 4 points.

Contemporary biomedical technologies have delivered an unprecedented ability to refashion our bodies and by extension the social institutions in which bodies circulate and become meaningful. But these technologies have also wrought unexpected changes in social and cultural institutions like the family and the novel. And the novel has always responded to technological change in its preoccupation with revolutions, industrial and digital, while also becoming an object of those changes as the printing press gives way to digital ways of reading, producing and structuring texts. Technology has broadened medicine's involvement in everyday life and new literary genres like the neuro-novel and the illness memoir have risen in response. By reading technological change in terms of health and illness, family structures and literary innovation, we will engage with the medical, cultural and representational meanings developed by many of these new technologies. Readings will include but not be limited to novels and memoirs by Shelley Jackson, Lucy Grealy, Maggie Nelson, Kazuo Ishiguro and Tom McCarthy.

Spring 2016: CPLS W3942

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CPLS 3942	001/62898	T 10:10am - 12:00pm 402 Hamilton Hall	Rishi Goyal	4	20/20
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CPLS W3943 Risk, Illness Narratives and the Contemporary Novel. 3 points.

The human body, a loose and baggy construction, is inherently vulnerable. We are at risk from the food and water we eat and drink, from the air we breathe, and from the sun that warms us; we are at risk from our jobs and our transportation systems; we are at risk from terrorism; in our genes, we are even at risk before we are born. And not only are we at risk, we put everything else at risk (global warming, the thinning of the ozone layer, deforestation, overfishing, etc). In the 21st century, the discourse of risk seems to be everywhere. As Ulrich Beck wrote in *The Risk Society*, modernity is characterized by "problems and conflicts that originate in the production, definition and distribution of techno-scientifically generated risks." However, the only thing that seems to be certain is that these risks are uncertain. In this class, we will investigate the representation and thematization of theories of risk in illness narratives and contemporary novels. As the difference between perceived and actual risks seems to magnify, as the benefits of technological innovation are increasingly seen as producing risks of an equal magnitude, as our health and our environment are constantly besieged by narratives of risk, fictional and autobiographical characters and protagonists are more firmly inhabiting these 'riskscapes'. How do illness narratives and novels make formal choices about what kinds of risk stories can be told? How does the generative capacity of risk, and its related terms paranoia and anxiety, motivate plots and metaphors? How does an understanding of risk help us discriminate between hypochondria and other more tangible forms of disease? We will explore theories of risk, and the production of meaning around risk in works by Don Delillo, Richard Powers, Amitav Ghosh, Susanne Antonetta, and Alice Wexler, among others.

CPLS W3944 Literature and Medicine: Imagining Illness. 3 points.

Not offered during 2015-16 academic year.

Between Virginia Woolf's pronouncement that no great literature of illness exists and Henry James' late contention that sickness offers for the writer the "shortest of all cuts to the interesting state," we have a possible range of literary responses to illness. But bodies and disease are not just socially contested discursive formations; they are determined by the constraints of biological reality. The experience of illness, from autism to cancer, comes to life in this intersection of "medical fact" and representational value. Through the reading of literary accounts of illness and illness narratives, as conceived by patients, physicians, and professional writers, we will develop a language and theoretical framework to explore the relation between culture and medicine in the construction of the sick body and self. To highlight these reciprocal relations, we will examine the scientific and representational meanings of concepts like contagion, vaccination, genetic transmission, and transplantation in the works of Mary Shelley, Oscar Wilde, Thomas Mann, William

Gibson, and Kazuo Ishiguro, in addition to illness memoirs by Susanne Antonetta, Emmanuelle Laborit, and Paul Monette.

CPLS W3945 Transnational Memory Politics and the Culture of Human Rights. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course is only open to advanced undergraduates. **Not offered during 2015-16 academic year.**

Prerequisites: the instructor's permission.

A cross-disciplinary and transnational inquiry into memory politics in the contemporary world. Topics include the relation between history and public memory, transitional justice, media of memory (photography, film, graphic novels, monuments, and memorials), and human rights. AN APPLICATION IS REQUIRED. Please send the following information to clasota@columbia.edu no later than November 7, 2013: year and major, relevant courses taken, and interest in the course. Students will be notified of application decisions during early registration week.

CPLS V3947 Transnational Melodrama. 3 points.

Not offered during 2015-16 academic year.

Our common understanding of melodrama refers to a set of subgenres that remain close to the heart and hearth, and feature a heightened emotionalism and moral contrast. This melodramatic, or excessive, narrative and imagination has also been a prevalent mode dealing with intercultural clashes and historical conflict. This course explores melodramatic imaginations in literature, film, and drama mainly at three historical and geopolitical moments: the 18th century, the interwar period, and the present global era. The goal of this course is to investigate the history and imagination of global interrelations through melodramatic representation and inquiry in Chinese, European, and American literature and culture. In the end, we aim to develop a critical understanding of race, gender, immigration, and border thinking in our globalized world. Course materials range from Chinese Ming drama to Puccini's *Madame Butterfly*, from Turkish-German film *Head On* to Chinese American novel *American Knees*.

CPLS W3948 The Environment: Bio-Politics, Aesthetics, Ideo-Theology. 3 points.

Not offered during 2015-16 academic year.

This course seeks to understand how the Environment came to stand as a dominant paradigm for comprehending economic and social interactions in the latter half of the twentieth century. Proposing that by the 1960's the Environment had subsumed antecedent world-models such as "Universal History", this course traces an arc from early-modern European natural history to the late-twentieth-century discourse on sustainability, examining how post-Enlightenment scientific and humanist discourses were absorbed within and transformed by the construct of the Environment. For example, we will see how the terms and techniques for analyzing and managing "Nature" in early-modern Europe shifted almost seamlessly by the mid-twentieth century into terms and techniques for organizing "the

Environment" via developments in evolutionary science and eugenics, psychoanalysis, computer modeling, and new forms of global governance. Because the Environment has been posited as an empirically-knowable system that simultaneously transcends any ontological category, we will question methods by which to approach such a discursive-material object, looking at how different disciplines have attempted to measure, understand, and delimit the Environment: e.g., as a psychological, semiotic, biological, cultural, or technological entity. Within the post-World War II decades, we will pay particular attention to how architects, landscape architects, planners, and technological designers contributed to the Environment's conceptual formation. Readings for most weeks include one primary text supplemented by secondary sources. The course is open to all advanced undergraduates and should be of especial interest to students of history, anthropology, art history, engineering, and the biological sciences.

CPLS W3949 Land, Nomad, Nation: The Making of Indigeneity. 3 points.

Given that "indigenous" is a category without clear demarcations—that can only be formulated in relation to something deemed less indigenous—this course explores how claims to indigeneity have been represented in relation to land and governance, focusing on media of representation, including art, literature, and architecture. In light of recent international movements seeking to establish a framework of "indigenous rights" within the rubric of "universal rights", this course takes note of certain aesthetic corollaries to this negotiation of the universalizable exception. Specifically, we will ask how art and architecture—often associated with place, stability, and longevity—operate in relation to the movements of people or their re-settlement. Relatedly, we will ask how literature both unites people under the rubric of nationality while also operating across national boundaries. Readings will focus on forms of land use, aesthetic representations of land, and relations between land and nation. Finally, we will ask whether claims to political rights and participation must always be rooted (so to speak) in practices of land tenure. The scope of the course is broadly global and focused mostly on the eighteenth through twentieth centuries, although several readings deal with more distant eras. This seminar is open to undergraduate students from all disciplines and should be of especial interest to students of history, anthropology, art history, engineering, and the biological sciences. Open to graduate students with permission from instructor. This course is intended to expand students' historical and critical perspectives on an issue of pressing contemporary importance, touching on the future of rights of both "indigenous" people and migrants. Students will research a topic of their choosing in greater depth and develop maps and texts that illustrate overlapping and perhaps conflicting approaches to land use.

Fall 2015: CPLS W3949

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3949	001/65945	F 10:10am - 12:00pm	Virginia Nolan,	3	2

309 Hamilton Hall Sarah
Monks

CPLS V3950 Colloquium in Literary Theory. 4 points.

Prerequisites: Enrollment limited to 18.

Examination of concepts and assumptions present in contemporary views of literature. Theory of meaning and interpretation (hermeneutics); questions of genre (with discussion of representative examples); a critical analysis of formalist, psychoanalytic, structuralist, post-structuralist, Marxist, and feminist approaches to literature.

Spring 2016: CPLS V3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3950	001/01193	T Th 4:10pm - 5:25pm 903 Altschul Hall	Emily Sun	4	3

CPLS W3955 The West in Global Thought. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Not offered during 2015-16 academic year.

This seminar explores the meaning of the "West" through political and cultural critiques articulated - and carried out - across the world from the late 19th century to the present. We will examine how a wide range of writers, philosophers, filmmakers, and political activists have construed the "West". This interdisciplinary approach enables us to highlight how the "West" has been criticized for possessing different and contradictory characteristics - for being materialistic and idealist; national and imperial; secular and Christian; universalist and Euro-centric; progressive and polluting. Students will confront these critiques by analyzing how the category of the "West" figured (and figures) into the various agendas of intellectuals from Asia, the Middle East, Africa, and Europe itself.

CPLS W3956 Postcolonial Narrative and the Limits of the Human. 3 points.

Not offered during 2015-16 academic year.

This course is an attempt to connect developments in postcolonial studies to the critique and rethinking of humanism. Students will practice close reading of literary, ethnographic, and perhaps some archival texts, and will respond to these texts through critical academic writing, wherein they will enact their own close readings. As Michel Foucault reveals (now famously) in *The Order of Things*, "man" is not a universal but a contingent invention of the Enlightenment, inscribing a particular vision of life, labor, and language in the biological, economic, and linguistic sciences. Frequently this idea of the human has been articulated precisely through the assertion of its difference from non-European patterns of kinship and economic practice. This conceptual distinction, through the idea of race and its instantiation in Imperialism, would lead to much of the globe's human population being refused inclusion in the category of the human. Yet third and fourth world writers have also used the idea of the human as a rallying cry to resist this Imperialism (even as the latter, based itself on an exclusionary exploration of the category of the human). For instance, Franz

Fanon, in *Black Skin, White Masks*, declared the necessity of exploring a "New Humanism." How are we to think humanism, while being attentive to both its exclusionary genealogy and its emancipator potential? The course approaches this question by contrasting modernist and postcolonial texts that differently engage modernity, tradition, and intentionality, all refracted through the question of the human. In doing so, we will also examine the idea of the absolute outside to the human: the animal, through the related philosophical question that Jacques Derrida, among others, has recently raised.

CPLS V3960 Foundations of Narrative Medicine: Giving and Receiving Accounts of Self. 4 points.

Not offered during 2015-16 academic year.

Narrative competence is a crucial dimension of health-care delivery, the capacity to attend and respond to stories of illness, and the narrative skills to reflect critically on the scene of care. Narrative Medicine explores and builds the clinical applications of literary knowledge. How are illnesses emplotted? Does suffering belong to a genre? Can a medical history be co-narrated in order to redistribute ownership and authority? What does Geoffrey Hartman mean by the term, "story cure"? The objectives of this course include furthering close reading skills, and exploring theories of self-telling and relationality. At the center of this project is the medical encounter. We are interested in situations in which one person gives an account of himself, of herself, and another person is expected to receive it. In examining the complexities of this exchange, to help clinicians to fulfill their "receiving" duties more effectively, we will turn to narrative theory, performance theory, autobiographical theory, psychoanalytic theory, and the nexus of narrative and identity. Readings will include works by Fyodor Dostoevsky, Henry James, W.G. Sebald, Kazuo Ishiguro, Judith Butler, Arthur Frank, Jonathan Shay, Michael White, and an assortment of the readings in narrative theory, trauma scholarship, and witnessing literature.

CPLS V3991 Senior Seminar in Comparative Literature and Society. 3 points.

Required of all comparative literature and society majors.

Intensive research in selected areas of comparative literature and society. Topic for 2015: TBA

Fall 2015: CPLS V3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3991	001/61898	T 9:00am - 10:50am 501b International Affairs Bldg	Nanor Kebranian, Sarah Monks	3	15/20

CPLS V3992 Senior Seminar in Medicine, Literature, and Society. 3 points.

Required of all Medicine, Literature, and Society majors.

Intensive research in selected areas of Medicine, Literature, and Society.

CPLS V3995 Senior Thesis on Comparative Literature and Society. 3 points.

Students who decide to write a senior thesis should enroll in this tutorial. They should also identify, during the fall semester, a member of the faculty in a relevant department who will be willing to supervise their work and who is responsible for assigning the final grade. The thesis is a rigorous research work of approximately 40 pages (including a bibliography formatted in MLA style). It may be written in English or in another language relevant to the student's scholarly interests. The thesis should be turned in on the announced due date as hard copy to the Director of Undergraduate Studies.

CPLS W3997 Independent Study-Undergrad. 1-3 points.
Independent Study (set up for MLS service learning)**CPLS W4013 Classical Mythology. 3 points.****CPLS W4100 Andalusian Symbiosis: Islam and the West. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Class discussion and readings in English. **Not offered during 2015-16 academic year.**

This interdisciplinary team-taught seminar deals with the rich culture of Iberia (present-day Spain and Portugal) during the period when it was an Islamic, mostly Arabic-speaking territory - from the 8th to the 15th century. This theme course is significant in its approach to the study of Andalusia for a number of reasons: it grounds the study of Muslim Spain in the larger context of the history of Islam and of Arabic culture outside of Spain; it embraces many aspects of the hybrid Andalusian legacy: history, language, literature, philosophy, music, art, architecture, and sciences, among others; and, while the course includes materials from Christian writers, the textual materials focus more on Arabic writings and the viewpoint of Muslim Spaniards. The course closely examines the cultural symbiosis between Arab Muslims and Christian Europeans during the eight centuries of their coexistence in Andalusia. Through a critical reading of an appropriately chosen set of texts translated into English from Arabic, Latin, Spanish, and other Iberian dialects, students will study the historical, literary, linguistic, religious, artistic, architectural, and technological products that were created by the remarkable symbiosis that took place in Andalusia. With its multiethnic and multilingual forms, the Andalusian legacy bears direct resemblance to our contemporary multicultural world and provides students with a rare opportunity to integrate knowledge of different sources and viewpoints. In the first and final weeks, we compare how two contemporary historical novels, by Arab writer Radwa Ashour and Tariq Ali (of Pakistani extraction), treat the fall of Granada in 1492.

CPLS W4220 Narrative, Health, and Social Justice. 4 points.

Narrative medicine - its practice and scholarship - is necessarily concerned with issues of trauma, body, memory, voice, and intersubjectivity. However, to grapple with these issues, we must locate them in their social, cultural, political, and historical contexts. Narrative understanding helps unpack the complex power relations between North and South, state and worker,

disabled body and able-body, bread-earner and child-bearer, as well as self and the Other (or, even, selves and others). If disease, violence, terror, war, poverty and oppression manifest themselves narratively, then resistance, justice, healing, activism, and collectivity can equally be products of a narrative based approach to ourselves and the world.

Fall 2015: CPLS W4220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4220	001/67497	T 10:10am - 12:00pm 402 Hamilton Hall	Sayantani DasGupta, Sarah Monks	4	13/16

OF RELATED INTEREST**Classics**

CLGM W3937	The Culture of Democracy
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Comparative Literature (Barnard)

CPLT BC3110	Introduction to Translation Studies
CPLS BC3123	Friend or Foe? World Literature and the Question of Justice
CPLS BC3170	Translating Madness: The Sciences and Fictions of Pathology
CPLS BC3510	Advanced Workshop in Translation

East Asian Languages and Cultures

CLEA W4101	Literary and Cultural Theory East and West
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English and Comparative Literature

CLEN W3390	The Art of the Novel
CLEN W4550	Narrative and Human Rights
CLEN W4995	Special Topics in Modern Literature: Reading Lacan

English (Barnard)

CLEN W4560	Backgrounds to Contemporary Theory
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Germanic Languages

CLGR W4207	Aesthetics Under Siege: the Frankfurt School
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History (Barnard)

HIST BC4830	Bombay/Mumbai and Its Urban Imaginaries
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Italian

CLIA V3660	Mafia Movies: From Sicily to The Sopranos
CLIA G4405	Poetry, Poetics, and Contemporary Society, 1945-Present

Middle Eastern, South Asian, and African Studies

CLME G4227	The Islamic Context of the Arabian Nights since the Establishment of Baghdad
CLME G4228	The Arab Street: Politics and Poetics of Transformation

Religion

RELI W4712	Recovering Place
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Slavic Languages

CLRS V3301	Angry Young Decade: 1955 - 1965 In Russia, Poland, USA & England
CLSL W4003	Central European Drama in the Twentieth Century
CLRS W4011	Dostoevsky, Tolstoy, and the English Novel [in English]
CLCZ W4030	Postwar Czech Literature [in English]
CLCZ W4035	The Writers of Prague
CLSL W4075	Soviet and Post-Soviet, Colonial and Post Colonial Film
CLSL W4995	Central European Jewish Literature: Assimilation and Its Discontents

COMPUTER SCIENCE

Departmental Office: 450 Computer Science Building;
212-939-7000
<http://www.cs.columbia.edu/>

Director of Undergraduate Education: Dr. Jae Woo Lee, 715
CEPSR; 212-939-7066; jae@cs.columbia.edu

The majors in the Department of Computer Science provide students with the appropriate computer science background necessary for graduate study or a professional career. Computers impact nearly all areas of human endeavor. Therefore, the department also offers courses for students who do not plan a computer science major or concentration. The computer science majors offer maximum flexibility by providing students with a range of options for program specialization. The department offers three majors: computer science; information science; and computer science-mathematics, offered jointly with the Mathematics Department.

COMPUTER SCIENCE MAJOR

Students study a common core of fundamental topics, supplemented by a track that identifies specific areas for deeper study. The foundations track prepares students for advanced work in fundamental, theoretical, and mathematical aspects of computing, including analysis of algorithms, scientific computing, and security. The systems track prepares students for immediate employment in the computer industry as well as advanced study in software engineering, operating systems, computer-aided digital design, computer architecture, programming languages, and user interfaces. The artificial intelligence track provides specialization for the student interested in natural language processing and systems capable of exhibiting “human-like” intelligence. The applications track is for students interested in the implementation of interactive multimedia content for the Internet and wireless applications. The vision and graphics track exposes students to computer vision, graphics, human-computer interaction, and robotics.

A combination track is available to students who wish to pursue an interdisciplinary course of study combining computer science and another field in the arts, humanities, mathematics, natural sciences, or social sciences. A student planning a combination track should be aware that one additional course is required to complete this option.

INFORMATION SCIENCE MAJOR

Information science is an interdisciplinary major designed to provide a student with an understanding of how information is organized, accessed, stored, distributed, and processed in strategic segments of today’s society. Recent years have seen an explosive growth of on-line information, with people of all ages and all walks of life making use of the World Wide Web and other information in digital form.

This major puts students at the forefront of the information revolution, studying how on-line access touches on all disciplines and changing the very way people communicate. Organizations have large stores of in-house information that are crucial to their daily operation. Today’s systems must enable quick access to relevant information, must ensure that confidential information is secure, and must enable new forms of communication among people and their access to information.

The information science major can choose a scientific focus on algorithms and systems for organizing, accessing, and processing information, or an interdisciplinary focus in order to develop an understanding of, and tools for, information modeling and use within an important sector of modern society such as economics or health.

ADVANCED PLACEMENT

The department grants 3 points for a score of 4 or 5 on the AP Computer Science A exam along with exemption from COMS W1004 Introduction to Computer Science and Programming in Java. Students can receive credit for only one introductory computer science sequence.

LABORATORY FACILITIES

The department has well-equipped lab areas for research in computer graphics, computer-aided digital design, computer vision, databases and digital libraries, data mining and knowledge discovery, distributed systems, mobile and wearable computing, natural language processing, networking, operating systems, programming systems, robotics, user interfaces, and real-time multimedia.

The computer facilities include a shared infrastructure of Sun and Linux multi-processor file servers; NetApp file servers; a student interactive teaching and research lab of high-end multimedia workstations; a load balanced web cluster with 6 servers and business process servers; a large student laboratory, featuring 18 windows machines and 33 Linux towers each with 8 cores and 24GB memory; a remote Linux cluster with 17 servers; a large Linux compute cluster; and a number of computing facilities for individual research labs. In addition, the data center houses a compute cluster consisting of a Linux cloud with 43 servers each with 2 Nehalem processors, 8 cores, and 24GB memory. This can support about 5000 of VMware instances.

Research labs contain several large Linux and Solaris clusters; Puma 500 and IBM robotic arms; a UTAH-MIT dexterous hand; an Adept-1 robot; three mobile research robots; a real-time defocus range sensor; interactive 3-D graphics workstations with 3-D position and orientation trackers; prototype wearable computers, wall-sized stereo projection systems; see-through head-mounted displays; a networking testbed with three Cisco 7500 backbone routers, traffic generators; an IDS testbed with secured LAN, Cisco routers, EMC storage, and Linux servers; and a simulation testbed with several Sun servers and Cisco

Catalyst routers. The department uses a SIP IP phone system. The protocol was developed in the department.

The department's computers are connected via a switched 1Gb/s Ethernet network, which has direct connectivity to the campus OC-3 Internet and internet 2 gateways. The campus has 802.11b/g wireless LAN coverage.

The research facility is supported by a full-time staff of professional system administrators and programmers.

FACULTY PROFESSORS

- Alfred V. Aho
- Peter K. Allen
- Peter Belhumeur
- Steven M. Bellovin
- David Blei
- Michael J. Collins
- Steven K. Feiner
- Luis Gravano
- Jonathan L. Gross
- Julia Hirschberg
- Gail E. Kaiser
- John R. Kender
- Kathleen R. McKeown
- Shree K. Nayar
- Jason Nieh
- Steven M. Nowick
- Kenneth A. Ross
- Henning G. Schulzrinne
- Salvatore J. Stolfo
- Joseph F. Traub
- Henryk Wozniakowski (*emeritus*)
- Mihalis Yannakakis

ASSOCIATE PROFESSORS

- Alexander Andoni
- Luca Carloni
- Xi Chen
- Stephen A. Edwards
- Eitan Grinspun
- Tony Jebara
- Angelos D. Keromytis
- Tal Malkin
- Vishal Misra
- Itshack Pe'er
- Daniel Rubenstein
- Rocco Servedio
- Simha Sethumadhavan

- Junfeng Yang

ASSISTANT PROFESSORS

- Augustin Chaintreau
- Yaniv Erlich
- Roxana Geambasu
- Daniel Hsu
- Suman Jana
- Martha Allen Kim
- Allison Lewko
- Eugene Wu
- Changxi Zheng

SENIOR LECTURER IN DISCIPLINE

- Adam Cannon

LECTURER IN DISCIPLINE

- Paul S. Blaer
- Jae Woo Lee
- Ansaf Salieb-Aouissi

ASSOCIATED FACULTY

- Shih-Fu Chang
- Edward G. Coffman Jr.
- Dana Pe'er
- Clifford Stein
- Steven H. Unger (*emeritus*)
- Vladimir Vapnik
- Yechiam Yemini (*emeritus*)

SENIOR RESEARCH SCIENTISTS

- Arthur G. Werschulz
- Moti Yung

RESEARCH SCIENTISTS

- Rebecca Passonneau
- Anargyros Papageorgiou
- Owen Rambow

ASSOCIATED RESEARCH SCIENTISTS

- Mohit Gupta
- Nizar Habash

REQUIREMENTS GUIDELINES FOR ALL COMPUTER SCIENCE MAJORS AND CONCENTRATORS

Courses

Students may receive credit for only one of the following two courses:

- COMS W1004 Introduction to Computer Science and Programming in Java
- COMS W1005 Introduction to Computer Science and Programming in MATLAB.

Students may receive credit for only one of the following three courses:

- COMS W3134 Data Structures in Java
- COMS W3136 Data Structures with C/C++
- COMS W3137 Honors Data Structures and Algorithms

Transfer Credit

As a rule, no more than 12 transfer credits are accepted toward the major.

Grading

A maximum of one course worth no more than 4 points passed with a grade of D may be counted toward the major or concentration.

MAJOR IN COMPUTER SCIENCE

Please read *Guidelines for all Computer Science Majors and Concentrators* above.

All majors should confer with their program adviser each term to plan their programs of study. Students considering a major in computer science are encouraged to talk to a program adviser during their first or second year. A typical program of study is as follows:

Program of Study

Computer Science Core (22-24 points)

For students who declare in Spring 2014 and beyond:

ENGI E1006	Introduction to Computing for Engineers and Applied Scientists (recommended but not required)
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First Year

COMS W1004	Introduction to Computer Science and Programming in Java
or COMS W1007	Honors Introduction to Computer Science

Sophomore Year

COMS W3134 or COMS W3137	Data Structures in Java Honors Data Structures and Algorithms
COMS W3157	Advanced Programming
COMS W3203	Discrete Mathematics: Introduction to Combinatorics and Graph Theory

Junior and Senior Year

Select the remaining required core courses:

COMS W3261	Computer Science Theory
CSEE W3827	Fundamentals of Computer Systems

Select one of the following courses:

COMS W3210	Scientific Computation
COMS W3251	Computational Linear Algebra
SIEO W3600	Introduction to Probability and Statistics

or SIEO W4150 Introduction to Probability and Statistics

Students who have taken AP Computer Science in high school and received a score of 4 or 5 are exempt from COMS W1004 Introduction to Computer Science and Programming in Java, but are encouraged to pursue the honors introductory sequence COMS W1007 Honors Introduction to Computer Science- COMS W3137 Honors Data Structures and Algorithms.

For students who declared prior to Spring 2014:

First Year

COMS W1004	Introduction to Computer Science and Programming in Java
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Sophomore Year

COMS W1007	Honors Introduction to Computer Science
COMS W3137	Honors Data Structures and Algorithms
COMS W3157	Advanced Programming
COMS W3203	Discrete Mathematics: Introduction to Combinatorics and Graph Theory

Junior and Senior Year

COMS W3261	Computer Science Theory
CSEE W3827	Fundamentals of Computer Systems

Beyond the CS Core, for students who declare before or after Spring 2014, the major requires 41 or 44 points depending on the track as follows:

Mathematics (3 points)

Calculus II or Calculus III.

Track Requirement (15 or 18 points)

Students must select one of the following six upper-level tracks. Each track, except the combined track, requires five courses consisting of required, elective breadth, and elective track courses. The combined track requires a selection of six advanced courses:

three 3000- or 4000-level computer science courses and three 3000- or 4000-level courses from another field. The elective breadth requirement in each track can be fulfilled with any 3-point computer science 3000-level or higher course that is not a computer science core course or a technical elective course in that track. In addition to the breadth elective, the track requirements are as follows:

Foundations Track (15 points)

For students interested in algorithms, computational complexity, scientific computing, and security.

Required Courses

CSOR W4231	Analysis of Algorithms I
COMS W4236	Introduction to Computational Complexity
COMS W4241	Numerical Algorithms and Complexity

Track Electives

COMS W4203	Graph Theory
COMS W4205	
COMS W4252	Introduction to Computational Learning Theory
COMS W4261	Introduction to Cryptography
COMS W4281	Introduction to Quantum Computing
COMS W4444	Programming and Problem Solving
COMS W4771	Machine Learning
COMS W4772	Advanced Machine Learning

Adviser Approved:

COMS W3902	Undergraduate Thesis
COMS W3998	Undergraduate Projects in Computer Science
COMS W4901	Projects in Computer Science
COMS W4995	Special Topics in Computer Science, I

COMS W4996

One Breadth Course

Any 3-point COMS 3000- or 4000-level course except those courses in the CS core or in the required or elective courses for this track

Software Systems Track (15 points)

For students interested in networking, programming languages, operating systems, and software systems.

Required Courses

COMS W4115	Programming Languages and Translators
COMS W4118	Operating Systems I
CSEE W4119	Computer Networks

Track Electives

Any COMS W41xx course	
COMS W4444	Programming and Problem Solving
Any COMS W48xx course	

Adviser Approved:

COMS W3902	Undergraduate Thesis
COMS W3998	Undergraduate Projects in Computer Science
COMS W4901	Projects in Computer Science
COMS W4995	Special Topics in Computer Science, I

COMS W4996

One Breadth Course

Any 3-point COMS 3000- or 4000-level course except those courses in the CS core or in the required or elective courses for this track

Intelligent Systems Track (15 points)

For students interested in machine learning, robotics, and systems capable of exhibiting “human-like” intelligence.

Required Courses

Select two of the following courses:

COMS W4701	Artificial Intelligence
COMS W4705	Natural Language Processing
COMS W4706	Spoken Language Processing
COMS W4731	Computer Vision
COMS W4733	Computational Aspects of Robotics
COMS W4771	Machine Learning

Track Electives

Any COMS W40xx course

COMS W4252	Introduction to Computational Learning Theory
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Any COMS W47xx course

Adviser Approved:

COMS W3902	Undergraduate Thesis
COMS W3998	Undergraduate Projects in Computer Science
COMS W4901	Projects in Computer Science
COMS W4995	Special Topics in Computer Science, I

COMS W4996

One Breadth Course

Any 3-point COMS 3000- or 4000-level course except those courses in the CS core or in the required or elective courses for this track

Applications Track (15 points)

For students interested in interactive multimedia applications for the internet and wireless networks.

Required Courses

COMS W4115	Programming Languages and Translators
COMS W4170	User Interface Design

Track Electives

Any COMS W41xx course

Any COMS W47xx course	
Adviser Approved:	

COMS W3902	Undergraduate Thesis
COMS W3998	Undergraduate Projects in Computer Science
COMS W4901	Projects in Computer Science
COMS W4995	Special Topics in Computer Science, I

COMS W4996

One Breadth Course

Any 3-point COMS 3000- or 4000-level course except those courses in the CS core or in the required or elective courses for this track

Vision and Graphics Track (15 points)

For students interested in computer vision, graphics, and advanced forms of human computer interaction.

Required Courses

Select two of the following courses:

COMS W4160	Computer Graphics
COMS W4167	Computer Animation
COMS W4731	Computer Vision

Track Electives

COMS W4162	Advanced Computer Graphics
COMS W4170	User Interface Design
COMS W4172	3D User Interfaces and Augmented Reality

COMS W4701	Artificial Intelligence
COMS W4733	Computational Aspects of Robotics
COMS W4735	Visual Interfaces to Computers
COMS W4771	Machine Learning

Adviser Approved:

COMS W3902	Undergraduate Thesis
COMS W3998	Undergraduate Projects in Computer Science
COMS W4901	Projects in Computer Science
COMS W4995	Special Topics in Computer Science, I

COMS W4996

One Breadth Course

Any 3-point COMS 3000- or 4000-level course except those courses in the CS core or in the required or elective courses for this track

Combination Track (18 points)

For students who wish to combine computer science with another discipline. A coherent selection of six courses is required: three 3000- or 4000-level computer science courses and three 3000- or 4000-level courses from another discipline. This track should be selected by the end of the first semester of the junior year and the courses should be planned with the adviser.

MAJOR IN COMPUTER SCIENCE—MATHEMATICS

For a description of the joint major in computer science—mathematics, see the *Mathematics* section in this bulletin.

MAJOR IN INFORMATION SCIENCE

Please read *Guidelines for all Computer Science Majors and Concentrators* above.

The major in information science requires a minimum of 33 points including a core requirement of five courses. Students must then select at least six upper-division elective courses, focusing on an information-intensive thematic area.

Core Requirement

COMS W1001	Introduction to Information Science
COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1007	Honors Introduction to Computer Science
COMS W3134	Data Structures in Java
SIEO W4150	Introduction to Probability and Statistics
or SIEO W3600	Introduction to Probability and Statistics

The elective courses should be chosen with a faculty adviser to focus on the modeling and use of information within the context of a disciplinary theme. Following are some suggested programs of instruction:

Information Science and Contemporary Society

Students can focus on the fundamental principles and technologies involved in the organization, searching, transmission, and manipulation of on-line information by studying database management systems, information retrieval systems, Web search engines, and natural language processing technology.

Alternatively, students may focus on how humans use technology and how technology has changed society. Given that these systems and technology often involve substantial interaction with humans, students are encouraged to take courses from human-focused areas such as human-computer interaction, psychology, and sociology.

The requirements include:

Three courses involving processing of text or data such as the following:

COMS W4111	Introduction to Databases
COMS W4705	Natural Language Processing
COMS W4771	Machine Learning

Two courses from human-focused areas such as the following:

COMS W4170	User Interface Design
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PSYC W2215 Cognition and the Brain
Two application courses (e.g., from economics or biology)

Information Science and the Economy

Students can focus on understanding information modeling together with existing and emerging needs in economics and finance, as well as algorithms and systems to address those needs by taking courses in economics, finance, artificial intelligence, and mathematical modeling. For example, students may take courses in machine learning, statistics, and econometrics to understand how computers are enabling prediction modeling in many disciplines.

The requirements include:

Two courses in artificial intelligence and mathematical modeling such as the following:

COMS W4701	Artificial Intelligence
COMS W4771	Machine Learning

One course involving processing of text or data such as the following:

COMS W4111	Introduction to Databases
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Two courses each in economics and finance such as the following:

Economics:

ECON W1105	Principles of Economics
ECON BC3017	Economics of Business Organization

Finance:

IEOR E4007	Optimization Models and Methods for Financial Engineering
IEOR E4308	Industrial Budgeting and Financial Control

Information Science and Health Sciences

Students can focus on understanding information modeling together with existing and emerging needs in health sciences, as well as algorithms and systems to address those needs by taking courses in computational biology, computational genomics, and biomedical informatics. For example, students may take courses that integrate computer science and biology, leading to understanding the role that computational processes play in decoding the human genome.

The requirements include:

Three courses in either artificial intelligence and mathematical modeling, processing of text or data, or human computer interaction such as the following:

Artificial Intelligence and Mathematical Modeling:

COMS W4701	Artificial Intelligence
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Processing of Text or Data:

COMS W4111	Introduction to Databases
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Human Computer Interaction:

COMS W4170	User Interface Design
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Three courses drawn from the biomedical area such as the following:

BINF G4001	Introduction To Computer Applications In Health Care and Biomedicine
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BIOL W4037	Bioinformatics of Gene Expression
ECBM E3060/E4060	Introduction to genomic information science and technology

One course drawn from a human centered area such as the following:

PSYC W2215	Cognition and the Brain
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MAJOR IN COMPUTER SCIENCE-STATISTICS

Please read *Guidelines for all Computer Science Majors and Concentrators* above.

In response to the ever growing importance of "big data" in scientific and policy endeavors, the last few years have seen an explosive growth in theory, methods, and applications at the interface between computer science and statistics. The statistics and computer science departments have responded with a joint-major that emphasizes the interface between the disciplines.

Prerequisites (15 points)

MATH V1101	Calculus I
MATH V1102	Calculus II
MATH V1201	Calculus III
MATH V2010	Linear Algebra

Select one of the following courses:

STAT W1001	Introduction to Statistical Reasoning
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

Statistics (12 points)

STAT W3105	Introduction to Probability
or STAT W4105	Introduction to Probability
STAT W3107	Introduction to Statistical Inference
or STAT W4107	Introduction to Statistical Inference
STAT W3315	Linear Regression Models
or STAT W4315	Linear Regression Models
STAT W4400	Statistical Machine Learning
or COMS W4771	Machine Learning

Computer Science (15 points)

Select one of the following courses:

COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1005	Introduction to Computer Science and Programming in MATLAB
COMS W1007	Honors Introduction to Computer Science

ENGI E1006	Introduction to Computing for Engineers and Applied Scientists
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Select one of the following courses:

COMS W3134	Data Structures in Java
COMS W3136	Data Structures with C/C++
COMS W3137	Honors Data Structures and Algorithms

Three required courses:

COMS W3203	Discrete Mathematics: Introduction to Combinatorics and Graph Theory
COMS W3210	Scientific Computation
CSOR W4231	Analysis of Algorithms I

Electives (12 points)

Select two of the following courses:

STAT W3026	Applied Data Mining
STAT W4199	Statistical Computing in SAS
STAT W4240	Data Mining
STAT W4242	Introduction to Data Science
STAT W4249	Applied Data Science
STAT W4606	Elementary Stochastic Processes

Select two of the following courses:

COMS W3261	Computer Science Theory
COMS W4111	Introduction to Databases
COMS W4130	Principles and Practice of Parallel Programming
COMS W4236	Introduction to Computational Complexity
COMS W4252	Introduction to Computational Learning Theory

Any COMS W47xx course

CONCENTRATION IN COMPUTER SCIENCE

Please read *Guidelines for all Computer Science Majors and Concentrators* above.

For students who declare in Spring 2014 and beyond:

The concentration in computer science requires a minimum of 22-24 points, as follows:

COMS W1004	Introduction to Computer Science and Programming in Java
or COMS W1007	Honors Introduction to Computer Science
COMS W3134	Data Structures in Java
or COMS W3137	Honors Data Structures and Algorithms
COMS W3157	Advanced Programming
COMS W3203	Discrete Mathematics: Introduction to Combinatorics and Graph Theory
COMS W3261	Computer Science Theory

CSEE W3827	Fundamentals of Computer Systems (or any 3 point 4000 -level computer science course)
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Select one of the following courses:

COMS W3210	Scientific Computation
COMS W3251	Computational Linear Algebra
SIEO W3600	Introduction to Probability and Statistics
or SIEO W4150	Introduction to Probability and Statistics

For students who declared prior to Spring 2014:

The concentration requires a minimum of 23 points, as follows:

COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1007	Honors Introduction to Computer Science
COMS W3137	Honors Data Structures and Algorithms
COMS W3157	Advanced Programming
COMS W3261	Computer Science Theory
CSEE W3827	Fundamentals of Computer Systems (or any 3-point 4000-level computer science course)

COURSES COMPUTER SCIENCE

COMS W1001 Introduction to Information Science. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Basic introduction to concepts and skills in Information Sciences: human-computer interfaces, representing information digitally, organizing and searching information on the World Wide Web, principles of algorithmic problem solving, introduction to database concepts, and introduction to programming in Python.

COMS W1002 Computing in Context. 4 points.

CC/GS: Partial Fulfillment of Science Requirement

Introduction to elementary computing concepts and Python programming with domain-specific applications. Shared CS concepts and Python programming lectures with track-specific sections. Track themes will vary but may include computing for the social sciences, computing for economics and finance, digital humanities, and more. Intended for nonmajors. Students may only receive credit for one of ENGI E1006 and COMS W1002.

Fall 2015: COMS W1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1002	001/76532	T Th 5:40pm - 6:55pm 309 Havemeyer Hall	Karl Sigman, Matthew Jones,	4	88/150

Adam
Cannon

COMS W1004 Introduction to Computer Science and Programming in Java. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

A general introduction to computer science for science and engineering students interested in majoring in computer science or engineering. Covers fundamental concepts of computer science, algorithmic problem-solving capabilities, and introductory Java programming skills. Assumes no prior programming background. Columbia University students may receive credit for only one of the following two courses: *W1004* and *W1005*.

Fall 2015: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/71983	M W 4:10pm - 5:25pm 417 International Affairs Bldg	Paul Blaer	3	345/400

Spring 2016: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/26477	T Th 5:40pm - 6:55pm 417 International Affairs Bldg	Adam Cannon	3	331/400

COMS W1005 Introduction to Computer Science and Programming in MATLAB. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

A general introduction to computer science concepts, algorithmic problem-solving capabilities, and programming skills in MATLAB. Assumes no prior programming background. Columbia University students may receive credit for only one of the following two courses: *W1004* and *W1005*.

Fall 2015: COMS W1005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1005	001/28454	T Th 1:10pm - 2:25pm 313 Fayerweather	Paul Blaer	3	30/78

COMS W1007 Honors Introduction to Computer Science. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: AP Computer Science with a grade of 4 or 5 or similar experience.

An honors-level introduction to computer science, intended primarily for students considering a major in computer science.

Computer science as a science of abstraction. Creating models for reasoning about and solving problems. The basic elements of computers and computer programs. Implementing abstractions using data structures and algorithms. Taught in Java.

Fall 2015: COMS W1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1007	001/23609	T Th 1:10pm - 2:25pm 203 Mathematics Building	John Kender	3	75/90

COMS W1404 Emerging Scholars Program Seminar. 1 point.

Pass/Fail only.

Prerequisites: the instructor's permission.

Corequisites: *COMS W1004/COMS W1007* or *ENGI E1006*.

Peer-led weekly seminar intended for first and second year undergraduates considering a major in Computer Science. Pass/fail only. May not be used towards satisfying the major or SEAS credit requirements.

Fall 2015: COMS W1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1404	001/13202	F 12:15pm - 1:30pm 652 Schermerhorn Hall	Adam Cannon	1	37

COMS W3101 Programming Languages. 1 point.

BC: Fulfillment of General Education Requirement:
Quantitative and Deductive Reasoning (QUA).

Prerequisites: fluency in at least one programming language. Introduction to a programming language. Each section is devoted to a specific language. Intended only for those who are already fluent in at least one programming language. Sections may meet for one hour per week for the whole term, for three hours per week for the first third of the term, or for two hours per week for the first six weeks. May be repeated for credit if different languages are involved.

Fall 2015: COMS W3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3101	001/66547	T 6:10pm - 8:00pm 603 Hamilton Hall	Ramana Isukapalli	1	23/45
COMS 3101	002/89286	F 2:10pm - 4:00pm 517 Hamilton Hall	Lawrence Stead	1	46/60
COMS 3101	004/78149	W 6:10pm - 8:00pm 424 Pupin Laboratories	Emily Stolfo	1	15/25
COMS 3101	005/98699	M 6:10pm - 8:00pm 503 Hamilton Hall	Daniel Mechanic	1	37/60

Spring 2016: COMS W3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3101	001/23319	F 2:10pm - 4:00pm 329 Pupin Laboratories	Lawrence Stead	1	58/60

COMS 3101	002/96848	T 6:10pm - 8:00pm 327 Seeley W. Mudd Building	Ramana Isukapalli	1	37/45
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COMS W3102 Development Technologies. 1-2 points.Lab Hours: 0 - 2 **Not offered during 2015-16 academic year.**

Prerequisites: Fluency in at least one programming language
Introduction to software development tools and environments.
Each section devoted to a specific tool or environment. One-point sections meet for two hours each week for half a semester and two point sections include an additional two-hour lab.

COMS W3134 Data Structures in Java. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W1004* or knowledge of Java.
Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following three courses: *COMS W3134*, *COMS W3136*, *COMS W3137*.

Fall 2015: COMS W3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/10644	M W 5:40pm - 6:55pm 301 Pupin Laboratories	Daniel Bauer	3	156/150
COMS 3134	002/71899	T Th 5:40pm - 6:55pm 614 Schermerhorn Hall	Lawrence Stead	3	89/120

Spring 2016: COMS W3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/23082	M W 5:40pm - 6:55pm 417 International Affairs Bldg	Paul Blaer	3	304/300
COMS 3134	002/89038	M W 1:10pm - 2:25pm 486 Computer Science Bldg	Daniel Bauer	3	54/60

COMS W3136 Data Structures with C/C++. 4 points.

Prerequisites: *COMS W1004*, *W1005*, *W1007*, or *ENGI E1006*.
A second programming course intended for nonmajors with at least one semester of introductory programming experience. Basic elements of programming in C and C++, arraybased data structures, heaps, linked lists, C programming in UNIX environment, object-oriented programming in C++, trees, graphs, generic programming, hash tables. Due to significant overlap, students may only receive credit for either COMS W3134, W3136, or W3137.

Fall 2015: COMS W3136

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3136	001/17639	T Th 4:10pm - 5:25pm 312 Mathematics Building	Jae Lee	4	98/150

COMS W3137 Honors Data Structures and Algorithms. 4 points.

BC: Fulfillment of General Education Requirement:
Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W1004* or *W1007*.

Corequisites: *COMS W3203*.

An honors introduction to data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following three courses: *COMS W3134*, *W3136*, or *W3137*.

Spring 2016: COMS W3137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3137	001/64242	M W 1:10pm - 2:25pm 313 Fayerweather	Paul Blaer	4	57/120

COMS W3157 Advanced Programming. 4 points.

BC: Fulfillment of General Education Requirement:
Quantitative and Deductive Reasoning (QUA)., Lab Required

Prerequisites: two semesters of programming experience.
Practical, hands-on introduction to programming techniques and tools for professional software construction, including learning how to write code to given specifications as well as document the results. Provides introductory overview of C and C++ in a UNIX environment, for students with Java background. Also introduces scripting languages (perl) and basic web programming. UNIX programming utilities are also covered.

Fall 2015: COMS W3157

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3157	001/15648	T Th 11:40am - 12:55pm 301 Pupin Laboratories	Jae Lee	4	232/250

Spring 2016: COMS W3157

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3157	001/17570	T Th 4:10pm - 5:25pm 309 Havemeyer Hall	Jae Lee	4	199/260

COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: any introductory course in computer programming.

Logic and formal proofs, sequences and summation, mathematical induction, binomial coefficients, elements of finite probability, recurrence relations, equivalence relations and partial orderings, and topics in graph theory (including isomorphism, traversability, planarity, and colorings).

Fall 2015: COMS W3203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/14918	M W 10:10am - 11:25am 136 Thompson Hall (Tc)	Ansaf Salleb-Aouissi	3	154/150

Spring 2016: COMS W3203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/60992	T Th 1:10pm - 2:25pm 329 Pupin Laboratories	Eitan Grinspun	3	104/100
COMS 3203	002/75210	M W 10:10am - 11:25am 136 Thompson Hall (Tc)	Ansaf Salleb-Aouissi	3	147/150

COMS W3210 Scientific Computation. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: two terms of calculus.

Introduction to computation on digital computers. Design and analysis of numerical algorithms. Numerical solution of equations, integration, recurrences, chaos, differential equations. Introduction to Monte Carlo methods. Properties of floating point arithmetic. Applications to weather prediction, computational finance, computational science, and computational engineering.

COMS W3251 Computational Linear Algebra. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: two terms of calculus.

Computational linear algebra, solution of linear systems, sparse linear systems, least squares, eigenvalue problems, and numerical solution of other multivariate problems as time permits.

COMS W3261 Computer Science Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: COMS W3203.

Corequisites: COMS W3134, W3136, or W3137.

Regular languages: deterministic and non-deterministic finite automata, regular expressions. Context-free languages: context-free grammars, push-down automata. Turing machines, the

Chomsky hierarchy, and the Church-Turing thesis. Introduction to Complexity Theory and NP-Completeness.

Fall 2015: COMS W3261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3261	001/70001	M W 1:10pm - 2:25pm 428 Pupin Laboratories	Alfred Aho	3	116/147

Spring 2016: COMS W3261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3261	001/73071	T Th 11:40am - 12:55pm 833 Seeley W. Mudd Building	Mihalis Yannakakis	3	124/120

COMS W3410 Computers and Society. 3 points.

Broader impact of computers. Social networks and privacy. Employment, intellectual property, and the media. Science and engineering ethics. Suitable for non-majors.

Spring 2016: COMS W3410

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3410	001/68546	M W 2:40pm - 3:55pm 501 Northwest Corner	Steven Bellovin	3	100/150

COMS W3902 Undergraduate Thesis. 1-6 points.

Prerequisites: agreement by a faculty member to serve as thesis adviser.

An independent theoretical or experimental investigation by an undergraduate major of an appropriate problem in computer science carried out under the supervision of a faculty member. A formal written report is mandatory and an oral presentation may also be required. May be taken over more than one term, in which case the grade is deferred until all 6 points have been completed. Consult the department for section assignment.

COMS W3995 Special Topics in Computer Science. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: the instructor's permission.

Consult the department for section assignment. Special topics arranged as the need and availability arise. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit.

COMS W3998 Undergraduate Projects in Computer Science. 1-3 points.

Prerequisites: approval by a faculty member who agrees to supervise the work.

Independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be repeated for credit, but not for a total of more than 3 points of degree credit. Consult the department for section assignment.

COMS W4111 Introduction to Databases. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137*, fluency in
Java; or the instructor's permission.

The fundamentals of database design and application
development using databases: entity-relationship modeling,
logical design of relational databases, relational data definition
and manipulation languages, SQL, XML, query processing,
physical database tuning, transaction processing, security.
Programming projects are required.

Fall 2015: COMS W4111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4111	001/62480	M W 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Eugene Wu	3	108/120
COMS 4111	002/19267	W 4:10pm - 6:40pm 1127 Seeley W. Mudd Building	Alexandros Biliris	3	75/80

Spring 2016: COMS W4111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4111	001/73266	T Th 2:40pm - 3:55pm 501 Northwest Corner	Luis Gravano	3	156/155
COMS 4111	002/26781	T Th 8:40am - 9:55am 209 Havemeyer Hall	Evan Jones	3	106/100
COMS 4111	003/62197	W 4:10pm - 6:40pm 1127 Seeley W. Mudd Building	Alexandros Biliris	3	79/80

COMS W4112 Database System Implementation. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *COMS W4111*; fluency in Java or C++. *CSEE W3827* is recommended.

The principles and practice of building large-scale database
management systems. Storage methods and indexing, query
processing and optimization, materialized views, transaction
processing and recovery, object-relational databases, parallel and
distributed databases, performance considerations. Programming
projects are required.

Spring 2016: COMS W4112

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4112	001/73884	M W 1:10pm - 2:25pm 614 Schermerhorn Hall	Kenneth Ross	3	75/100

COMS W4113 Fundamentals of Large-Scale Distributed Systems. 3 points.

Prerequisites: *COMS W3134*, *W3136*, or *W3137*. *COMS W3157* or good working knowledge of C and C++. *COMS W4118* or *CSEE W4119*.

Design and implementation of large-scale distributed and cloud
systems. Teaches abstractions, design and implementation
techniques that enable the building of fast, scalable, fault-
tolerant distributed systems. Topics include distributed
communication models (e.g., sockets, remote procedure calls,
distributed shared memory), distributed synchronization (clock
synchronization, logical clocks, distributed mutex), distributed
file systems, replication, consistency models, fault tolerance,
distributed transactions, agreement and commitment, Paxos-
based consensus, MapReduce infrastructures, scalable distributed
databases. Combines concepts and algorithms with descriptions
of real-world implementations at Google, Facebook, Yahoo,
Microsoft, LinkedIn, etc.

COMS W4115 Programming Languages and Translators. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137* (or equivalent),
W3261, and *CSEE W3827*, or the instructor's permission.

Modern programming languages and compiler design.
Imperative, object-oriented, declarative, functional, and
scripting languages. Language syntax, control structures, data
types, procedures and parameters, binding, scope, run-time
organization, and exception handling. Implementation of
language translation tools including compilers and interpreters.
Lexical, syntactic and semantic analysis; code generation;
introduction to code optimization. Teams implement a language
and its compiler.

Fall 2015: COMS W4115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4115	001/74382	M W 4:10pm - 5:25pm 207 Mathematics Building	Stephen Edwards	3	126/152

Spring 2016: COMS W4115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4115	001/26909	M W 2:40pm - 3:55pm 209 Havemeyer Hall	Stephen Edwards	3	87/120

COMS W4117 Compilers and Interpreters. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *COMS W4115* or the instructor's permission.
Continuation of *COMS W4115*, with broader and deeper
investigation into the design and implementation of
contemporary language translators, be they compilers or
interpreters. Topics include: parsing, semantic analysis, code
generation and optimization, run-time environments, and
compiler-compilers. A programming project is required.

COMS W4118 Operating Systems I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *CSEE W3827* and knowledge of C and
programming tools as covered in *W3136*, *W3157*, or *W3101*, or
the instructor's permission.

Design and implementation of operating systems. Topics include
process management, process synchronization and interprocess
communication, memory management, virtual memory,
interrupt handling, processor scheduling, device management, I/
O, and file systems. Case study of the UNIX operating system. A
programming project is required.

Fall 2015: COMS W4118

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4118	001/61908	T Th 10:10am - 11:25am 207 Mathematics Building	Jason Nieh	3	65/152

Spring 2016: COMS W4118

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4118	001/64016	T Th 8:40am - 9:55am 501 Northwest Corner	Jae Lee	3	140/150

COMS W4121 Computer Systems for Data Science. 3 points.

Prerequisites: background in Computer System Organization and
good working knowledge of C/C++

Corequisites: *CSOR 4246* (Algorithms for Data Science), *STATS W4105* (Probability), or equivalent as approved by faculty
advisor.

An introduction to computer architecture and distributed
systems with an emphasis on warehouse scale computing
systems. Topics will include fundamental tradeoffs in computer
systems, hardware and software techniques for exploiting
instruction-level parallelism, data-level parallelism and task
level parallelism, scheduling, caching, prefetching, network and
memory architecture, latency and throughput optimizations,
specialization, and an introduction to programming data center
computers.

Spring 2016: COMS W4121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4121	001/19266	W 6:00pm - 8:30pm 413 Kent Hall	Sambit Sahu, Roxana Geambasu, Eugene Wu	3	79/75

COMS W4130 Principles and Practice of Parallel Programming. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: experience in Java, basic understanding of
analysis of algorithms. *COMS W3134*, *W3136*, or *W3137* (or
equivalent).

Principles of parallel software design. Topics include task
and data decomposition, load-balancing, reasoning about
correctness, determinacy, safety, and deadlock-freedom.
Application of techniques through semester-long design project
implementing performant, parallel application in a modern
parallel programming language.

COMS W4156 Advanced Software Engineering. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: substantial software development experience in
Java, C++ or C# beyond the level of *COMS W3157*.

Corequisites: Recommended: *COMS W4111*.

Software lifecycle from the viewpoint of designing and
implementing N-tier applications (typically utilizing web
browser, web server, application server, database). Major
emphasis on quality assurance (code inspection, unit and
integration testing, security and stress testing). Centers on a
student-designed team project that leverages component services
(e.g., transactions, resource pooling, publish/subscribe) for an
interactive multi-user application such as a simple game.

Fall 2015: COMS W4156

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4156	001/75487	T Th 10:10am - 11:25am 833 Seeley W. Mudd Building	Gail Kaiser	3	92/120

COMS W4160 Computer Graphics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137*; *W4156* is
recommended. Strong programming background and some
mathematical familiarity including linear algebra is required.
Introduction to computer graphics. Topics include 3D viewing
and projections, geometric modeling using spline curves,
graphics systems such as OpenGL, lighting and shading, and
global illumination. Significant implementation is required: the
final project involves writing an interactive 3D video game in
OpenGL.

Spring 2016: COMS W4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4160	001/67061	Th 6:10pm - 8:00pm 486 Computer Science Bldg	Michael Reed	3	72/70

COMS W4162 Advanced Computer Graphics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *COMS W4160* or equivalent, or the instructor's permission.

A second course in computer graphics covering more advanced topics including image and signal processing, geometric modeling with meshes, advanced image synthesis including ray tracing and global illumination, and other topics as time permits. Emphasis will be placed both on implementation of systems and important mathematical and geometric concepts such as Fourier analysis, mesh algorithms and subdivision, and Monte Carlo sampling for rendering. Note: Course will be taught every two years.

Spring 2016: COMS W4162

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4162	001/25541	M W 2:40pm - 3:55pm 486 Computer Science Bldg	Changxi Zheng	3	10/60

COMS W4167 Computer Animation. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: multivariable calculus, linear algebra, C++ programming proficiency. *COMS W4156* recommended. Theory and practice of physics-based animation algorithms, including animated clothing, hair, smoke, water, collisions, impact, and kitchen sinks. Topics covered: Integration of ordinary differential equations, formulation of physical models, treatment of discontinuities including collisions/contact, animation control, constrained Lagrangian Mechanics, friction/dissipation, continuum mechanics, finite elements, rigid bodies, thin shells, discretization of Navier-Stokes equations.

Fall 2015: COMS W4167

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4167	001/75326	T Th 4:10pm - 5:25pm 503 Hamilton Hall	Changxi Zheng	3	26/60

COMS W4170 User Interface Design. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137*.

Introduction to the theory and practice of computer user interface design, emphasizing the software design of graphical user interfaces. Topics include basic interaction devices and techniques, human factors, interaction styles, dialogue design, and software infrastructure. Design and programming projects are required.

Fall 2015: COMS W4170

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/11639	T Th 1:10pm - 2:25pm	Steven Feiner	3	77/65

1127 Seeley W.
Mudd Building

COMS W4172 3D User Interfaces and Augmented Reality. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W4160*, *COMS W4170*, or the instructor's permission.

Design, development, and evaluation of 3D user interfaces. Interaction techniques and metaphors, from desktop to immersive. Selection and manipulation. Travel and navigation. Symbolic, menu, gestural, and multimodal interaction. Dialogue design. 3D software support. 3D interaction devices and displays. Virtual and augmented reality. Tangible user interfaces. Review of relevant 3D math.

Spring 2016: COMS W4172

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4172	001/72941	T Th 1:10pm - 2:25pm 486 Computer Science Bldg	Steven Feiner	3	50/50

COMS W4180 Network Security. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137* and *W4119*, or the instructor's permission.

Introduction to network security concepts and mechanisms. Foundations of network security and an in-depth review of commonly-used security mechanisms and techniques, security threats and network-based attacks, applications of cryptography, authentication, access control, intrusion detection and response, security protocols (IPsec, SSL, Kerberos), denial of service, viruses and worms, software vulnerabilities, web security, wireless security, and privacy.

Spring 2016: COMS W4180

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4180	001/15784	F 10:10am - 12:40pm 1127 Seeley W. Mudd Building	Debra Cook	3	38/65

COMS W4187 Security Architecture and Engineering. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W4118*, *W4180* and/or *W4119* recommended.

Secure programming. Cryptographic engineering and key handling. Access controls. Tradeoffs in security design. Design for security.

Fall 2015: COMS W4187

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4187	001/16551	M W 2:40pm - 3:55pm 1127 Seeley W. Mudd Building	Steven Bellovin	3	65/80

COMS W4203 Graph Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3203*.

General introduction to graph theory. Isomorphism testing, algebraic specification, symmetries, spanning trees, traversability, planarity, drawings on higher-order surfaces, colorings, extremal graphs, random graphs, graphical measurement, directed graphs, Burnside-Polya counting, voltage graph theory.

COMS W4236 Introduction to Computational Complexity. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3261*.

Develops a quantitative theory of the computational difficulty of problems in terms of the resources (eg. time, space) needed to solve them. Classification of problems into complexity classes, reductions, and completeness. Power and limitations of different modes of computation such as nondeterminism, randomization, interaction, and parallelism.

Fall 2015: COMS W4236

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4236	001/19871	T Th 7:10pm - 8:25pm 1024 Seeley W. Mudd Building	Xi Chen	3	21/40

COMS W4241 Numerical Algorithms and Complexity. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: knowledge of a programming language. Some knowledge of scientific computation is desirable. Modern theory and practice of computation on digital computers. Introduction to concepts of computational complexity. Design and analysis of numerical algorithms. Applications to computational finance, computational science, and computational engineering.

COMS W4242 Numerical Algorithms and Their Complexity II. 3 points.

Prerequisites: *COMS W4241*.

A continuation of *COMS W4241*.

COMS W4252 Introduction to Computational Learning Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *CSOR W4231* or *COMS W4236* or *COMS W3203* and the instructor's permission, or *COMS W3261* and the instructor's permission.

Possibilities and limitations of performing learning by computational agents. Topics include computational models of learning, polynomial time learnability, learning from examples and learning from queries to oracles. Computational and statistical limitations of learning. Applications to Boolean functions, geometric functions, automata.

Fall 2015: COMS W4252

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4252	001/20027	T Th 8:40am - 9:55am 702 Hamilton Hall	Rocco Servedio	3	57/100

COMS W4261 Introduction to Cryptography. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: comfort with basic discrete math and probability. Recommended: *COMS W3261* or *CSOR W4231*.

An introduction to modern cryptography, focusing on the complexity-theoretic foundations of secure computation and communication in adversarial environments; a rigorous approach, based on precise definitions and provably secure protocols. Topics include private and public key encryption schemes, digital signatures, authentication, pseudorandom generators and functions, one-way functions, trapdoor functions, number theory and computational hardness, identification and zero knowledge protocols.

Fall 2015: COMS W4261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4261	001/64183	T Th 2:40pm - 3:55pm 517 Hamilton Hall	Allison Lewko	3	62/86

COMS W4281 Introduction to Quantum Computing. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: knowledge of linear algebra. Prior knowledge of quantum mechanics is not required, although it is helpful.

Introduction to quantum computing. Shor's factoring algorithm, Grover's database search algorithm, the quantum summation algorithm. Relationship between classical and quantum computing. Potential power of quantum computers.

COMS W4444 Programming and Problem Solving. 3 points.
CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137* and *CSEE W3827*.

Hands-on introduction to solving open-ended computational problems. Emphasis on creativity, cooperation, and collaboration. Projects spanning a variety of areas within computer science, typically requiring the development of computer programs. Generalization of solutions to broader problems, and specialization of complex problems to make them manageable. Team-oriented projects, student presentations, and in-class participation required.

Fall 2015: COMS W4444

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4444	001/63459	M W 1:10pm - 2:25pm 644 Seeley W. Mudd Building	Kenneth Ross	3	27/27

COMS W4460 Principles of Innovation and Entrepreneurship. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *COMS W3134*, *W3136*, or *W3137* (or equivalent), or the instructor's permission.

Team project centered course focused on principles of planning, creating, and growing a technology venture. Topics include: indentifying and analyzing opportunities created by technology paradigm shifts, designing innovative products, protecting intellectual property, engineering innovative business models.

Fall 2015: COMS W4460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4460	001/72247	F 1:10pm - 3:55pm 227 Seeley W. Mudd Building	Yechiam Yemini, William Reinisch	3	31/36

COMS W4560 Introduction to Computer Applications in Health Care and Biomedicine. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: experience with computers and a passing familiarity with medicine and biology. Undergraduates in their senior or junior years may take this course only if they have adequate background in mathematics and receive the instructor's permission.

An overview of the field of biomedical informatics, combining perspectives from medicine, computer science and social science. Use of computers and information in health care and the biomedical sciences, covering specific applications and general methods, current issues, capabilities and limitations of biomedical informatics. Biomedical Informatics studies the organization of medical information, the effective management of information using computer technology, and the impact of such technology on medical research, education, and patient care. The field explores techniques for assessing current information practices, determining the information needs of health care providers and patients, developing interventions using computer technology, and evaluating the impact of those interventions.

Fall 2015: COMS W4560

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4560	001/64701	M W 4:10pm - 5:25pm 413 Kent Hall	Joseph Finkelstein	3	6

COMS W4701 Artificial Intelligence. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137*.

Provides a broad understanding of the basic techniques for building intelligent computer systems. Topics include state-space problem representations, problem reduction and and-or graphs, game playing and heuristic search, predicate calculus, and resolution theorem proving, AI systems and languages for knowledge representation, machine learning and concept formation and other topics such as natural language processing may be included as time permits.

COMS W4705 Natural Language Processing. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137*; or the instructor's permission.

Computational approaches to natural language generation and understanding. Recommended preparation: some previous or concurrent exposure to AI or Machine Learning. Topics include information extraction, summarization, machine translation, dialogue systems, and emotional speech. Particular attention is given to robust techniques that can handle understanding and generation for the large amounts of text on the Web or in other large corpora. Programming exercises in several of these areas.

Fall 2015: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/92066	Th 4:10pm - 6:40pm 602 Hamilton Hall	Dragomir Radev	3	78/80

Spring 2016: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/67192	M 7:10pm - 9:50pm 329 Pupin Laboratories	Dragomir Radev	3	104/100

COMS W4706 Spoken Language Processing. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137*; or the instructor's permission.

Computational approaches to speech generation and understanding. Topics include speech recognition and understanding, speech analysis for computational linguistics research, and speech synthesis. Speech applications including dialogue systems, data mining, summarization, and translation. Exercises involve data analysis and building a small text-to-speech system.

COMS W4731 Computer Vision. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: the fundamentals of calculus, linear algebra, and C programming. Students without any of these prerequisites are advised to contact the instructor prior to taking the course. Introductory course in computer vision. Topics include image formation and optics, image sensing, binary images, image processing and filtering, edge extraction and boundary detection, region growing and segmentation, pattern classification methods, brightness and reflectance, shape from shading and photometric stereo, texture, binocular stereo, optical flow and motion, 2-D and 3-D object representation, object recognition, vision systems and applications.

Fall 2015: COMS W4731

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4731	001/15415	T Th 10:10am - 11:25am 750 Schapiro Cepser	Shree Nayar	3	64/70

COMS W4733 Computational Aspects of Robotics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137*.

Introduction to robotics from a computer science perspective. Topics include coordinate frames and kinematics, computer architectures for robotics, integration and use of sensors, world modeling systems, design and use of robotic programming languages, and applications of artificial intelligence for planning, assembly, and manipulation.

Fall 2015: COMS W4733

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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COMS 4733	001/24061	T Th 11:40am - 12:55pm 602 Hamilton Hall	Peter Allen	3	64/70
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COMS W4735 Visual Interfaces to Computers. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W3134*, *W3136*, or *W3137*.

Visual input as data and for control of computer systems. Survey and analysis of architecture, algorithms, and underlying assumptions of commercial and research systems that recognize and interpret human gestures, analyze imagery such as fingerprint or iris patterns, generate natural language descriptions of medical or map imagery. Explores foundations in human psychophysics, cognitive science, and artificial intelligence.

COMS W4737 Biometrics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: a background at the sophomore level in computer science, engineering, or like discipline.

In this course, we will explore the latest advances in biometrics as well as the machine learning techniques behind them. Students will learn how these technologies work and how they are sometimes defeated. Grading will be based on homework assignments and a final project. There will be no midterm or final exam. This course shares lectures with *COMS E6737*. Students taking *COMS E6737* are required to complete additional homework problems and undertake a more rigorous final project. Students will only be allowed to earn credit for *COMS W4737* or *COMS E6737* and not both.

COMS W4771 Machine Learning. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: any introductory course in linear algebra and any introductory course in statistics are both required. Highly recommended: *COMS W4701* or knowledge of Artificial Intelligence.

Topics from generative and discriminative machine learning including least squares methods, support vector machines, kernel methods, neural networks, Gaussian distributions, linear classification, linear regression, maximum likelihood, exponential family distributions, Bayesian networks, Bayesian inference, mixture models, the EM algorithm, graphical models and hidden Markov models. Algorithms implemented in Matlab.

Fall 2015: COMS W4771

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/29215	T Th 10:10am - 11:25am 501 Northwest Corner	Tony Jebara	3	147/160

Spring 2016: COMS W4771

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/22286	T Th 10:10am - 11:25am 1127 Seeley W. Mudd Building	Satyen Kale	3	82/80

COMS W4772 Advanced Machine Learning. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *COMS W4771* or the instructor's permission; knowledge of linear algebra & introductory probability or statistics is required.

An exploration of advanced machine learning tools for perception and behavior learning. How can machines perceive, learn from, and classify human activity computationally? Topics include Appearance-Based Models, Principal and Independent Components Analysis, Dimensionality Reduction, Kernel Methods, Manifold Learning, Latent Models, Regression, Classification, Bayesian Methods, Maximum Entropy Methods, Real-Time Tracking, Extended Kalman Filters, Time Series Prediction, Hidden Markov Models, Factorial HMMs, Input-Output HMMs, Markov Random Fields, Variational Methods, Dynamic Bayesian Networks, and Gaussian/Dirichlet Processes. Links to cognitive science.

Fall 2015: COMS W4772

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4772	001/74867	M W 1:10pm - 2:25pm 750 Schapiro Cepser	Daniel Hsu	3	21/70

Spring 2016: COMS W4772

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4772	001/29410	Th 12:10pm - 2:00pm 417 International Affairs Bldg	Aurelie Lozano, Lior Horesh	3	100/100

COMS W4776 Machine Learning for Data Science. 3 points.

Lect.: 3

Prerequisites: SIEO W3600 or W4150 or equivalent. Introduction to machine learning, emphasis on data science. Topics include least square methods, Gaussian distributions, linear classification, linear regression, maximum likelihood, exponential family distributions, Bayesian networks, Bayesian inference, mixture models, the EM algorithm, graphical models, hidden Markov models, support vector machines kernel methods. Emphasizes methods and problems relevant to big data. Students may not receive credit for both COMS W4771 and W4776.

COMS W4901 Projects in Computer Science. 1-3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: approval by a faculty member who agrees to supervise the work.

A second-level independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be repeated for credit, but not for a total of more than 3 points of degree credit. Consult the department for section assignment.

COMS W4910 Curricular Practical Training. 1 point.

Prerequisites: obtained internship and approval from faculty advisor.

Only for M.S. students in the Computer Science department who need relevant work experience as part of their program of study. Final report required. This course may not be taken for pass/fail credit or audited.

COMS W4995 Special Topics in Computer Science, I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: the instructor's permission.

Special topics arranged as the need and availability arises. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit. Consult the department for section assignment.

Fall 2015: COMS W4995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4995	001/13019	F 4:10pm - 6:00pm 825 Seeley W. Mudd Building	Eren Kursun	3	53/60
COMS 4995	002/12005	M 6:10pm - 8:00pm 415 Schapiro Cepser	Henning Schulzrinne	3	19/40

Spring 2016: COMS W4995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4995	001/17897	F 10:10am - 12:00pm 253 Engineering Terrace	Bjarne Stroustrup	3	31/30

COMPUTER SCIENCE - ENGLISH COMPUTER SCIENCE - ELECTRICAL ENGINEERING

CSEE W3827 Fundamentals of Computer Systems. 3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).
Lect: 3.

Prerequisites: an introductory programming course. Fundamentals of computer organization and digital logic. Boolean algebra, Karnaugh maps, basic gates and components, flipflops and latches, counters and state machines, basics of combinational and sequential digital design. Assembly language, instruction sets, ALU's, single-cycle and multi-cycle processor

design, introduction to pipelined processors, caches, and virtual memory.

Fall 2015: CSEE W3827

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 3827	001/73040	T Th 10:10am - 11:25am 501 Schermerhorn Hall	Martha Kim	3	180/189

Spring 2016: CSEE W3827

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 3827	001/18565	T Th 8:40am - 9:55am 501 Schermerhorn Hall	Martha Kim	3	187/214

CSEE W4119 Computer Networks. 3 points.

Lect: 3.

Corequisites: *SIEO W3600* or *IEOR E3658*, or equivalent. Introduction to computer networks and the technical foundations of the Internet, including applications, protocols, local area networks, algorithms for routing and congestion control, security, elementary performance evaluation. Several written and programming assignments required.

Fall 2015: CSEE W4119

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4119	001/21524	T Th 1:10pm - 2:25pm 207 Mathematics Building	Vishal Misra	3	132/150

Spring 2016: CSEE W4119

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4119	001/21826	F 1:10pm - 3:40pm 207 Mathematics Building	Henning Schulzrinne	3	123/150

CSEE W4140 Networking Laboratory. 3 points.

Lect: 3.

Prerequisites: CSEE 4119 or equivalent

In this course, students will learn how to put "principles into practice," in a hands-on-networking lab course. The course will cover the technologies and protocols of the internet using equipment currently available to large internet service providers such as CISCO routers and end-systems. A set of laboratory experiments will provide hands-on experience with engineering wide-area networks and will familiarize students with the Internet Protocol (IP), Address Resolution Protocol (ARP), Internet Control Message Protocol (ICMP), User Datagram Protocol (UDP) and Transmission Control Protocol (TCP), the Domain Name System (DNS), routing protocols (RIP, OSPF, BGP), network management protocols (SNMP, and application-level protocols (FTP, TELNET, SMTP).

Fall 2015: CSEE W4140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CSEE 4140	001/14933	W 10:10am - 11:25am 337 Seeley W. Mudd Building	Gil Zussman	3	16/32
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Spring 2016: CSEE W4140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4140	001/24870	W 10:10am - 11:25am 337 Seeley W. Mudd Building	Gil Zussman	3	15/32

CSEE W4823 Advanced Logic Design. 3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3.

Prerequisites: *CSEE W3827*, or a half semester introduction to digital logic, or the equivalent.

An introduction to modern digital system design. Advanced topics in digital logic: controller synthesis (Mealy and Moore machines); adders and multipliers; structured logic blocks (PLDs, PALs, ROMs); iterative circuits. Modern design methodology: register transfer level modelling (RTL); algorithmic state machines (ASMs); introduction to hardware description languages (VHDL or Verilog); system-level modelling and simulation; design examples.

Fall 2015: CSEE W4823

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4823	001/14730	T Th 2:40pm - 3:55pm 602 Hamilton Hall	Steven Nowick	3	56/86

CSEE W4824 Computer Architecture. 3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Lect: 3.

Prerequisites: *CSEE W3827* or the equivalent.

Focuses on advanced topics in computer architecture, illustrated by case studies from classic and modern processors. Fundamentals of quantitative analysis. Pipelining. Memory hierarchy design. Instruction-level and thread-level parallelism. Data-level parallelism and graphics processing units. Multiprocessors. Cache coherence. Interconnection networks. Multi-core processors and systems-on-chip. Platform architectures for embedded, mobile, and cloud computing.

Spring 2016: CSEE W4824

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4824	001/27988	Th 7:00pm - 9:30pm 329 Pupin Laboratories	Simha Sethumadhavan	3	57/120

CSEE W4825 Digital systems design. 3 points.

Lect: 3.

Prerequisites: CSEE W3827.

Dynamic logic, field programmable gate arrays, logic design languages, multipliers. Special techniques for multilevel NAND and NOR gate circuits. Clocking schemes for one- and two-phase systems. Fault checking: scan method, built-in-test. Survey of logic simulation methods. Other topics to be added as appropriate.

CSEE W4840 Embedded Systems. 3 points.

BC: Fulfillment of General Education Requirement:

Quantitative and Deductive Reasoning (QUA)., Lab Required

Lect: 3.

Prerequisites: *CSEE W4823*.

Embedded system design and implementation combining hardware and software. I/O, interfacing, and peripherals.

Weekly laboratory sessions and term project on design of a microprocessor-based embedded system including at least one custom peripheral. Knowledge of C programming and digital logic required.

Spring 2016: CSEE W4840

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4840	001/15820	T Th 2:40pm - 3:55pm 717 Hamilton Hall	Stephen Edwards	3	64/80

COMPUTER SCIENCE - BIOMEDICAL ENGINEERING

CBMF W4761 Computational Genomics. 3 points.

BC: Fulfillment of General Education Requirement:

Quantitative and Deductive Reasoning (QUA).

Lect: 3.

Prerequisites: introductory probability and statistics and basic programming skills.

Provides comprehensive introduction to computational techniques for analyzing genomic data including DNA, RNA and protein structures; microarrays; transcription and regulation; regulatory, metabolic and protein interaction networks.

The course covers sequence analysis algorithms, dynamic programming, hidden Markov models, phylogenetic analysis, Bayesian network techniques, neural networks, clustering algorithms, support vector machines, Boolean models of regulatory networks, flux based analysis of metabolic networks and scale-free network models. The course provides self-contained introduction to relevant biological mechanisms and methods.

Spring 2016: CBFM W4761

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CBMF 4761	001/26180	M W 4:10pm - 5:25pm 486 Computer Science Bldg	Itshack Pe'er	3	37/55

CREATIVE WRITING

Undergraduate Creative Writing Program Office: 609 Kent;
212-854-3774

<http://arts.columbia.edu/writing/undergraduate>

Director of Undergraduate Studies: Prof. Heidi Julavits, 609 Kent; 212-854-3774; hj26@columbia.edu

Executive Committee on Undergraduate Creative Writing:

Prof. Timothy Donnelly, Poetry (Chair), 415 Dodge;
212-854-4391; td28@columbia.edu

Prof. Margo Jefferson, Nonfiction, 609 Kent; 212-854-3774;
mlj4@columbia.edu

Prof. Heidi Julavits, Fiction, 609 Kent; 212-854-3774;
hj26@columbia.edu

Prof. Dorothea "Dottie" Lasky, Poetry, 609 Kent;
212-854-3774; dsl2121@columbia.edu

Prof. Sam Lipsyte, Fiction, 609 Kent; 212-854-3774;
sam.lipsyte@columbia.edu

Prof. Alan Ziegler, Fiction, 415 Dodge; 212-854-4391;
az8@columbia.edu

The Creative Writing Program in The School of the Arts combines intensive writing workshops with seminars that study literature from a writer's perspective. Students develop and hone their literary technique in workshops. The seminars (which explore literary technique and history) broaden their sense of possibility by exposing them to various ways that language has been used to make art. Related courses are drawn from departments such as English, comparative literature and society, philosophy, history, and anthropology, among others.

Students consult with faculty advisers to determine the related courses that best inform their creative work. The creative writing major is by application only. For details, see the Creative Writing website: <http://arts.columbia.edu/writing/undergraduate>.

FACULTY PROFESSORS

- Margo L. Jefferson
- Benjamin Marcus
- Alan Ziegler

ASSOCIATE PROFESSORS

- Susan Bernofsky
- Timothy Donnelly
- Heidi Julavits
- Ben Metcalf
- Deborah Paredez

ASSISTANT PROFESSORS

- Dorothea "Dottie" Lasky
- Victor LaValle

ADJUNCT PROFESSORS

- Kathleen Alcott
- Ellis Avery
- Alexander Chee
- Jon Cotner
- Meehan Crist
- Rebecca Curtis
- Ann DeWitt
- Joseph Fasano
- Alena Graedon
- Elizabeth Greenwwood
- Mitchell Jackson
- Alexandra Kleeman
- Rickey Laurentiis
- Marie Myung-Ok Lee
- Marni Ludwig
- Carey McHugh
- Michelle Orange
- Morgan Parker
- Jennifer Percy
- Emily Pettit
- Mark Rozzo
- Kent Russell
- Kate Zambreno

GRADUATE FACULTY FELLOWS

- Olaya Barr
- Hayden Bennett
- Julia Bosson
- Ena Brdjanovic
- Kelly Crisp
- Amy Feltman
- Leesa Fenderson
- Carlie Hoffman
- Katrine Jensen
- Chukwuma Ndulue
- Daniel Penny
- Colin Ryan
- Casey Samulski
- Sophia Unterman
- Andrew Waldron

REQUIREMENTS

MAJOR IN CREATIVE WRITING

The major in creative writing requires a minimum of 36 points: five workshops, four seminars, and three related courses.

Workshop Curriculum (15 points)

Students in the workshops produce original works of fiction, poetry, or nonfiction, and submit them to their classmates and instructor for a close critical analysis. Workshop critiques (which include detailed written reports and thorough line-edits) assess the mechanics and merits of the writing pieces. Individual instructor conferences distill the critiques into a direct plan of action to improve the work. Student writers develop by practicing the craft under the diligent critical attention of their peers and instructor, which guides them toward new levels of creative endeavor.

Creative writing majors select 15 points within the division in the following courses. One workshop must be in a genre other than the primary focus. For instance, a fiction writer might take four fiction workshops and one poetry workshop.

Beginning Workshop

Designed for students who have little or no previous experience writing literary texts in a particular genre.

WRIT W1001	Beginning Fiction Workshop
WRIT W1101	Beginning Nonfiction Workshop
WRIT W1201	Beginning Poetry Workshop

Intermediate Workshop

Permission required. Admission by writing sample. Enrollment limited to 15. Course may be repeated in fulfillment of the major.

WRIT W2001	Intermediate Fiction Workshop
WRIT W2101	Intermediate Nonfiction Workshop
WRIT W2201	Intermediate Poetry Workshop

Advanced Workshop

Prerequisite: intermediate workshop. Permission required. Admission by writing sample. Enrollment limited to 15. Course may be repeated in fulfillment of the major.

WRIT W3001	Advanced Fiction Workshop
WRIT W3101	Advanced Nonfiction Workshop
WRIT W3201	Advanced Poetry Workshop

Senior Creative Writing Workshop

Seniors who are creative writing majors are given priority. Enrollment limited to 12, by instructor's permission. The senior workshop offers students the opportunity to work exclusively with classmates who are at the same high level of accomplishment in the major. This course is only offered by graduate faculty professors.

WRIT W3697	Senior Fiction Workshop
WRIT W3798	Senior Nonfiction Workshop
WRIT W3898	Senior Poetry Workshop

Seminar Curriculum (12 points)

The creative writing seminars provide the intellectual ballast that informs and deepens the work of student writers. Students read a book each week and engage in roundtable discussions about the artistic attributes of the texts, in order to better understand how literature is created. Only through a deep analysis of outstanding

and diverse works of literature can writers build the resources necessary to produce their own accomplished creative work.

Creative writing majors select 12 points within the division. Any 4 of these seminars fulfill the requirement:

Craft and Practice

These seminars offer close examination of literary techniques such as plot, point of view, tone, suspense, and narrative voice. Extensive readings are required, along with creative exercises.

WRIT W3301	Fiction Seminar: Techniques of the Short Story
WRIT W3302	Fiction Seminar: Approaches to the Short Story
WRIT W3333	Nonfiction Seminar: Traditions in Nonfiction
WRIT W3336	Translation Seminar
WRIT W3351	Poetry Seminar: Approaches to Poetry
WRIT W3303	Fiction Seminar: The Long and Short of It

History and Context

These seminars offer a broad view of literary history as it relates to the concerns of a writer. They cover specific genres or periods of time, and seek to inform students about the kinds of approaches that are possible in their chosen genre. Extensive readings are required, along with short critical papers or creative exercises.

WRIT W3303	Fiction Seminar: The Long and Short of It
WRIT W3306	Fiction Seminar: Voices from the Edge
WRIT W3308	Cross Genre Seminar: Short Prose Forms
WRIT W3336	Translation Seminar

Related Courses (9 points)

Drawn from various departments, these courses provide concentrated intellectual and creative stimulation, as well as exposure to ideas that enrich students' artistic instincts. Courses may be different for each student writer. Students should consult with faculty advisers to determine the related courses that best inform their creative work.

COURSES

WRIT W1001 Beginning Fiction Workshop. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

The beginning workshop in fiction is designed for students with little or no experience writing literary texts in fiction. Students are introduced to a range of technical and imaginative concerns through exercises and discussions, and they eventually produce their own writing for the critical analysis of the class. The focus of the course is on the rudiments of voice, character, setting, point of view, plot, and lyrical use of language. Students will begin to develop the critical skills that will allow them to read like writers and understand, on a technical level, how

accomplished creative writing is produced. Outside readings of a wide range of fiction supplement and inform the exercises and longer written projects.

Fall 2015: WRIT W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1001	001/61546	Th 6:10pm - 8:00pm 652 Schermerhorn Hall	Ena Brdjanovic	3	11/15
WRIT 1001	002/66846	W 4:10pm - 6:00pm 511 Kent Hall	Kelly Crisp	3	10/15
WRIT 1001	003/67696	W 6:10pm - 8:00pm 511 Kent Hall	Amy Feltman	3	9/15
WRIT 1001	004/68646	Th 11:00am - 12:50pm 511 Kent Hall	Casey Samulski	3	14/15

Spring 2016: WRIT W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1001	001/17246	W 2:10pm - 4:00pm 511 Kent Hall	Olaya Barr	3	15/15
WRIT 1001	002/17496	M 4:10pm - 6:00pm 511 Kent Hall	Hayden Bennett	3	16/15
WRIT 1001	003/18746	T 4:10pm - 6:00pm 511 Kent Hall	Katrine Jensen	3	16/15
WRIT 1001	004/22846	W 4:10pm - 6:00pm 507 Philosophy Hall	Andrew Waldron	3	15/15

WRIT W1101 Beginning Nonfiction Workshop. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

The beginning workshop in nonfiction is designed for students with little or no experience in writing literary nonfiction. Students are introduced to a range of technical and imaginative concerns through exercises and discussions, and they eventually submit their own writing for the critical analysis of the class. Outside readings supplement and inform the exercises and longer written projects.

Fall 2015: WRIT W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1101	001/72896	M 11:00am - 12:50pm 511 Kent Hall	Leesa Fenderson	3	14/15
WRIT 1101	002/86496	M 4:10pm - 6:00pm 511 Kent Hall	Daniel Penny	3	11/15

Spring 2016: WRIT W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1101	001/68450	M 2:10pm - 4:00pm 511 Kent Hall	Julia Bosson	3	14/15
WRIT 1101	002/72646	W 12:10pm - 2:00pm 511 Kent Hall	Sophia Unterman	3	15/15

WRIT W1201 Beginning Poetry Workshop. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

The beginning poetry workshop is designed for students who have a serious interest in poetry writing but who lack a significant

background in the rudiments of the craft and/or have had little or no previous poetry workshop experience. Students will be assigned weekly writing exercises emphasizing such aspects of verse composition as the poetic line, the image, rhyme and other sound devices, verse forms, repetition, tone, irony, and others. Students will also read an extensive variety of exemplary work in verse, submit brief critical analyses of poems, and critique each other's original work.

Fall 2015: WRIT W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1201	001/88446	Th 6:10pm - 8:00pm 511 Kent Hall	Carlie Hoffman	3	12/15
WRIT 1201	002/12283	T 11:00am - 12:50pm 511 Kent Hall	Colin Ryan	3	13/15

Spring 2016: WRIT W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1201	001/77646	W 4:10pm - 6:00pm 511 Kent Hall	Chukwuma Ndulue	3	15/15

WRIT W2001 Intermediate Fiction Workshop. 3 points.

Prerequisites: The department's permission required through writing sample. Please go to 609 Kent for submission schedule and registration guidelines or see <http://www.arts.columbia.edu/writing/undergraduate>.

Intermediate workshops are for students with some experience with creative writing, and whose prior work merits admission to the class (as judged by the professor). Intermediate workshops present a higher creative standard than beginning workshops, and increased expectations to produce finished work. By the end of the semester, each student will have produced at least seventy pages of original fiction. Students are additionally expected to write extensive critiques of the work of their peers.

Fall 2015: WRIT W2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2001	001/92046	T 6:10pm - 8:00pm 511 Kent Hall	Ellis Avery	3	12/15
WRIT 2001	002/96446	Th 4:10pm - 6:00pm 511 Kent Hall	Heidi Julavits	3	14/15

Spring 2016: WRIT W2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2001	001/26796	M 6:10pm - 8:00pm 511 Kent Hall	Ellis Avery	3	14/15
WRIT 2001	002/29779	T 6:10pm - 8:00pm 405 Kent Hall	Mitchell Jackson	3	12/15

WRIT W2101 Intermediate Nonfiction Workshop. 3 points.

Prerequisites: The department's permission required through writing sample. Please go to 609 Kent for submission schedule and registration guidelines or see <http://www.arts.columbia.edu/writing/undergraduate>.

The intermediate workshop in nonfiction is designed for students with some experience in writing literary nonfiction. Intermediate

workshops present a higher creative standard than beginning workshops and an expectation that students will produce finished work. Outside readings supplement and inform the exercises and longer written projects. By the end of the semester, students will have produced thirty to forty pages of original work in at least two traditions of literary nonfiction.

Fall 2015: WRIT W2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2101	001/88029	T 2:10pm - 4:00pm 511 Kent Hall	Elizabeth Greenwood	3	12/15

Spring 2016: WRIT W2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2101	001/73746	Th 6:10pm - 8:00pm 405 Kent Hall	Kent Russell	3	14/15

WRIT W2201 Intermediate Poetry Workshop. 3 points.

Prerequisites: The department's permission required through writing sample. Please go to 609 Kent for submission schedule and registration guidelines or see <http://www.arts.columbia.edu/writing/undergraduate>.

Intermediate poetry workshops are for students with some prior instruction in the rudiments of poetry writing and prior poetry workshop experience. Intermediate poetry workshops pose greater challenges to students and maintain higher critical standards than beginning workshops. Students will be instructed in more complex aspects of the craft, including the poetic persona, the prose poem, the collage, open-field composition, and others. They will also be assigned more challenging verse forms such as the villanelle and also non-European verse forms such as the pantoum. They will read extensively, submit brief critical analyses, and put their instruction into regular practice by composing original work that will be critiqued by their peers. By the end of the semester each student will have assembled a substantial portfolio of finished work.

Fall 2015: WRIT W2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2201	001/10030	T 6:10pm - 8:00pm 402 Hamilton Hall	Carey McHugh	3	12/15

Spring 2016: WRIT W2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2201	001/78598	Th 4:10pm - 6:00pm 309 Hamilton Hall	Emily Pettit	3	14/15

WRIT W3001 Advanced Fiction Workshop. 3 points.

Prerequisites: The department's permission required through writing sample. Please go to 609 Kent for submission schedule and registration guidelines or see <http://www.arts.columbia.edu/writing/undergraduate>.

Building on the work of the Intermediate Workshop, Advanced Workshops are reserved for the most accomplished creative writing students. A significant body of writing must be produced and revised. Particular attention will be paid to the components

of fiction: voice, perspective, characterization, and form.

Students will be expected to finish several short stories, executing a total artistic vision on a piece of writing. The critical focus of the class will include an examination of endings and formal wholeness, sustaining narrative arcs, compelling a reader's interest for the duration of the text, and generating a sense of urgency and drama in the work.

Fall 2015: WRIT W3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3001	001/12899	M 6:10pm - 8:00pm 309 Hamilton Hall	Mitchell Jackson	3	8/15
WRIT 3001	002/16496	Th 2:10pm - 4:00pm 507 Philosophy Hall	Benjamin Marcus	3	11/15

Spring 2016: WRIT W3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3001	001/88944	M 2:10pm - 4:00pm 652 Schermerhorn Hall	Victor Lavalle	3	15/15
WRIT 3001	002/24693	T 12:10pm - 2:00pm 511 Kent Hall	Marie Lee	3	9/15

WRIT W3044 Imaginative Writing. 3 points.

Prerequisites: Suggested preparation: Structure and Style I and II. Students should, if possible, submit a writing sample (5-10 pages of poetry or fiction) to the instructor before the first class meeting

WRIT W3101 Advanced Nonfiction Workshop. 3 points.

Prerequisites: The department's permission required through writing sample. Please go to 609 Kent for submission schedule and registration guidelines or see <http://www.arts.columbia.edu/writing/undergraduate>.

Advanced Nonfiction Workshop is for students with significant narrative and/or critical experience. Students will produce original literary nonfiction for the workshop, with an added focus on developing a distinctive voice and approach.

Fall 2015: WRIT W3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3101	001/21446	T 11:00am - 12:50pm 4a Kraft Center	Katie Zambreno	3	8/15

WRIT W3201 Advanced Poetry Workshop. 3 points.

Prerequisites: The department's permission required through writing sample. Please go to 609 Kent for submission schedule and registration guidelines or see <http://www.arts.columbia.edu/writing/undergraduate>.

This poetry workshop is reserved for accomplished poetry writers and maintains the highest level of creative and critical expectations. Students will be encouraged to develop their strengths and to cultivate a distinctive poetic vision and voice but must also demonstrate a willingness to broaden their range and experiment with new forms and notions of the poem. A portfolio

of poetry will be written and revised with the critical input of the instructor and the workshop.

Fall 2015: WRIT W3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3201	001/60821	W 6:10pm - 8:00pm 522c Kent Hall	Rickey Laurentiis	3	12/15

WRIT W3290 Fiction Seminar First Novels: How They Work. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

First Novels exist as a distinct category, in part, because all novelists must write one. They may never write a second, but in order to be called novelists there always has to be a first. As a result the first novel is a very special animal. Every kind of writer must attempt one and despite vast differences in genre or style there are often many similarities between them. In fact, one of the surest similarities are the flaws in each book. Before each writer becomes an expert at his or her method, his or her style, there is room for experimentation and unsuccessful attempts. These "failures" are often much more illuminating for students than the successes of later books. First novels contain the energy of youth, but often lack the precision that comes with maturity. By examining a series of first novels students will learn to identify common craft elements of first novels and how to employ them to great effect in their own writing.

Fall 2015: WRIT W3290

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3290	001/16146	M 2:10pm - 4:00pm 511 Kent Hall	Victor Lavalley	3	17/15

WRIT W3292 Fiction Seminar What Happened Was: Approaches to Plot & Dramatic Structure. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

Typically the word "plot" produces either anxiety in writers or a sense of overconfidence. Must a story or a novel have one?

When is a plot *a plot* and not just a series of random events, connected by too much willfulness on the part of the author? How much should coincidence come to bear when designing a plot? Should an overreliance on plot deem a work to be classified as "genre writing" rather than a work of literature? And how, within this context, does one understand F. Scott Fitzgerald's famous claim that "character is plot, plot is character"? This class will attempt to answer these questions by examining the mechanics of plot, and how a machine can become an art form.

The syllabus will include a variety of fictional works ranging from the murder mystery to the so-called plotless novel. In-class discussions and writing assignments will focus on the strategies these different novels and stories deploy as a way to understand structure, sustain dramatic irony, and make use of dramatic tension. Readings may also include essays on plot by writers such as E.M. Forster, Elizabeth Bowen, Milan Kundera, and Charles Baxter, among others.

Fall 2015: WRIT W3292

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3292	001/84533	W 2:10pm - 4:00pm 511 Kent Hall	Alexander Chee	3	11/15

WRIT W3294 Fiction Seminar: The Craft Of Writing Dialogue. 3 points.

Prerequisites: No prerequisites. Departmental approval NOT required.

Whether texting, chatting, conversing, speechifying, recounting, confiding, gossiping, tweeting, praying, interviewing, exhorting, pitching, scheming, lecturing, nagging or begging, humans love to talk, and readers love narratives that contain dialogue. Good dialogue makes characters and scenes feel real and alive. Great dialogue reveals characters' fears, desires and quirks, forwards the narrative's plot and dramatic tension, and often contains subtext.

In this course, we'll read different kinds of novels and stories -- from noir to horror to sci-fi to realistic drama to comic romp -- that implement various types of dialogue effectively, and we'll study how to do it. We'll read essays by masters that explain techniques for writing great dialogue, and we'll practice writing different styles of dialogue ourselves. Coursework will consist of reading, in-class exercises, and two short creative assignments.

Spring 2016: WRIT W3294

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3294	001/72696	T 2:10pm - 4:00pm 401 Hamilton Hall	Rebecca Curtis	3	16/15

WRIT W3296 Fiction Seminar: How To Build A Person. 3 points.

Prerequisites: No prerequisites. Departmental approval NOT required.

Character is something that good fiction supposedly cannot do without. But what is a character, and what constitutes a supposedly good or believable one? Should characters be like people we know, and if so, how exactly do we create written versions of people? This class will examine characters in all sorts of writing, historical and contemporary, with an eye toward understanding just how characters are created in fiction, and how they come to seem real to us. We'll read stories and novels; we may also look at essays and biographical writing to analyze where the traces of personhood reside. We'll also explore the way in which these same techniques of writing allow us to personify entities that lack traditional personhood, such as animals, computers, and other nonhuman characters. Does personhood precede narrative, or is it something we bestow on others by allowing them to tell their story or by telling a story of our own creation on their behalf? Weekly critical and creative exercises will intersect with and expand on the readings and discussions.

Spring 2016: WRIT W3296

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3296	001/93747	M 6:10pm - 8:00pm 405 Kent Hall	Kathleen Alcott	3	11/15

WRIT W3301 Fiction Seminar: Techniques of the Short Story. 3 points.**Not offered during 2015-16 academic year.**

Prerequisites: No prerequisites. Department approval NOT required.

The modern short story has gone through many transformations, and the innovations of its practitioners have often pointed the way for prose fiction as a whole. The short story has been seized upon and refreshed by diverse cultures and aesthetic affiliations, so that perhaps the only stable definition of the form remains the famous one advanced by Poe, one of its early masters, as a work of fiction that can be read in one sitting. Still, common elements of the form have emerged over the last century and this course will study them, including Point of View, Plot, Character, Setting, and Theme. John Hawkes once famously called these last four elements the 'enemies of the novel,' and many short story writers have seen them as hindrances as well. Hawkes later recanted, though some writers would still agree with his earlier assessment, and this course will examine the successful strategies of great writers across the spectrum of short story practice, from traditional approaches to more radical solutions, keeping in mind how one period's revolution – Hemingway, for example – becomes a later era's mainstream or 'common-sense' storytelling mode. By reading the work of major writers from a writer's perspective, we will examine the myriad techniques employed for what is finally a common goal: to make readers feel. Short writing exercises will help us explore the exhilarating subtleties of these elements and how the effects created by their manipulation or even outright absence power our most compelling fictions.

WRIT W3302 Fiction Seminar: Approaches to the Short Story. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

The modern short story has gone through many transformations, and the innovations of its practitioners have often pointed the way for prose fiction as a whole. The short story has been seized upon and refreshed by diverse cultures and aesthetic affiliations, so that perhaps the only stable definition of the form remains the famous one advanced by Poe, one of its early masters, as a work of fiction that can be read in one sitting. Still, common elements of the form have emerged over the last century and this course will study them, including Point of View, Plot, Character, Setting, and Theme. John Hawkes once famously called these last four elements the "enemies of the novel," and many short story writers have seen them as hindrances as well. Hawkes later recanted, though some writers would still agree with his earlier assessment, and this course will examine the successful strategies of great writers across the spectrum of short story practice, from traditional approaches to more radical solutions, keeping in mind how one period's revolution – Hemingway, for example – becomes a later era's mainstream or "common-sense" storytelling mode. By reading the work of major writers from a writer's perspective, we will examine the myriad techniques employed for what is finally a common goal: to make readers feel. Short writing exercises will help us explore the exhilarating subtleties of these

elements and how the effects created by their manipulation or even outright absence power our most compelling fictions.

Spring 2016: WRIT W3302

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3302	001/82496	Th 12:10pm - 2:00pm 511 Kent Hall	Alena Graedon	3	17/15

WRIT W3303 Fiction Seminar: The Long and Short of It. 3 points.**Not offered during 2015-16 academic year.**

Prerequisites: No prerequisites. Department approval NOT required.

The critic Randall Jarrell famously defined the novel as "a prose work of a certain length that has something wrong with it." In this class we will pay close attention to how writers determine the appropriate "certain length" for their narratives by focusing on another notoriously difficult-to-define form, the novella. Simply but unhelpfully, we might say that a novella is longer than a short story and shorter than a novel. But how does length affect the way a writer handles (or dispenses with) such essentials as plotting, characterization, and sense of place? What strategies are used to compress or expand time in novellas or long stories that take place in a single day, over the course of several days, or across many decades? What kind of statement can be made, and what kind of linguistic experience can be had in this intermediate length? We will start the semester by reading "flash fiction" together--stories of no more than a few hundred words--by writers such as Lydia Davis, Raymond Carver, and David Foster Wallace. Then we will read a novella a week, peering behind the curtain to see how they are put together. Authors may include Fyodor Dostoevsky, Arthur Conan Doyle, Herman Melville, James Joyce, Gabriel Garcia Marquez, Yasunari Kawabata, Albert Camus, Saul Bellow, Philip Roth, Paula Fox, Alice Munro, Roberto Bolao, Martin Amis, and George Saunders. Students will write two creative-writing assignments and give one in-class presentation.

WRIT W3304 Fiction Seminar: Exercises in Style. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

Raymond Queneau, in his book *Exercises in Style*, demonstrated that a single story, however unassuming, could be told at least ninety-nine different ways. Even though the content never changed, the mood always did: aggressive, mild, indifferent, lyrical, sensitive, technical, indirect, deceitful. If, as fiction writers, one of our pursuits is to stylize various forms of information, and to call the result a story or novel, it is also tempting, and easy, to adopt trends of style without realizing it, and to possibly presume we operate outside of stylistic restrictions and conventions. Some styles become so commonplace that they no longer seem stylistic. V.S. Naipaul remarked in an interview that he was opposed to style, yet we can't exactly summarize his work based on its content. His manner of telling is sophisticated, subtle, shrewdly indirect, and elegant. He is, in short, a stylist. His brilliance might be to presume that this is the only way to

tell a story, and to consider all other ways styles. This course for writers will look at a wide range of prose styles, from conspicuous to subtle ones. We will not only read examples of obviously stylistic prose, but consider as well how the reigning prose norms are themselves stylistic bulwarks, entrenched in the culture for various reasons that might interest us. One project we will undertake, in order to deepen our understanding and approach to style, will be to restylize certain of the passages we read. These short fiction exercises will supplement our weekly readings and will allow us to practice rhetorical tactics, to assess our own deep stylistic instincts, and to possibly dilate the range of locutions available to us as we work.

WRIT W3305 Fiction Seminar: The First Person. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

Today, in the age of memoir, we don't need to apologize for speaking in the first person, but we still need to find a way to make a first person, fictional narrative forceful and focused.

The logic is different, the danger the same: we must find a form that will shape an "I" account and render it rhetorically compelling, giving it the substance and complexity of literary art.

In this seminar, we will begin by reading critical background about the early uses of first-person in fiction. We will study how these functioned in the societies they commented on, and chart the changing use of first person in western literature from the eighteenth century to today. Through reading contemporary novels, stories and novellas, we will analyze first person in its various guises: the "I" as witness (reliable or not), as elegist, outsider, interpreter, diarist, apologist, and portraitist. Towards the end of the semester we will study more unusual forms: first-person plural, first-person omniscient, first-person rotating. We will supplement our reading with craft-oriented observations by master-writers. Students will complete four to five fiction pieces of their own in which they will implement specific approaches to first-person. At least two of these will be complete stories; others may be the beginning of a novel or novella or floating scenes.

Students will conference several times with the instructor to discuss their work.

Fall 2015: WRIT W3305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3305	001/10779	W 11:00am - 12:50pm 511 Kent Hall	Alena Graedon	3	15/15

WRIT W3306 Fiction Seminar: Voices from the Edge. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

What does it mean to be marginalized? Does it simply mean that white folks or men or heterosexuals or Americans don't listen to you very much? This is a reductive way of thinking that limits both minorities and majorities. In this seminar we'll read work that challenges our received notions about "the edge" and who's in it. We'll read with an eye toward issues of race, class, gender, and sexuality but we'll also think about marginalization in terms

of genre, geography, and even personal politics. Our goal won't be to categorize and quantify hardships, but to appreciate some great--though overlooked--writing. And, finally, to try and understand how these talented artists wrote well. During the semester students will write short fiction inspired by the work they read and the craft issues discussed in class.

WRIT W3307 Fiction Seminar: Eccentrics & Outsiders. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

Some of the greatest works of fiction are narrated by characters who have become unhinged from the norms of society. They may stand apart from the mainstream because of willful eccentricity, madness, even social disgrace, but in each case their alienation provides them with a unique perspective, one that allows the reader to see the world they describe without the dulling lens of convention. We will explore what authors might gain by narrating their works from an "outsider" viewpoint, and we will study how the peculiar form and structure of these books reflects the modernist impulse in literature. This is a seminar designed for fiction writers, so we will spend time talking about not only the artistic merits of these books, but also about how the authors, who include Dostoevsky, Knut Hamsun, Jean Rhys, Denis Johnson, Joy Williams, Samuel Beckett and Amos Tutuola, achieve their specific effects. Over the course of the semester, we will use these texts as a springboard for writing original fiction.

WRIT W3308 Cross Genre Seminar: Short Prose Forms. 3 points.

Note: This seminar has a workshop component.

Prerequisites: No Prerequisites. Department approval NOT required.

"Flash fiction," "micro-narratives" and the "short-short" have become exciting areas of exploration for contemporary writers.

This course will examine how these literary fragments have captured the imagination of writers internationally and at home. The larger question the class seeks to answer, both on a collective and individual level, is: How can we craft a working definition of those elements endemic to "short prose" as a genre? Does the form exceed classification? What aspects of both crafts -- prose and poetry -- does this genre inhabit, expand upon, reinvent, reject, subvert? Short Prose Forms incorporates aspects of both literary seminar and the creative workshop. Class-time will be devoted alternately to examinations of published pieces and modified discussions of student work. Our reading chart the course from the genre's emergence, examining the prose poem in 19th-century France through the works of Mallarmé, Baudelaire, Max Jacob and Rimbaud. We'll examine aspects of poetry -- the attention to the lyrical, the use of compression, musicality, sonic resonances and wit -- and attempt to understand how these writers took, as Russell Edson describes, "experience [and] made it into an artifact with the logic of a dream." The class will conclude with a portfolio at the end of the term, in which students will submit a compendium of final drafts of three of four short prose pieces, samples of several exercises, selected

responses to readings, and a short personal manifesto on the "short prose form.

Spring 2016: WRIT W3308

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3308	001/87031	T 6:10pm - 8:00pm 511 Kent Hall	Ann DeWitt	3	16/15

WRIT W3323 Nonfiction Seminar: Learning to See: Writing The Visual. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

It was through seriously meditating on the paintings and sculptures of Cezanne and Rodin that Rilke learned to see (as he phrased it) and radicalized his literary vision. In this seminar, we will look seriously at the object, and think through the forms, processes, and lives of artists as models and inspiration for our own nonfiction pieces. The writers we will be reading play with genre, style, form, and voice in innovative ways, like the art and artists they are writing to, occasionally using images in their texts or turning their own books and essays into art objects and playful experiments. An indefinite list of these writers: W.G. Sebald, Claudia Rankine, Janet Malcolm, Douglas Martin, Roland Barthes, Hervé Guibert, Anne Carson, Sophie Calle, T. Fleischmann, Chris Kraus, Tisa Bryant, Bruce Hainley, Susan Sontag, Bhanu Kapil, Lisa Robertson, Ariana Reines, Wayne Koestenbaum, Theresa Hak Kyung Cha, and others. The class aims to stimulate and inspire your own practice through reading and seeing, critically and ecstatically. You will write midterm and final critical responses, as well as submit creative texts every week that respond to the reading, culminating in a final literary work that will be an extension of one of your shorter imitative pieces.

Spring 2016: WRIT W3323

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3323	001/82035	T 2:10pm - 4:00pm 309 Hamilton Hall	Katie Zambreno	3	11/15

WRIT W3325 Nonfiction Seminar: Truths & Facts: Creative License In Nonfiction. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

As writers of literary nonfiction, we seek to articulate the truth about people, personal experiences, and events. But how do those pesky facts figure in? Demarcating the boundaries of reasonable artistic license is an ongoing debate among writers, editors, fact-checkers, and audiences. Can changing chronologies and identifying details help the writer arrive at a deeper truth about her subject? Or are the facts intractable? Where do we draw the line between fabrication and artistry? Is there any merit to what Werner Herzog deems "the ecstatic truth?" Do different rules apply for writing memoir versus writing reported essays and articles? How can we work responsibly with quotes while making dialogue readable? Just how experimental can we be while earning the mantle of nonfiction? In this class we will read works that take different approaches at mining toward the

truth and unpack various distinct points of view on the debate.

Our classes will consist mainly of discussion, with occasional in-class writing exercises and presentations. Students will write reflection papers on the assigned texts throughout the course and compose their own code of nonfiction ethics by the term's end, and examine their own work under this rubric.

Spring 2016: WRIT W3325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3325	001/65848	Th 2:10pm - 4:00pm 401 Hamilton Hall	Elizabeth Greenwood	3	12/15

WRIT W3330 Nonfiction Seminar: Hybrid Nonfiction Forms. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

Creative nonfiction is a frustratingly vague term. How do we give it real literary meaning; examine its compositional aims and techniques, its achievements and especially its aspirations? This course will focus on works that we might call visionary - works that combine art forms, genres and styles in striking ways. Works in which image and text combine to create a third interactive language for the reader. Works still termed "fiction" "history" or "journalism" that join fact and fiction to interrogate their uses and implications. Certain memoirs that are deliberately anti-autobiographical, turning from personal narrative to the sounds, sight, impressions and ideas of the writer's milieu. Certain essays that join personal reflection to arts and cultural criticism, drawing on research and imagination, the vernacular and the formal, even prose and poetry. The assemblage or collage that, created from notebook entries, lists, quotations, footnotes and indexes achieves its coherence through fragments and associations, found and original texts.

Fall 2015: WRIT W3330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3330	001/63010	Th 2:10pm - 4:00pm 511 Kent Hall	Margo Jefferson	3	13/15

WRIT W3331 Nonfiction Seminar: The Modern Arts Writer. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

We will examine the lineaments of critical writing. A critic blends the subjective and objective in complex ways. A critic must know the history of an artwork, its past, while placing it on the contemporary landscape and contemplating its future. A single essay will analyze, argue, describe, reflect, and interpret. And, since examining a work of art also means examining oneself, the task includes a willingness to probe one's own assumptions. The best critics are engaged in a conversation -- a dialogue, a debate -- with changing standards of taste, with their audience, with their own convictions and emotions. The best criticism is part of a larger cultural conversation. It spurs readers to ask questions rather than accept answers about art and society. We will read

essays that consider six art forms: literature; film; music (classical, jazz and popular); theatre and performance; visual art; and dance. At the term's end, students will consider essays that examine cultural boundaries and divisions: the negotiations between popular and high art; the aesthetic of cruelty; the post-modern blurring of and between artist, critic and fan. The reading list will include such writers as Virginia Woolf, George Orwell, Elizabeth Hardwick (literature); James Agee, Manny Farber, Zadie Smith (film); G.B. Shaw, Willa Cather, Ralph Ellison, Lester Bangs, Ellen Willis (music); Eric Bentley, Mary McCarthy, C.L.R. James (theatre); Leo Steinberg, Frank O'Hara, Ada Louise Huxtable, Maggie Nelson (visual art); Edwin Denby, Arlene Croce, Elizabeth Kendall, Mindy Aloff (dance); Susan Sontag, Anthony Heilbut, John Jeremiah Sullivan (cultural criticism).

WRIT W3333 Nonfiction Seminar: Traditions in Nonfiction. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

The seminar provides exposure to the varieties of nonfiction with readings in its principal genres: reportage, criticism and commentary, biography and history, and memoir and the personal essay. A highly plastic medium, nonfiction allows authors to portray real events and experiences through narrative, analysis, polemic or any combination thereof. Free to invent everything but the facts, great practitioners of nonfiction are faithful to reality while writing with a voice and a vision distinctively their own. To show how nonfiction is conceived and constructed, class discussions will emphasize the relationship of content to form and style, techniques for creating plot and character under the factual constraints imposed by nonfiction, the defining characteristics of each author's voice, the author's subjectivity and presence, the role of imagination and emotion, the uses of humor, and the importance of speculation and attitude. Written assignments will be opportunities to experiment in several nonfiction genres and styles.

Fall 2015: WRIT W3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3333	001/61098	M 6:10pm - 8:00pm 511 Kent Hall	Mark Rozzo	3	15/15

WRIT W3335 Nonfiction Seminar: The Lyric Essay. 3 points.

Prerequisites: No prerequisites. Department approval NOT needed.

While nonfiction is perhaps known for its allegiance to facts and logic in the stalwart essay form, the genre conducts its own experiments, often grouped under the term "lyric essays." Lyric essays are sometimes fragmentary, suggestive, meditative, inconclusive; they may glance only sidelong at their subject, employ the compression of poetry, and perform magic tricks in which stories slip down blind alleys, discursive arguments dissolve into ellipses, and narrators disappear altogether. Lyric essayists blend a passion for the actual with innovative forms, listening deeply to the demands of each new subject. In this course, students will map the terrain of the lyric essay, work in which writers revise nonfiction traditions such as: coherent

narrative or rhetorical arcs; an identifiable, transparent, or stable narrator; and the familiar categories of memoir, personal essay, travel writing, and argument. Students will read work that challenges these familiar contours, including selections from *Halls of Fame* by John D'Agata, *Don't Let Me Be Lonely* by Claudia Rankine, *Plainwater* by Anne Carson, *Letters to Wendy* by Joe Wenderoth, *The Body and One Love Affair* by Jenny Boully, *Roland Barthes* by Roland Barthes, *Running in the Family* by Michael Ondaatje, *Neck Deep and Other Predicaments* by Ander Monson. They can expect to read essays selected from *The Next American Essay* edited by John D'Agata and *In Short: A Collection of Brief Creative Nonfiction* edited by Judith Kitchen and Mary Paumier Jones, as well as essays by Paul Metcalf, David Foster Wallace, Sherman Alexie, Michael Martone, and Sei Shonagon. The course will be conducted seminar style, with close reading, lecture, and classroom discussion. The students will be expected to prepare a written study and comments for class on a particular book/author/issue. They will also complete writing exercises and their own lyric essay(s), one of which we will discuss as a class.

Their final project will be a collection of their creative work accompanied by an essay discussing their choices.

Spring 2016: WRIT W3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3335	001/87697	W 6:10pm - 8:00pm 511 Kent Hall	Jennifer Percy	3	14/15

WRIT W3336 Translation Seminar. 3 points.

Prerequisites: No prerequisites. Students do not need to demonstrate bilingual ability to take this course. Department approval NOT needed.

Corequisites: This course is open to undergraduate & graduate students.

This course will explore broad-ranging questions pertaining to the historical, cultural, and political significance of translation while analyzing the various challenges confronted by the art's foremost practitioners. We will read and discuss texts by writers and theorists such as Benjamin, Derrida, Borges, Steiner, Dryden, Nabokov, Schleiermacher, Goethe, Spivak, Jakobson, and Venuti. As readers and practitioners of translation, we will train our ears to detect the visibility of invisibility of the translator's craft; through short writing experiments, we will discover how to identify and capture the nuances that traverse literary styles, historical periods and cultures. The course will culminate in a final project that may either be a critical analysis or an original translation accompanied by a translator's note of introduction.

WRIT W3340 Fiction Seminar: Make It Strange. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

Making the familiar strange, making the strange familiar: these are among the most dexterous, variously re-imagined, catholically deployed, and evergreen of literary techniques. From Roman Jakobson and the Russian Formalists, to postmodern appropriations of pop culture references, techniques of

defamiliarization and the construction of the uncanny have helped literature succeed in altering the vision of habit, habit being that which Proust so aptly describes as a second nature which prevents us from knowing the first. In this course, we will examine precisely how writers have negotiated and presented the alien and the domestic, the extraordinary and the ordinary. Looking at texts that both intentionally and unintentionally unsettle the reader, the class will pay special attention to the pragmatics of writerly choices made at the levels of vocabulary, sentence structure, narrative structure, perspective, subject matter, and presentations of time. Students will have four creative and interrelated writing assignments, each one modeling techniques discussed in the preceding weeks.

WRIT W3351 Poetry Seminar: Approaches to Poetry. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

One advantage of writing poetry within a rich and crowded literary tradition is that there are many poetic tools available out there, stranded where their last practitioners dropped them, some of them perhaps clichéd and overused, yet others all but forgotten or ignored. In this class, students will isolate, describe, analyze, and put to use these many tools, while attempting to refurbish and contemporize them for the new century. Students can expect to imitate and/or subvert various poetic styles, voices, and forms, to invent their own poetic forms and rules, to think in terms of not only specific poetic forms and metrics, but of overall poetic architecture (lineation and diction, repetition and surprise, irony and sincerity, rhyme and soundscape), and finally, to leave those traditions behind and learn to strike out in their own direction, to write -- as poet Frank O'Hara said -- on their own nerve.

WRIT W3353 Poetry Seminar: Traditions in Poetry. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

Lyric poetry in contemporary practice continues to draw upon and modify its ancient sources, as well as Renaissance, Romantic and Modernist traditions. In this seminar, we will explore the creation of the voice of the poem, the wild lyrical I, through closely reading female poets from antiquity to present day, beginning with Anne Carson's translations of Sappho, *If Not Winter*, all the way up to present avatars and noted syllists such as Mary Jo Bang (*Elegy*), Traci K. Smith (*Life on Mars*), Bernadette Mayer (New Directions *Reader*), Eileen Myles (*Not Me*), Maggie Nelson (*Bluets*) and others. The identity of the poetic speaker remains with inescapable ties to memory and experience as one mode of the lyric, and with the dramatic toposes of mask and persona as another. Students will be asked to hear a range of current and classic women poets deploying, constructing and annihilating the self: the sonnets of Queen Elizabeth and the American beginnings of Anne Bradstreet; the emergence in the 19th century of iconic and radicalizing female presences: Emily Bronte, Emily Dickinson, Christina Rossetti, Elizabeth Barrett Browning; and the predominance of 20th century masters who re-invented the English-language lyric as much

as they inherited: Louise Bogan, Gwendolyn Brooks, H.D., Marianne Moore, Edna St. Vincent Millay, Laura Riding, and Gertrude Stein. As background, students will read prose works (epistolary, writing, journals and diaries, classic essays as well as prose poetry), which may contextualize women's desire and its reception in public and private space: the religious mysticism of Sor Juana Inés de la Cruz, Lady Mary Wortley Montagu, Dorothy Wordsworth's journals, Emily Dickinson's letters, and Virginia Woolf's criticism and novels. Students will be expected to keep their own reading diary or write letters in response to class readings, as well as select a classic and contemporary female poet for semester-long research. Additional course handouts will be organized by particular groupings of interest to our study of desire & identity, voice & witness: Confessional poetry (Sylvia Plath and Anne Sexton), Cave Canem poets (Harryette Mullen and Natasha Tretheway), New York School (Alice Notley and Hannah Weiner), as well as additional contemporary poets (Lyn Melnick and Matthea Harvey).

Spring 2016: WRIT W3353

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3353	001/88496	T 2:10pm - 4:00pm 511 Kent Hall	Dorothea Lasky	3	17/15

WRIT W3365 Poetry Seminar: 21st Century American Poetry and Its Concerns. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

The lyric has often been conceived of as timeless in its content and inwardly-directed in its mode of address, yet so many poems with lasting claim on our attention point unmistakably outward, addressing the particulars of their times. This course will examine the ways in which an array of 21st poets have embraced, indicted, and anatomized their cultural and historical contexts, diagnosing society's ailments, indulging in its obsessions, and sharing its concerns. Engaging with such topics as race, class, war, death, trauma, feminism, pop culture and sexuality, how do poets adapt poetic form to provide meaningful and relevant insights without losing them to beauty, ambiguity, and music? How is pop star Rihanna a vehicle for discussing feminism and isolation? What does it mean to write about black masculinity after Ferguson? In a time when poetry's cultural relevancy is continually debated in academia and in the media, how can today's poets use their art to hold a mirror to modern living? This class will explore how writers address present-day topics in light of their own subjectivity, how their works reflect larger cultural trends and currents, and how critics as well as poets themselves have reflected on poetry's, and the poet's, changing social role. In studying how these writers complicate traditional notions of what poetry should/shouldn't do, both in terms of content and of form, students will investigate their own writing practices, fortify their poetic voices, and create works that engage directly and confidently with the world in which they are written.

Fall 2015: WRIT W3365

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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WRIT 001/32497 M 6:10pm - 8:00pm Morgan 3 16/15
3365 402 Hamilton Hall Parker

201d Philosophy
Hall

WRIT W3367 Poetry Seminar - Witness, Record, Document: Poetry & Testimony. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

This seminar takes up the terms witness, record, and document as nouns and verbs. What is poetry of witness? Documentary poetry? Poetry as (revisionist) historical record? What labor and what ethical, political, and aesthetic considerations are required of poets who endeavor to witness, record, or document historical events or moments of trauma? How is this approach to poetry informed by or contributing to feminist theories, aesthetic innovation, and revisionist approaches to official histories? Course materials include: 1) essays that explore the poetics and politics of "poetry of witness" or "documentary poetry"; 2) a range of contemporary American Poetry that has been classified as or has productively challenged these categories; 3) and audio, video, and photographic projects on which poets have collaborated. Our encounters with this work will be guided by and grounded in conversations about ideas of "truth," "text," the power relations of "documentation," and issues of language and representation in poetry. We will also critically examine the formal (rhyme, rhythm, diction, form, genre, point of view, imagery, etc.) and philosophical components and interventions of the work we study and create.

Fall 2015: WRIT W3367

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3367	001/21046	W 10:00am - 12:00pm 407 Dodge Building	Deborah Paredes	3	13/15

WRIT W3370 Poetry Seminar: The Crisis of the I. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

"Things fall Apart; the centre cannot hold; / Mere anarchy is loosed upon the world." So wrote Yeats in 1919, in the shadow of the "Great" War. As the individual mind found less and less recourse to "traditional" systems of belief and narratives of meaning, poetry in the twentieth century began to bear witness to a fracturing of the self, and this "anarchy" was reflected in both the content and the forms of "modern" poems. Through a close analysis of poems by a variety of authors, this course will investigate aesthetic strategies for representing such a fragmentation in perception and cognition, as well as the urgency of a moral dialectic in poems written in the wake of large-scale cultural traumas. We will also look at various aesthetic strategies for "recovering" from a disintegration of self, including deep-image poetics, repetition and incantation, new formalism, and narrative tensions in the lyric mode.

Fall 2015: WRIT W3370

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3370	001/75783	T 4:10pm - 6:00pm	Joseph Fasano	3	12/15

WRIT W3371 Cross Genre Seminar: Structure and Style. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

This seminar explores fiction, nonfiction, poetry and drama as related disciplines. While each genre has its particular opportunities and demands, all can utilize such devices as narrative, dialogue, imagery, and description (scenes, objects, and thought processes). Through a wide variety of readings and writing exercises, we will examine and explore approaches to language, ways of telling a story (linear and nonlinear), and how pieces are constructed. Some student work will be briefly workshoped.

Spring 2016: WRIT W3371

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3371	001/92046	Th 6:10pm - 8:00pm 511 Kent Hall	Alan Ziegler	3	13/10

WRIT W3372 Fiction Seminar: Formally Yours: Experiments With Form & (Neo)Formalism In Contemporary American Poetry. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

From Marilyn Hacker's lesbian sonnets to the Afro-formalist invention of the bop, a wide array of American poets are engaging with and encouraging radical reconsiderations of received forms. How and why are poets -- particularly from historically underrepresented communities -- turning to and reimagining form and formalism? What exactly does (neo) formalism mean in recent years and who are the poets who are shaping this terrain? How have the formal experimentations by black, queer, feminist, and other poets of color transformed and transgressed the borders of American poetry? Each week during the first two months of the semester, we will study and produce a selection of contemporary poetic experiments with a particular received, traditional, newly invented, or ghost form such as sonnets, sestinas, villanelles, triolets, blues, and prose poems. We will spend the last month of the semester studying collections by contemporary poets who deploy a variety of received and new forms. What do these forms and their rules, restrictions, and reconfigurations make possible for both the poets we study and for our own practice?

Spring 2016: WRIT W3372

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3372	001/26598	W 10:00am - 12:00pm 407 Dodge Building	Deborah Paredes	3	16/10

WRIT W3373 Filmwriting. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: No prerequisites. Department approval NOT required.

Filmwriting is taught as a workshop and is designed for students who have an interest in film and/or the ways in which other literary forms might be adapted for the filmic medium. Through observing the ways successful films are put together, identifying universal 'mythic' patterns in all stories, participating in in-class exercises, weekly assignments and individual projects students will learn the basics inherent to story telling in general and screen storytelling in particular. Students will be expected to produce approximately seventy pages of screen writing. This work may be composed of independent scenes or of sequential scenes building to a short film.

WRIT W3375 Playwriting. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: No prerequisites. Department approval NOT required.

Playwriting is taught as a workshop and is designed for students who have an interest in dialogue, the construction of the dramatic scene, and playwriting as a literary and performance art form. Attention is given to the ways in which playwriting techniques might be applied to work in other genres. Students will be assigned exercises in conflict, rhythm, dialogue, character, and the development of material. Students will be expected to produce approximately seventy pages of dramatic writing. This work can be composed of several independent scenes or of sequential scenes that build to a one-act play.

WRIT W3377 Traditions in Creative Writing. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Partial Fulfillment of General Education Requirement: Laboratory Science (SCI).

Prerequisites: Please see 612 Lewisohn for registration guidelines or go to <http://www.columbia.edu/cu/writing>

Creative writers are faced with dizzying options. We know we want to write, but what should we write, and how? To what degree should we study the accomplished writing of the past in order to produce writing for today and the future? What are some enticing strategies for making art out of language, and what are some striking examples from history that can guide us? This craft seminar—a course in the techniques of creative writing—will explore the fundamentals of fiction, poetry, literary nonfiction, and dramatic writing, as well as hybrid forms that are harder to name. Students will learn to read as writers; they will study literary forms and styles, they will become familiar with accomplished work from a range of genres, and they will compose creative work of their own.

WRIT W3380 Translation Seminar: The European Fairy Tale. 3 points.

Prerequisites: No prerequisites. Department approval NOT needed.

Corequisites: This course is open to undergraduate & graduate students. Knowledge of another language is not required.

Chances are you know something about the Brothers Grimm, but not so much, perhaps, about the complex storytelling traditions to which the stories collected belonged. This seminar will explore the European fairy tale in all its glorious history, including works written or collected by Charles Perrault, Jean de La Fontaine, Marie de Beaumont, Marie-Catherine d'Aulnoy (who first coined the term "conte de fée" or "fairy tale"), Jacob and Wilhelm Grimm, Alexander Afanasyev, Hans Christian Andersen, Oscar Wilde and George MacDonald. Throughout the semester, we'll be talking about issues of translation in these tales and comparing them to the fairy-tale-inspired writing of our own age, including work by Angela Carter, Robert Coover, Donald Barthelme, Kelly Link, Lyudmila Petrushevskaya, Yoko Tawada, George Saunders and others. Analytical, translational and fantastical assignments. No foreign language skills required. Three papers.

WRIT W3382 Fiction Seminar: Story Collection As Art Form. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

How do story collections happen? Are they just anthologies of the best (or the only) stories a writer has produced in a given time period? How do you decide what goes in it, and how do you organize it, and how many do you need? In this class we're going to read a bunch of short story collections, in a variety of genres and modes. Rigorous literary, aesthetic, and critical analysis of individual stories will here be linked to macro-level questions such as: What makes a "linked collection" different from a novel?

What are some of the ways that a "linked" collection forges its links-- character, theme, place, narrative strategy, mood, etc.? How does a writer handle her recurring themes without falling into repetition? How does the story collection compare with (or relate to) self-anthologizing forms in other disciplines: the poetry collection, the record album, the solo exhibition? Books include: *The Piazza Tales* by Herman Melville; *Red Cavalry* by Isaac Babel (Peter Constantine trans.); *Super Flat Times* by Matthew Derby; *Normal People Don't Live Like This* by Dylan Landis; *The Train to Lo Wu* by Jess Row; *Don't Let Me Be Lonely* by Claudia Rankine; *Birds of America* by Lorrie Moore; *The Emigrants* by W. G. Sebald; *Criers and Kibbitzers*, *Kibbitzers* and *Criers* by Stanley Elkin; *The Actual Adventures of Michael Missing* by Michael Hickins; and *A Personal Anthology* by Jorge Luis Borges.

WRIT W3384 Nonfiction Seminar: Literature Without Writing. 3 points.

Prerequisites: No prerequisites required. Department approval NOT required.

The investigative dialogue is among the oldest forms of literature, and it remains one of the most egalitarian and relevant to life.

It's simple - comment and response, question and answer - and can be produced by artists, scientists, lunatics, athletes, criminals, and any other human being, from Plato to Oprah Winfrey. The interview is a kind of performative literature, documenting a time, place, mood, and an extemporaneous exchange. Transcription transforms the off-the-cuff spoken

word into permanent, written text, from ear to page, an art form of capturing rather than imagining. Conversational language is also essential to the art of fiction, showing through telling, or explaining instead of organizing our life into this-then-that narratives. Modernism was the age of the interior monologue but the internal debate might be a form more reflective of the 21st century mind. This course will include readings of psychoanalytic sessions, legal court transcripts, celebrity chats, Zen koan talks, philosophical dialogues, podcasts, television talk shows, and fictional interviews. Students will conduct real interviews and write fictional ones. They will transcribe, listen, and hear literature in the artless, everyday discussion.

WRIT W3386 Cross Genre Seminar: Imagining Berlin. 3 points.

Prerequisites: the instructor's permission. Open to juniors & seniors.

How can one imagine a city in a piece of writing with such vividness that the place springs to life as a mythical metropolis?

The city of Berlin, which has often been at the crossroads of history in its asphalt-and-cobblestone reality, has developed a fictional life as well, inspiring countless writers. We'll take this city as a model for writing about place, exploring the ways in which descriptions function in narrative to create a backdrop that fuels a story and provides atmospheric support for its unfolding. To begin with, we'll read some of the important modernist works that established Berlin as a literary locus, mirroring the city's vibrant life in the early decades of the twentieth century. Later readings will show us Berlin in its wartime and Cold War incarnations, the city bisected into East and West, followed by the fall of the Berlin Wall in 1989 and its aftermath. Some of the narratives we'll be reading will be historical, some highly imaginative, some fantastical. Several films will provide counterpoint. We'll end the term with recent fictional approaches to the city by writers of several nationalities.

For the books written in languages other than English, we'll be reading with attention to the translations. No knowledge of any language other than English required.

Fall 2015: WRIT W3386

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3386	001/13247	W 2:10pm - 4:10pm 403 Dodge Building	Susan Bernofsky	3	9/15

WRIT W3388 Cross Genre Seminar: Daily Life. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

In his poem *A Few Days*, James Schuyler reflects "A few days / are all we have. So count them as they pass. They pass too quickly / out of breath." Before we know it, as Schuyler says, "Today is tomorrow." This course will encourage us to slow down time and document today while it is still today. One of the course's main points is to pursue the ordinary, and to recognize that the ordinary -- whether presented as poems, essays, stories, fragments, etc. -- can become art. Assignments will provide broad examples of how to portray dailiness. Each week you will write a short piece (1-3 pages) that responds to these

assignments while engaging your own daily life. The form is open. You could, for example, write a poem or story with a brief critical preface, or you could compose an essay that explores formal and/or thematic qualities. You can also create multimedia work. The important thing is to treat the materials we will read as springboards into your own artistic practice.

Spring 2016: WRIT W3388

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3388	001/78532	Th 2:10pm - 4:00pm 511 Kent Hall	John Cotner	3	14/15

WRIT W3520 Fiction Seminar: The Here & Now. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

In this course, we will read a wide variety of short fiction that concerns itself with the clarification and magnification of particular moments of being. An emphasis will be placed on how these writers notice things that others might overlook-- the small, the peculiar, the unexpected-- and then how they transform these seemingly modest things with the force of their attention. Our goal will be to proceed through these stories at the level of the sentence. Why this quiet pulling back? Much of our discussion will center on why a specific (and at times mysterious-seeming) choice has been made by an author. But we will also from time to time broaden our focus to encompass larger philosophical concerns that are triggered by these questions of craft. We will talk about the science of attention, false and true lyricism, "the discipline of rightness" (as Wallace Stevens once described it) and why it is that feeling so often precedes form. We will not spend very much time exploring the thematic concerns of these stories. Nor will we speak in great detail about whether we find contained within them sympathetic or unsympathetic characters.

Instead, the aim of this class will be to analyze the formal elements of fiction with an eye towards refining our own prose styles and towards saying more clearly how it happened that a given text did or did not move us.

Fall 2015: WRIT W3520

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3520	001/73317	M 4:10pm - 6:00pm 311 Fayerweather	Alexandra Kleeman	3	9/15

WRIT W3530 Cross-Genre Seminar: Process Writing & Writing Process. 3 points.

Prerequisites: Prerequisites not required. Departmental approval NOT required.

The act of writing is often mythologized, romanticized, or dismissed as peripheral to the text itself. This course will address the process as a primary lens for looking at art, focusing on literature that explicitly investigates the experience of its creation. Readings will include writings by visual artists who produce documents of performances, surrealists who use "automatic" methods to reveal the unconscious, poets who seek to capture states of enlightenment or intoxication, and novelists who employ extreme conditions to achieve unexpected results. For the

class, students will experience with their environment, lifestyle, and methods to increase their awareness of how everything they do can affect what appears on the page.

Fall 2015: WRIT W3530

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3530	001/23444	T 2:10pm - 4:00pm 317 Hamilton Hall	Ross Simonini	3	17/15

WRIT W3680 Nonfiction Seminar: The Literary Reporter. 3 points.

Prerequisites: No prerequisites required. Department approval NOT required.

The literary reporter is a changeable character. When she's conducting immersion journalism, she lives with her sources, tries to blend with them. Long-form narrative reporting requires her to ask difficult questions, born from exhaustive research and critical observation. The memoirist reports from the prism of her own experience, casting herself as a character, making meaning of interviews through the fault lines of memory. The biographer is a ventriloquist, often embodying the purpose or quest of another person, and pulling voices and stories from hints and scraps. In this seminar, students will explore the various kinds of literary reporting inherent to various nonfiction literary forms, unearthing the strategies writers can use to elicit powerful interviews, background stories and ultimately, what it means to author another person's "truth," and discuss the delicate terrains of race, gender and political misunderstanding, interrogating our own preconceptions. Readings will include Peter Hessler, Suketu Mehta, Richard Rodriguez, Joan Didion, Janet Malcolm, and Ted Conover, as well as Julia Kristeva and Michel Foucault, and we'll read interviews with authors about their craft, to learn from their direct experience. Students will have the opportunity to do some reporting on their own, and will write two short papers.

Fall 2015: WRIT W3680

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3680	001/66796	W 4:10pm - 6:00pm 405 Kent Hall	Meehan Crist	3	15/15

WRIT W3685 Poetry Seminar: Reduce, Reuse, Recycle. 3 points.

Prerequisites: No prerequisites. Department approval NOT required.

This course is designed to address the particular frustrations surrounding revision. We will excavate our abandoned work--subjecting it to maneuvers ranging from the light in touch to the radical; visiting techniques appropriate for the isolation chamber, as well as the collaborative. And we will examine how poets throughout the ages have approached revision --including Lowell's changing of words into their opposites; Auden's revisions of his published work from the standpoint of maturity; Plath's 'next poem as revision' technique. The idea of the class borrows from the world's current trash predicament: how to cut our waste; re-use creatively what we have already produced; make something new and useful of our junk.

WRIT W3697 Senior Fiction Workshop. 4 points.

Prerequisites: The department's permission required through writing sample. Please go to 609 Kent for submission schedule and registration guidelines or see <http://www.arts.columbia.edu/writing/undergraduate>.

Seniors who are majors in creative writing are given priority for this course. Enrollment is limited, and is by permission of the professor. The senior workshop offers students the opportunity to work exclusively with classmates who are at the same high level of accomplishment in the major. Students in the senior workshops will produce and revise a new and substantial body of work. In-class critiques and conferences with the professor will be tailored to needs of each student.

Fall 2015: WRIT W3697

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3697	001/76780	T 4:10pm - 6:00pm 511 Kent Hall	Samuel Lipsyte	4	12/12

Spring 2016: WRIT W3697

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3697	001/93632	Th 4:10pm - 6:00pm 511 Kent Hall	Heidi Julavits	4	13/12

WRIT W3798 Senior Nonfiction Workshop. 4 points.

Prerequisites: The department's permission required through writing sample. Please go to 609 Kent for submission schedule and registration guidelines or see <http://www.arts.columbia.edu/writing/undergraduate>.

Seniors who are majors in creative writing are given priority for this course. Enrollment is limited, and is by permission of the professor. The senior workshop offers students the opportunity to work exclusively with classmates who are at the same high level of accomplishment in the major. Students in the senior workshops will produce and revise a new and substantial body of work. In-class critiques and conferences with the professor will be tailored to needs of each student.

Spring 2016: WRIT W3798

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3798	001/76446	W 2:10pm - 4:00pm 106 Watson Hall	Michelle Orange	4	13/12

WRIT W3830 Fiction Seminar: Voices & Visions of Childhood. 3 points.

This course focuses on literature written for adults, NOT children's books or young-adult literature.

Prerequisites: No prerequisites. Department approval NOT required.

Flannery O'Connor famously said, "Anybody who has survived his childhood has enough information about life to last him the rest of his days." A child's or youth's journey-- whether through ordinary, universal rites of passage, or through extraordinary adventure or trauma-- compels an adult reader (and writer) to (re)inhabit the world as both naïf and nature's savant. Through the knowing/unknowing eye of the child or adolescent, the writer

can explore adult topics prismatically and poignantly -- "from the bottom up" -- via humor, terror, innocence, wonder, or all of the above. In this course, we will read both long and short form examples of childhood and youth stories, examining in particular the relationships between narrator and character, character and world (setting), character and language and narrator and reader (i.e. "reliability" of narrator). Students will write two papers. Short scene-based writing assignments will challenge student writers to both mine their own memories for material and imagine voices/experiences far from their own.

Spring 2016: WRIT W3830

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3830	001/83396	T 4:10pm - 6:00pm 106 Watson Hall	Ben Metcalf	3	16/15

WRIT W3898 Senior Poetry Workshop. 4 points.

Prerequisites: The department's permission required through writing sample. Please go to 609 Kent for submission schedule and registration guidelines or see <http://www.arts.columbia.edu/writing/undergraduate>.

Seniors who are majors in creative writing are given priority for this course. Enrollment is limited, and is by permission of the professor. The senior workshop offers students the opportunity to work exclusively with classmates who are at the same high level of accomplishment in the major. Students in the senior workshops will produce and revise a new and substantial body of work. In-class critiques and conferences with the professor will be tailored to needs of each student.

Spring 2016: WRIT W3898

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3898	001/81746	W 6:10pm - 8:00pm 405 Kent Hall	Marni Ludwig	4	6/12

DANCE

310 Barnard Hall

212-854-2995

212-854-6943 (fax)

dance@barnard.edu

Administrative Assistant: Sandra Velasquez Dos Santos

THE DEPARTMENT OF DANCE

Mission

The Barnard College Department of Dance, located in a world dance capital, offers an interdisciplinary program that integrates the study of dance within a liberal arts setting of intellectual and creative exploration. The major builds upon studio courses, the Department's productions at Miller Theater, New York Live Arts, and other venues, as well as a rich array of dance studies courses, allowing students' creative work to develop in dialogue with critical inquiry into the history, culture, theory and forms of western and non-western performance, typically enhanced by study in other disciplines. Students work with accomplished artists whose work enriches contemporary American dance; they also study with outstanding research scholars.

Making, thinking about, and writing about art are an essential part of the liberal arts education. For this reason, the Department of Dance offers technique courses for students of all levels of expertise, while opening its other courses to majors and non-majors alike, who may also audition for its productions. The Department partners with cultural institutions in New York City to connect students with the professional world.

The Department of Dance is fully accredited and in good standing with the National Association of Schools of Dance.

Student Learning Outcomes for the Major and Concentration

Students graduating with a major in Dance should be able to attain the following outcomes:

- Apply critical thinking, reading, and writing skills to dance-related texts and choreography.
- Develop the knowledge and research skills to explore the dance past in writing, orally, and in performance.
- Present interpretations of dance-related texts orally, in writing, and in performance.
- Apply library, archival, and internet research skills to dance scholarship and choreography.
- Demonstrate improved efficiency and expressivity in dance technique.
- Demonstrate growing technical understanding and fluency in dance technique.
- Create original dances, dance/theater works or dance-based, mixed media works.
- Collaborate with an artist in the creation of original dance works.
- Participate in the creative process through the creation and interpretation of choreography.
- Apply interdisciplinary research methods to dance scholarship and choreography.
- Apply historical research methods to dance scholarship and choreography.
- Demonstrate conceptual and methodological approaches for studying world dance forms through research and writing.
- Demonstrate the ability to understand cultural and historical texts in relation to dance forms.
- Apply anatomical knowledge to movement and movement concepts.
- Evaluate the theoretical and artistic work of peers.
- Communicate with an audience in oral presentations and dance performance.
- Understand and interpret the language and form of an artist's choreography.
- Solve technical problems in dance movement.
- Apply musical knowledge to movement and choreography.
- Design choreographic movement and structures.

Dance Technique Courses

Level I courses, except for global and somatic courses, have no prerequisite and students receive a Pass/Fail grade. All other courses must be taken for a letter grade and require a placement audition (held at the first meeting of classes) or the permission of the instructor. These courses may be taken to fulfill the physical education requirement.

Ballet

Technique of classical ballet emphasizing proper alignment and graduated study of its vocabulary. Artistry of articulation, phrasing, dynamics, and nuance in the broad range of classical materials are addressed at each level.

Modern

The study of contemporary dance based on the work of the 20th and 21st century innovators. Aesthetic principles of modern dance will be taught with increased technical demands required at each successive level.

Global and Somatic Forms

The study of dance forms including classical Spanish, Jazz, Tap, West African, Afro-Cuban, and Indian.

FACULTY

Distinguished Guest Artist (2014-15): Twyla Tharp

Professor: Lynn Garafola (co-chair)

Associate Professor: Paul Scolieri

Associate Professor of Professional Practice: Colleen Thomas

Assistant Chair: Katie Glasner (co-chair)

Visiting Associate Professor of Professional Practice: Marjorie Folkman

Faculty:

Mindy Aloff, Cynthia Anderson, Rebecca Bliss, Alex Brady, Siobhan Burke, Maguette Camara, Antonio Carmena, Mary Carpenter, Tessa Chandler, Elizabeth Coker, Uttara Coolawala, Chisa Hidaka, Allegra Kent, Katiti King, Robert LaFosse, Melinda Marquez, Jodi Melnick, Andrea Miller, Margaret Morrison, Rika Okamoto, David Parker, Kathryn Sullivan, Caitlin Trainor, Ashley Tuttle, Adam H. Weinert, Seth Williams, Karla Wolfangle

Artists in Residence: John Heginbotham, Patricia Hoffbauer, Sam Kim, Pam Tanowitz

Technical Director and Lighting Designer: Tricia Toliver

Music Director: Robert Boston

Administrative Assistant: Sandra Velasquez Dos Santos

REQUIREMENTS

MAJOR IN DANCE (FOR STUDENTS ENTERING IN FALL 2011 OR LATER)

Majors must complete eleven academic courses (six required, five elective) and a minimum of eight 1-point technique courses. All majors write a senior thesis as part of their coursework.

The required courses for the major in dance are distributed as follows:

Dance History

The following two courses in Dance History must be completed before the fall of the senior year:

DNCE BC2565	World Dance History	3
DNCE BC3001	Western Theatrical Dance from the Renaissance to the 1960s	3

Movement Science

Select one or more of the following:

DNCE BC2501	Biomechanics for the Dancer: Theory and Practice	3
DNCE BC2561	Kinesiology: Applied Anatomy for Human Movement	3
DNCE BC2562	Movement Analysis	3

Composition

One course in Composition must be completed before the fall of the senior year.

DNCE BC2564	Dance Composition: Content	3
DNCE BC3565	Composition: Collaboration and the Creative Process	3
DNCE BC3566	Composition: Site Specific and Experimental Methods	3
DNCE BC2563	Composition: Form, Dance/Theater	3

Senior Work

Seniors planning to write a combined thesis must request approval from both departments and notify the Registrar. All majors must complete two semesters of senior work. The following course, which culminates in a 25-30-page written thesis and an oral presentation to the Department at the end of the semester, is required of all seniors:

DNCE BC3591	Senior Seminar in Dance	4
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In addition, all majors must take one of the following two courses, depending on whether the senior requirement is completed with a creative project or a two-semester written thesis:

DNCE BC3592	Senior Project: Research for Dance	3-4
DNCE BC3593	Senior Project: Repertory for Dance	

Students who are double majors may request permission to write a two-semester combined thesis.

Electives

Five additional 3- or 4-point courses, chosen in consultation with the major advisor, are required. Electives may be chosen from among the departmental offerings listed above or below, including additional coursework in Composition, Movement Science, and/or Senior Work beyond the major requirement.

History/Criticism:

DNCE BC3580	History of Social Dancing: Dance Crazes from the Waltz to Flash Mobs	15-20
DNCE BC2570	Dance in New York City	
DNCE BC2575	Choreography for the American Musical	
DNCE BC2580	Tap as an American Art Form	
DNCE BC3000	From the Page to the Dance Stage	
DNCE BC3200	Dance in Film	
DNCE BC3567	Dance of India	
DNCE BC3570	Latin American and Caribbean Dance: Identities in Motion	
DNCE BC3575	George Balanchine and the Reinvention of Modern Ballet	
DNCE BC3577	Performing the Political: Embodying Change in American Performance	
DNCE BC3578	Traditions of African-American Dance	
DNCE BC3583	Gender and Historical Memory in American Dance of the 1930's to the Early 1960's	
DNCE BC3980	Performing the Political: Embodying Change in American Performance	
DNCE BC3981	Inventing American Modern Dance: Ruth St. Denis and Ted Shawn	
DNCE BC3982	Diaghilev's Ballets Russes and Its World	

Studio/Performance:

DNCE BC2555	Ensemble Dance Repertory (Modern Dance)	
DNCE BC2556	Ensemble Dance Repertory: Ballet	

DNCE BC2557	Evolution of Spanish Dance Style	
DNCE BC2558	Tap Ensemble	
DNCE BC2567	Music for Dance	
DNCE BC3571	Solo Repertory: Performance Styles	
DNCE BC3601 - DNCE BC3604	Rehearsal and Performance in Dance and Rehearsal and Performance in Dance	

Overview of Major Requirements (11 total, plus 8 technique courses)

- 1 Movement Science
- 1 Composition
- 2 History
- 1 Senior Seminar
- 1 Senior Project (Research in Dance or Repertory for Dance)
- 5 Electives
- 8 Technique Courses

MAJOR IN DANCE (FOR STUDENTS DECLARING A MAJOR BEFORE FALL 2011)

Majors must fulfill an eleven-course requirement, including the DNCE BC3591 Senior Seminar in Dance and either Senior Project: Research in Dance (DNCE BC3592 Senior Project: Research for Dance) or DNCE BC3593 Senior Project: Repertory for Dance, in addition to taking a minimum of eight 1-point technique courses.

To fulfill the distribution requirements, one course must be taken in each of the following four areas:

Movement Science

DNCE BC2501	Biomechanics for the Dancer: Theory and Practice	3
DNCE BC2561	Kinesiology: Applied Anatomy for Human Movement	3
DNCE BC2562	Movement Analysis	3

Composition

DNCE BC3566	Composition: Site Specific and Experimental Methods	3
DNCE BC2563	Composition: Form, Dance/Theater	3
DNCE BC2564	Dance Composition: Content	3
DNCE BC3565	Composition: Collaboration and the Creative Process	3

History

DNCE BC2565	World Dance History	3
DNCE BC3001	Western Theatrical Dance from the Renaissance to the 1960s	3

Writing

DNCE BC2570	Dance in New York City	3
DNCE BC3570	Latin American and Caribbean Dance: Identities in Motion	3

DNCE BC3574	Inventing the Contemporary: Dance Since the 1960s	3
DNCE BC3576	Dance Criticism	3
DNCE BC3577	Performing the Political: Embodying Change in American Performance	3

Electives

In consultation with the major advisor, an additional five courses should be chosen from the courses listed above or below:

History/Criticism:

DNCE BC2575	Choreography for the American Musical	
DNCE BC2580	Tap as an American Art Form	
DNCE BC3000	From the Page to the Dance Stage	
DNCE BC3567	Dance of India	
DNCE BC3575	George Balanchine and the Reinvention of Modern Ballet	
DNCE BC3577	Performing the Political: Embodying Change in American Performance	
DNCE BC3578	Traditions of African-American Dance	
DNCE BC3980	Performing the Political: Embodying Change in American Performance	
DNCE BC3982	Diaghilev's Ballets Russes and Its World	

Studio/Performance:

DNCE BC2555	Ensemble Dance Repertory (Modern Dance)	
DNCE BC2556	Ensemble Dance Repertory: Ballet	
DNCE BC2558	Tap Ensemble	
DNCE BC2567	Music for Dance	
DNCE BC3571	Solo Repertory: Performance Styles	
DNCE BC3572	Dance Production	
DNCE BC3601 - DNCE BC3604	Rehearsal and Performance in Dance and Rehearsal and Performance in Dance	

Senior Work

All dance majors must complete two semesters of senior work. DNCE BC3591 Senior Seminar in Dance given in the fall semesters, requires a 25-30 page written thesis and an oral presentation to the Department at the end of the semester. The second semester is usually a performance project for which the student registers in DNCE BC3593 Senior Project: Repertory for Dance. Students may also choose to do a two-semester thesis, registering in DNCE BC3592 Senior Project: Research for Dance. Students who are double majors may request permission to do a two-semester combined thesis.

Overview of Major Requirements (11 total, plus 8 technique classes)

- 1 Movement Science
- 1 Composition
- 1 History
- 1 Writing
- 1 Senior Seminar
- 1 Senior Project (Research in Dance or Repertory for Dance)
- 5 Electives
- 8 Technique Classes

CONCENTRATION IN DANCE

The concentration in dance is identical to the major except that only two electives are required.

For the major requirements, please see above.

Overview of Concentration Requirements (8 total, plus 8 technique classes)

- 1 Movement Science
- 1 Composition
- 2 History
- 1 Senior Seminar
- 1 Senior Project (Research in Dance or Repertory for Dance)
- 2 Electives
- 8 Technique Classes

COURSES

DNCE BC1135 Ballet, I: Beginning. *1 point.*

Fall 2015: DNCE BC1135

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1136	001/01157	M W 9:00am - 10:00am 11 Barnard Hall	Mary Carpenter	1	29/35
DNCE 1136	002/06272	T Th 2:40pm - 3:55pm 110 Barnard Hall Annex	Robert LaFosse	1	23/26
DNCE 1136	003/05885	F 12:30pm - 2:30pm 11 Barnard Hall	Allegra Kent	1	26/30

DNCE BC1135 Ballet, I: Beginning. *1 point.*

Fall 2015: DNCE BC1135

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1136	001/01157	M W 9:00am - 10:00am 11 Barnard Hall	Mary Carpenter	1	29/35
DNCE 1136	002/06272	T Th 2:40pm - 3:55pm 110 Barnard Hall Annex	Robert LaFosse	1	23/26
DNCE 1136	003/05885	F 12:30pm - 2:30pm	Allegra Kent	1	26/30

11 Barnard Hall

DNCE BC1136 Ballet, I: Beginning. *1 point.*

Spring 2016: DNCE BC1136

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1136	001/04152	M W 9:00am - 10:00am 11 Barnard Hall	Mary Carpenter	1	34/35
DNCE 1136	002/00887	M W 2:40pm - 3:55pm 11 Barnard Hall	Robert LaFosse	1	27/30
DNCE 1136	003/02732	F 12:30pm - 2:30pm 11 Barnard Hall	Allegra Kent	1	31/30

DNCE BC1137 Ballet, II: Advanced Beginning. *1 point.*

Fall 2015: DNCE BC1137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1138	001/07379	M W 10:10am - 11:25am 110 Barnard Hall Annex	Mary Carpenter	1	20
DNCE 1138	002/07486	T Th 2:40pm - 3:55pm 11 Barnard Hall	Kathryn Sullivan	1	15

DNCE BC1137 Ballet, II: Advanced Beginning. *1 point.*

Fall 2015: DNCE BC1137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1138	001/07379	M W 10:10am - 11:25am 110 Barnard Hall Annex	Mary Carpenter	1	20
DNCE 1138	002/07486	T Th 2:40pm - 3:55pm 11 Barnard Hall	Kathryn Sullivan	1	15

DNCE BC1138 Ballet, II: Advanced Beginning. *1 point.*

Spring 2016: DNCE BC1138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1138	001/09385	M W 10:10am - 11:25am 306 Barnard Hall	Mary Carpenter	1	18/20
DNCE 1138	002/04830	T Th 2:40pm - 3:55pm 110 Barnard Hall Annex	Kathryn Sullivan	1	21

DNCE BC1247 Jazz, I: Beginning. *1 point.*

Prerequisites: BC1137, BC1138, BC1332, or BC1333.

Intermediate level in modern or ballet technique is required.

Fall 2015: DNCE BC1247

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1248	001/08164	T Th 11:40am - 12:55pm 110 Barnard Hall Annex	Katiti King	1	10

DNCE BC1247 Jazz, I: Beginning. *1 point.*

Prerequisites: BC1137, BC1138, BC1332, or BC1333.

Intermediate level in modern or ballet technique is required.

Fall 2015: DNCE BC1247

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1248	001/08164	T Th 11:40am - 12:55pm 110 Barnard Hall Annex	Katiti King	1	10

DNCE BC1248 Jazz, I: Beginning. 1 point.

Prerequisites: BC1137, BC1138, BC1332, or BC1333.

Intermediate level in modern or ballet technique is required.

Spring 2016: DNCE BC1248

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1248	001/04771	T Th 11:40am - 12:55pm 110 Barnard Hall Annex	Katiti King	1	24

DNCE BC1330 Modern, I: Beginning Modern Dance. 1 point.

Open to all beginning dancers.

Fall 2015: DNCE BC1330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1331	001/06834	M W 9:00am - 10:00am 305 Barnard Hall	Vincent McCloskey	1	30/35
DNCE 1331	002/06137	T Th 9:00am - 10:00am 305 Barnard Hall	Jenna Reigel	1	22/35
DNCE 1331	003/05002	T Th 10:10am - 11:25am 305 Barnard Hall	Caitlin Trainor	1	29/35

DNCE BC1330 Modern, I: Beginning Modern Dance. 1 point.

Open to all beginning dancers.

Fall 2015: DNCE BC1330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1331	001/06834	M W 9:00am - 10:00am 305 Barnard Hall	Vincent McCloskey	1	30/35
DNCE 1331	002/06137	T Th 9:00am - 10:00am 305 Barnard Hall	Jenna Reigel	1	22/35
DNCE 1331	003/05002	T Th 10:10am - 11:25am 305 Barnard Hall	Caitlin Trainor	1	29/35

DNCE BC1331 Modern, I: Beginning Modern Dance. 1 point.

Open to all beginning dancers.

Spring 2016: DNCE BC1331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1331	001/09741	M W 9:00am - 10:00am 305 Barnard Hall	Vincent McCloskey	1	33/35
DNCE 1331	002/07309	T Th 9:00am - 10:00am	Caitlin Trainor	1	50/40

DNCE 1331	003/01615	T Th 4:10pm - 5:25pm 305 Barnard Hall	Marjorie Folkman	1	37/35
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DNCE BC1332 Modern, II: Advanced Beginning Modern Dance. 1 point.**Fall 2015: DNCE BC1332**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1333	001/04577	M W 10:10am - 11:25am 305 Barnard Hall	Colleen Thomas	1	18
DNCE 1333	002/07713	M W 2:40pm - 3:55pm 11 Barnard Hall	Jodi Melnick	1	13

DNCE BC1332 Modern, II: Advanced Beginning Modern Dance. 1 point.**Fall 2015: DNCE BC1332**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1333	001/04577	M W 10:10am - 11:25am 305 Barnard Hall	Colleen Thomas	1	18
DNCE 1333	002/07713	M W 2:40pm - 3:55pm 11 Barnard Hall	Jodi Melnick	1	13

DNCE BC1333 Modern, II: Advanced Beginning Modern Dance. 1 point.**Spring 2016: DNCE BC1333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1333	001/03372	M W 10:10am - 11:25am 305 Barnard Hall	Colleen Thomas	1	22
DNCE 1333	002/06540	T Th 10:10am - 11:25am 11 Barnard Hall	Caitlin Trainor	1	24

DNCE BC1445 Tap, I: Beginning. 1 point.

Prerequisites: BC1137, BC1138, BC1332, or BC1333, or permission of the Dance Department. Intermediate level in modern or ballet technique is required.

DNCE BC1445 Tap, I: Beginning. 1 point.

Prerequisites: BC1137, BC1138, BC1332, or BC1333, or permission of the Dance Department. Intermediate level in modern or ballet technique is required.

DNCE BC1446 Tap, I: Beginning. 1 point.

Prerequisites: BC1137, BC1138, BC1332, or BC1333, or permission of the Dance Department. Intermediate level in modern or ballet technique is required.

Fall 2015: DNCE BC1446

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1446	001/01332	M W 5:40pm - 6:55pm 110 Barnard Hall Annex	Margaret Morrison	1	26

DNCE BC2137 Ballet, III: Intermediate. 1 point.**Fall 2015: DNCE BC2137**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2138	001/01401	M W 11:40am - 12:55pm 306 Barnard Hall	Kate Glasner	1	10
DNCE 2138	002/01283	T Th 1:10pm - 2:25pm 11 Barnard Hall	Kathryn Sullivan	1	16

DNCE BC2137 Ballet, III: Intermediate. *1 point.*

Fall 2015: DNCE BC2137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2138	001/01401	M W 11:40am - 12:55pm 306 Barnard Hall	Kate Glasner	1	10
DNCE 2138	002/01283	T Th 1:10pm - 2:25pm 11 Barnard Hall	Kathryn Sullivan	1	16

DNCE BC2138 Ballet, III: Intermediate. *1 point.*

Spring 2016: DNCE BC2138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2138	002/05676	T Th 1:10pm - 2:25pm 11 Barnard Hall	Kathryn Sullivan	1	31

DNCE BC2139 Ballet, IV: High Intermediate. *1 point.*

Fall 2015: DNCE BC2139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2140	001/03629	M W 4:10pm - 5:25pm 11 Barnard Hall	Marjorie Folkman	1	31
DNCE 2140	002/02978	F 10:00am - 12:00pm 305 Barnard Hall	Kate Glasner	1	31

DNCE BC2139 Ballet, IV: High Intermediate. *1 point.*

Fall 2015: DNCE BC2139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2140	001/03629	M W 4:10pm - 5:25pm 11 Barnard Hall	Marjorie Folkman	1	31
DNCE 2140	002/02978	F 10:00am - 12:00pm 305 Barnard Hall	Kate Glasner	1	31

DNCE BC2140 Ballet, IV: High Intermediate. *1 point.*

Spring 2016: DNCE BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2140	001/09308	M W 4:10pm - 5:25pm 11 Barnard Hall	Marjorie Folkman	1	29
DNCE 2140	002/03613	F 10:00am - 12:00pm 305 Barnard Hall	Kate Glasner	1	25

DNCE BC2143 Pointe: Intermediate to Advanced Study of Pointe Work for Ballet. *0 points.*

Prerequisites: DNCE BC2137 or permission of department.

Focuses on developing strength and refinement that is specific to pointe work for the intermediate and advanced ballet dancer. Permission of the instructor required.

Fall 2015: DNCE BC2143

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2143	001/05943	M W 11:40am - 12:55pm 110 Barnard Hall Annex	Cynthia Anderson	0	12

Spring 2016: DNCE BC2143

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2143	001/04179	M W 11:40am - 12:55pm 306 Barnard Hall	Cynthia Anderson	0	6

DNCE BC2248 Jazz, II: Intermediate. *1 point.*

Prerequisites: DNCE BC1247, BC1248 or permission of instructor.

Fall 2015: DNCE BC2248

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2249	001/07489	T Th 1:10pm - 2:25pm 110 Barnard Hall Annex	Katiti King	1	12

DNCE BC2248 Jazz, II: Intermediate. *1 point.*

Prerequisites: DNCE BC1247, BC1248 or permission of instructor.

Fall 2015: DNCE BC2248

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2249	001/07489	T Th 1:10pm - 2:25pm 110 Barnard Hall Annex	Katiti King	1	12

DNCE BC2249 Jazz, II: Intermediate. *1 point.*

Prerequisites: DNCE BC1247, BC1248 or permission of instructor.

DNCE BC2250 Hip Hop Dance and Culture. *1 point.*

Prerequisites: Intermediate level of dance or permission of the instructor.

This Course introduces intermediate level students to urban dance styles, focusing on foundations and origins of hip-hop dance, street dance culture, and the physical vocabularies of hip-hop and freestyle dance. Classes are geared to condition the body for the rigors of hip-hop technique by developing strength, coordination, flexibility, stamina, and rhythmic awareness, while developing an appreciation of choreographic movement and structures. Compositional elements of hip-hop will be introduced and students may compose brief movement sequences. The course meets twice weekly and is held in the dance studio. Prerequisite: Intermediate level of a dance form or permission of the instructor.

Fall 2015: DNCE BC2250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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DNCE 2250	001/01472	M W 11:40am - 12:55pm 305 Barnard Hall	Jennifer Archibald	1	14
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Spring 2016: DNCE BC2250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2250	001/03718	M W 11:40am - 12:55pm 305 Barnard Hall	Jennifer Archibald	1	34

DNCE BC2252 African Dance I. 1 point.

Prerequisites: Permission of instructor.

Concentrates on the dances of West Africa, including Senegal, Mali, and Guinea, and a variety of dances performed at various functions and ceremonies. Explanation of the origin and meaning of each dance will be an integral part of the material presented.

Fall 2015: DNCE BC2252

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2252	001/02678	T Th 9:30am - 10:30am Stu Dodge Fitness Center	Maguette Camara	1	26/30
DNCE 2252	002/03372	T Th 11:40am - 12:55pm 11 Barnard Hall	Maguette Camara	1	19/30

Spring 2016: DNCE BC2252

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2252	001/02678	T Th 9:30am - 10:30am Stu Dodge Fitness Center	Maguette Camara	1	24/30
DNCE 2252	002/02154	T Th 11:40am - 12:55pm 11 Barnard Hall	Maguette Camara	1	29/30

DNCE BC2253 African Dance II. 1 point.

Prerequisites: DNCE BC2252 or permission of instructor.

Fall 2015: DNCE BC2253

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2253	001/04932	T Th 10:30am - 11:30am Stu Dodge Fitness Center	Maguette Camara	1	10

Spring 2016: DNCE BC2253

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2253	001/07648	T Th 10:30am - 11:30am Stu Dodge Fitness Center	Maguette Camara	1	18

DNCE BC2254 Classical Indian Dance. 1 point.

Principles and practices of Bharata Natyam including the adavu movement system, hasta or hand gestures, narrative techniques, or abhanaya, as well as other classical Indian dance forms.

DNCE BC2255 Afro-Cuban Dance: Orisha, Rumba, Salsa. 1 point.

Prerequisites: Permission of Instructor.

This class will introduce students to the African-based folkloric and popular dances of Cuba, including Orisha, Rumba, and Salsa. In addition to learning rhythms and dances, these forms will be contextualized within the historical and contemporary significance of Afro-Cuban dance performance.

Fall 2015: DNCE BC2255

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2255	001/06208	F 3:00pm - 5:00pm 11 Barnard Hall	Rebecca Bliss	1	39

Spring 2016: DNCE BC2255

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2255	001/00729	F 3:00pm - 5:00pm 11 Barnard Hall	Rebecca Bliss	1	52

DNCE BC2332 Modern, III: Intermediate Modern Dance. 1 point.**Fall 2015: DNCE BC2332**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2333	001/08565	T Th 11:40am - 12:55pm 306 Barnard Hall	Caitlin Trainor	1	22

DNCE BC2332 Modern, III: Intermediate Modern Dance. 1 point.**Fall 2015: DNCE BC2332**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2333	001/08565	T Th 11:40am - 12:55pm 306 Barnard Hall	Caitlin Trainor	1	22

DNCE BC2333 Modern, III: Intermediate Modern Dance. 1 point.**Spring 2016: DNCE BC2333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2333	001/01630	T Th 4:10pm - 5:25pm 11 Barnard Hall	Caitlin Trainor	1	21

DNCE BC2334 Modern, IV: High Intermediate Modern Dance. 1 point.**Fall 2015: DNCE BC2334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2335	001/03016	F 12:30pm - 2:30pm 305 Barnard Hall	Caroline Fermin	1	26

DNCE BC2334 Modern, IV: High Intermediate Modern Dance. 1 point.**Fall 2015: DNCE BC2334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2335	001/03016	F 12:30pm - 2:30pm 305 Barnard Hall	Caroline Fermin	1	26

DNCE BC2335 Modern, IV: High Intermediate Modern Dance. *1 point.*

Spring 2016: DNCE BC2335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2335	001/01680	M W 2:40pm - 3:55pm 305 Barnard Hall	Marjorie Folkman	1	15
DNCE 2335	002/08245	F 12:30pm - 2:30pm 305 Barnard Hall	Caroline Fermin	1	22

DNCE BC2447 Tap, II: Intermediate. *1 point.*

Prerequisites: DNCE BC1445, BC1446, or Permission of instructor.

Spring 2016: DNCE BC2447

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2447	001/01934	M W 5:40pm - 6:55pm 110 Barnard Hall	Margaret Morrison	1	16

DNCE BC2452 Pilates for the Dancer. *1 point.*

Prerequisites: Permission of instructor or DNCE BC1330, BC1331, BC1135, BC1136.

Focus on movement practices, primarily for dancers, which introduces the concepts of Joseph Pilates, a seminal figure in creating a method of body conditioning. Learn and practice a repertory of mat work to improve body awareness, strength, flexibility, and dynamic alignment.

Fall 2015: DNCE BC2452

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2452	001/08615	M W 12:00pm - 12:55pm 11 Barnard Hall	Mary Carpenter	1	29/32

Spring 2016: DNCE BC2452

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2452	001/00564	M W 12:00pm - 12:55pm 11 Barnard Hall	Mary Carpenter	1	34/32

DNCE BC2455 Feldenkrais for Dancers. *1 point.*

Prerequisites: Permission of instructor.

Develops sensory awareness of their individual neuromuscular patterns in this practical method of attaining optimal, efficient movement. Injury prevention/recovery, improved skill acquisition, and increased strength/coordination/flexibility all result from the discovery and release of habitual rigidities. Applicable to all dance styles and activities.

Fall 2015: DNCE BC2455

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2455	001/04161	T Th 10:10am - 11:25am 110 Barnard Hall Annex	Tessa Chandler	1	7

Spring 2016: DNCE BC2455

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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DNCE 2455	001/06118	T Th 2:40pm - 3:55pm 306 Barnard Hall	Tessa Chandler	1	16
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DNCE BC2501 Biomechanics for the Dancer: Theory and Practice. *3 points.*

Prerequisites: Basic knowledge of dance techniques in ballet or modern.

Links conditioning skills, movement therapies, and neuromuscular patterning through the process of building strength, alignment, and awareness in essential musculature needed for foundational work in ballet and modern.

Fall 2015: DNCE BC2501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2501	001/07225	T Th 1:10pm - 2:25pm 207 Milbank Hall	Leigh Schanfein	3	9

DNCE BC2555 Ensemble Dance Repertory (Modern Dance). *3 points.*

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Intermediate level technique and permission of instructor.

Study and performance of choreography using three approaches: learning excerpts from the repertory of selected choreographers, analyzing through reconstruction of classic repertory works, and understanding the choreographic process by working in a creation from initial concept to finished dance.

Fall 2015: DNCE BC2555

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2555	001/04299	M W 2:40pm - 3:55pm 305 Barnard Hall	Stacy Spence	3	11

DNCE BC2556 Ensemble Dance Repertory: Ballet. *3 points.*

Prerequisites: Intermediate level technique and permission of Instructor.

The study and performance of choreography using three approaches: learning excerpts from the repertoire of selected choreographers, analyzing through reconstruction of classic repertory works, and understanding the choreographic process by working in a creation from initial concept to finished dance.

Spring 2016: DNCE BC2556

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2556	001/03862	Sa S 12:00pm - 5:00pm 305 Barnard Hall	Wendy Whelan	3	15

DNCE BC2557 Evolution of Spanish Dance Style. *3 points.*

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Study of Spanish dance and music from late-17th century to the present. Dance and music styles including castanet technique. Through historical documents, students will experience the cultural history of Spain.

DNCE BC2558 Tap Ensemble. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Advanced or Intermediate level tap training and Permission of the Instructor.

A tap composition, improvisation, and performance class, for experienced tap dancers to develop skills in music, choreography, and creative rhythm-making.

DNCE BC2561 Kinesiology: Applied Anatomy for Human Movement. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Focus on physical sciences that relate to human movement, with an emphasis on functional anatomy. Topics include skeletal structure, physics of dance, muscular balance, and improving movement potential.

Spring 2016: DNCE BC2561

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2561	001/07481	M W 1:10pm - 2:25pm 110 Barnard Hall Annex	Chisa Hidaka	3	18/20

DNCE BC2562 Movement Analysis. 3 points.

Prerequisites: An intermediate or advanced dance technique course or permission of instructor. Limited to 10.

Introduction to the theories and methods of movement analysis, focusing on its application to dance performance and research. Through lectures, readings, integrative movement exercises, and observation labs, students will learn to analyze and describe the qualitative aspects of human movement; to notate movement in motif writing; and to refine their ability to move efficiently and expressively.

Fall 2015: DNCE BC2562

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2562	001/03921	M 1:10pm - 3:40pm 110 Barnard Hall Annex	Elizabeth Coker	3	9

DNCE BC2563 Composition: Form, Dance/Theater. 3 points.

An exploration of choreography that employs text, song, vocal work, narrative and principles of artistic direction in solo and group contexts.

Spring 2016: DNCE BC2563

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2563	001/08349	T Th 10:10am - 11:25am	Jodi Melnick	3	45

305 Barnard Hall

DNCE BC2564 Dance Composition: Content. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Continued study of choreography as a communicative performing art form. Focuses on the exploration of ideas and meaning. Emphasis is placed on the development of personal style as an expressive medium and unity of style in each work. Group as well as solo compositions will be assigned.

Fall 2015: DNCE BC2564

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2564	001/03017	T Th 10:10am - 11:25am 11 Barnard Hall	David Parker	3	21

DNCE BC2565 World Dance History. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Investigates the multicultural perspectives of dance in major areas of culture, including African, Asian, Hispanic, Indian, Middle Eastern, as well as dance history of the Americas through reading, writing, viewing, and discussion of a wide range of resources. These include film, original documents, demonstration, and performance.

Spring 2016: DNCE BC2565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2565	001/06751	T Th 10:10am - 11:25am 323 Milbank Hall	Gillian Lipton	3	26

DNCE BC2567 Music for Dance. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Study of musicianship and musical literacy in relation to dance. Using computer software, drumming studies, score and audio-visual analyses, students will learn to identify the compositional elements of dance music with a multi-cultural emphasis. Presentation of individual and collective research in written and performance format.

DNCE BC2570 Dance in New York City. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Study of the cultural roots and historical contexts of specific communities using New York City's dance scene as a laboratory. Students observe the social environments in which various modes of dance works are created while researching the history of dance in New York City. Course includes attendance at weekly events, lecture-demonstrations, and performances.

Fall 2015: DNCE BC2570

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/03542	T Th 2:40pm - 3:55pm 302 Barnard Hall	Marjorie Folkman	3	29
DNCE 2570	002/04251	M W 2:40pm - 3:55pm 302 Barnard Hall	Kate Glasner	3	27

Spring 2016: DNCE BC2570

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/08372	T Th 2:40pm - 3:55pm 302 Barnard Hall	Siobhan Burke	3	36

DNCE BC2575 Choreography for the American Musical. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Prerequisites: Suggested DNCE BC2560, BC2566, BC2570
Explores the history and evolution of American Musical Theater dance, a uniquely American art form, with special focus on the period known as "The Golden Era." Analysis of the genre's most influential choreographers (including Balanchine, de Mille, Robbins), their systems, methodologies and fusion of high and low art on the commercial stages.

DNCE BC2580 Tap as an American Art Form. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: DNCE BC1446 or equivalent experience.
Studio/lecture format focuses on tap technique, repertory, improvisation, and the development of tap explored through American history, jazz music, films, videos, and biographies.

Spring 2016: DNCE BC2580

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2580	001/04471	M W 4:10pm - 5:25pm 110 Barnard Hall Annex	Margaret Morrison	3	9

DNCE BC3000 From the Page to the Dance Stage. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Study of dance works which have their origins in the written word. Topics considered include: Is choreography a complete act of creative originality? Which literary genres are most often transformed into dance pieces? Why are some texts privileged with dance interpretation(s) and others are not?

Spring 2016: DNCE BC3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3000	001/08523	T Th 4:10pm - 5:25pm 302 Barnard Hall	Mindy Aloff	3	25

DNCE BC3001 Western Theatrical Dance from the Renaissance to the 1960s. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Focuses on the history of theatre dance forms originating in Europe and America from the Renaissance to the present. Includes reading, writing, viewing, and discussion of sources such as film, text, original documentation, demonstration, and performance.

Fall 2015: DNCE BC3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3001	001/02201	M W 10:10am - 11:25am 302 Barnard Hall	Lynn Garafola	3	20

DNCE BC3009 Independent Study. 1-4 points.**DNCE BC3138 Ballet V: Intermediate Advanced. 1 point.****Fall 2015: DNCE BC3138**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3139	001/02707	T Th 1:10pm - 2:25pm 305 Barnard Hall	Robert LaFosse	1	19
DNCE 3139	002/06101	T Th 8:40am - 9:55am 11 Barnard Hall	Antonio Carmena	1	19
DNCE 3139	003/00071	F 10:00am - 12:00pm 11 Barnard Hall	Allegra Kent	1	7

DNCE BC3138 Ballet V: Intermediate Advanced. 1 point.**Fall 2015: DNCE BC3138**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3139	001/02707	T Th 1:10pm - 2:25pm 305 Barnard Hall	Robert LaFosse	1	19
DNCE 3139	002/06101	T Th 8:40am - 9:55am 11 Barnard Hall	Antonio Carmena	1	19
DNCE 3139	003/00071	F 10:00am - 12:00pm 11 Barnard Hall	Allegra Kent	1	7

DNCE BC3139 Ballet, V: Advanced. 1 point.**Spring 2016: DNCE BC3139**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3139	001/03243	M W 1:10pm - 2:25pm 305 Barnard Hall	Robert LaFosse	1	24
DNCE 3139	002/09826	T Th 8:40am - 9:55am 11 Barnard Hall	Antonio Carmena	1	21
DNCE 3139	003/03989	F 10:00am - 12:00pm 11 Barnard Hall	Allegra Kent	1	10

DNCE BC3140 Ballet, VI: Advanced Ballet with Pointe. 1 point.**Fall 2015: DNCE BC3140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3141	001/04089	M W 10:10am - 11:25am 11 Barnard Hall	Cynthia Anderson	1	12
DNCE 3141	002/07997	T Th 2:40pm - 3:55pm 305 Barnard Hall	Ashley Tuttle	1	18

DNCE BC3140 Ballet, VI: Advanced Ballet with Pointe. 1 point.**Fall 2015: DNCE BC3140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3141	001/04089	M W 10:10am - 11:25am 11 Barnard Hall	Cynthia Anderson	1	12
DNCE 3141	002/07997	T Th 2:40pm - 3:55pm 305 Barnard Hall	Ashley Tuttle	1	18

DNCE BC3141 Ballet, VI: Advanced Ballet with Pointe. 1 point.**Spring 2016: DNCE BC3141**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3141	001/04476	M W 10:10am - 11:25am 11 Barnard Hall	Cynthia Anderson	1	20
DNCE 3141	002/00883	T Th 2:40pm - 3:55pm 305 Barnard Hall	Ashley Tuttle	1	30

DNCE BC3142 Classic Variations. 1 point.**Fall 2015: DNCE BC3142**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3142	001/04067	T Th 4:10pm - 5:25pm 110 Barnard Hall Annex	Ashley Tuttle	1	8

DNCE BC3143 Classic Variations. 1 point.**Spring 2016: DNCE BC3143**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3143	001/09425	T Th 4:10pm - 5:25pm 306 Barnard Hall	Ashley Tuttle	1	12

DNCE BC3150 Advanced Studio: Ballet or Modern. 1 point.

Prerequisites: Permission of Department.

May be repeated for credit up to four times.

DNCE BC3200 Dance in Film. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: DNCE BC2570, DNCE BC3001, FILM W3001, FILM BC 3201, and permission of instructor. Survey of theatrical dance in the 20th century specific to film production.

Five kinds of dance films will be examined: musicals, non-musicals, documentaries, film essays archival recordings and choreography made solely for the camera.

Survey of theatrical dance in the 20th century specific to film production. Five kinds of dance films will be examined: musicals, non-musicals, documentaries, film essays and pure dance recording.

Fall 2015: DNCE BC3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3200	001/05941	M 1:10pm - 4:00pm 302 Lehman Hall	Mindy Aloff	3	7/20

DNCE BC3249 Jazz, III: Advanced Jazz Dance. 1 point.

Prerequisites: DNCE BC2248x, y or permission of instructor.

Spring 2016: DNCE BC3249

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3249	001/07786	T Th 1:10pm - 2:25pm 110 Barnard Hall Annex	Katiti King	1	14

DNCE BC3250 Flamenco and Classical Spanish Dance I. 1 point.

Prerequisites: DNCE BC1137x, BC1138y, BC1332x, BC1333y, or Permission of instructor. Intermediate level in modern or ballet technique is required.

Fall 2015: DNCE BC3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3250	001/02401	F 12:00pm - 2:00pm 110 Barnard Hall Annex	Melinda Bronson	1	8

Spring 2016: DNCE BC3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3250	001/09391	F 12:00pm - 2:00pm 306 Barnard Hall	Melinda Bronson	1	16

DNCE BC3332 (Section 2) Modern V: Gallim. 1 point.**Fall 2015: DNCE BC3332 (Section 2)**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3332	002/07754	M W 1:10pm - 2:25pm 305 Barnard Hall	Stacy Spence	1	14

DNCE BC3332 (Section 3) Modern V: Intermediate Advanced. 1 point.**DNCE BC3334 Improvisation. 1 point.****Not offered during 2015-16 academic year.**

In this course we will investigate techniques from Ruth Zaporah's Action Theater™ work, Viola Spolin's improvisational "games," Bonnie Bainbridge Cohen's Body-Mind Centering®, and layered improvisational prompts created by the instructor and variations

suggested by the class. Together we will create our own methods to facilitate relevant performance practices.

DNCE BC3335 Modern, VI: High Advanced Modern Dance.

1 point.

Fall 2015: DNCE BC3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3336	001/03457	M W 4:10pm - 5:25pm 305 Barnard Hall	Jodi Melnick	1	16
DNCE 3336	002/00297	T Th 4:10pm - 5:25pm 305 Barnard Hall	Colleen Thomas	1	19

DNCE BC3335 Modern, VI: High Advanced Modern Dance.

1 point.

Fall 2015: DNCE BC3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3336	001/03457	M W 4:10pm - 5:25pm 305 Barnard Hall	Jodi Melnick	1	16
DNCE 3336	002/00297	T Th 4:10pm - 5:25pm 305 Barnard Hall	Colleen Thomas	1	19

DNCE BC3336 Modern, VI: High Advanced Modern Dance.

1 point.

Spring 2016: DNCE BC3336

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3336	001/02707	M W 4:10pm - 5:25pm 305 Barnard Hall	Colleen Thomas	1	19
DNCE 3336	002/08318	T Th 11:40am - 12:55pm 305 Barnard Hall	Jodi Melnick	1	17

DNCE BC3338 Contact Improvisation. 1 point.

Prerequisites: Limited to twenty people.

Examination of the gender-neutral partnering technique that is now common in contemporary dance. Focus is placed on recent improvisatory forms, sensation building, center connection and risk. Emphasis is placed on listening and sensing rather than controlling or leading.

Fall 2015: DNCE BC3338

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3338	001/05555	M W 1:10pm - 2:25pm 11 Barnard Hall	Colleen Thomas	1	14

DNCE BC3339 Advanced Contact Improvisation. 1 point.

Prerequisites: DNCE BC3338 Contact Improvisation.

Sophomore standing or permission of instructor required.

Examination of this gender-neutral partnering technique further exploring compositional forms as they arise from the practice. Students will also investigate a variety of set repertory dance texts that have originated from contact improvised material.

Spring 2016: DNCE BC3339

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3339	001/03399	M W 1:10pm - 2:25pm 11 Barnard Hall	Colleen Thomas	1	19

DNCE BC3447 Tap, III: Advanced Tap Dance. 1 point.

Prerequisites: DNCE BC2447, BC2448, or permission of instructor.

Fall 2015: DNCE BC3447

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3448	001/07793	M W 4:10pm - 5:25pm 110 Barnard Hall Annex	Margaret Morrison	1	5

DNCE BC3447 Tap, III: Advanced Tap Dance. 1 point.

Prerequisites: DNCE BC2447, BC2448, or permission of instructor.

Fall 2015: DNCE BC3447

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3448	001/07793	M W 4:10pm - 5:25pm 110 Barnard Hall Annex	Margaret Morrison	1	5

DNCE BC3448 Tap, III: Advanced Tap Dance. 1 point.

Prerequisites: DNCE BC2447, BC2448, or permission of instructor.

DNCE BC3565 Composition: Collaboration and the Creative Process. 3 points.

Prerequisites: Dance Composition: Form (DNCE BC 2563) or Dance Composition: Content (DNCE BC 2564), or permission of the instructor.

This course is a study in dance composition with a focus on collaboration. Whether creating a solo or larger group piece, students are encouraged to collaborate with other artists. Methods employed by contemporary choreographers will be explored. Peer feedback and creative dialogue will be a component of every class.

Spring 2016: DNCE BC3565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3565	001/01672	T Th 2:40pm - 3:55pm 11 Barnard Hall	Colleen Thomas	3	9/35

DNCE BC3566 Composition: Site Specific and Experimental Methods. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Focuses on collaborative creation as conceptual artists, choreographers, improvisers, and performers with an emphasis on site-specific projects and experimental methods.

DNCE BC3567 Dance of India. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

A range of dance genres, from the traditional to the innovative, co-exist as representations of "Indianness" in India, and beyond. Identities onstage and in films, morph as colonial, national, and global contexts change. This course zooms from micro to macro views of twentieth century staged dances as culturally inflected discourse. We review how Indian classical dance aligns with the oldest of performance texts, and with lively discourses (rasa as a performance aesthetic, Orientalism, nationalism, global recirculations) through the ages, not only in India but also in Europe, Britain and America. Throughout the course, we ask:- How is culture embodied? How do historical texts configure dance today? How might they affect our thinking on mind-body, practice-theory, and traditional-contemporary divides? How does bodily patterning influence the ways that we experience our surroundings and vice versa? Can cultural imaginaries instigate action? How is gender is performed? What are dance discourses?

Spring 2016: DNCE BC3567

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3567	001/03491	T Th 11:40am - 12:55pm 409 Barnard Hall	Uttara Coorlawala	3	30

DNCE BC3570 Latin American and Caribbean Dance: Identities in Motion. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Examines the history and choreographic features of Latin American and Caribbean dance forms. Dances are analyzed in order to uncover the ways in which dancing shapes national, racial, and gender identities. Focuses on the globalization of these dances in New York City.

DNCE BC3571 Solo Repertory: Performance Styles. 3 points.

Prerequisites: Advanced or intermediate advanced level ballet technique or permission of the instructor. This Solo Repertory mini-course will explore the composition of solos anchored in the ballet vocabulary, with specific focus on creating work for a single dancer. \n \n20 students maximum

The study of solo excerpts from classical ballet and/or modern dance repertory and the presentation of individual research in both written and performance format. Emphasis will be placed on the role that the dancer must play to facilitate the realization of the choreographer's concept.

Spring 2016: DNCE BC3571

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3571	001/02582	Sa S 12:00pm - 5:00pm 305 Barnard Hall	Wendy Whelan	3	4

DNCE BC3572 Dance Production. 3 points.

Not offered during 2015-16 academic year.

DNCE BC3574 Inventing the Contemporary: Dance Since the 1960s. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Explores modern/contemporary dance in the United States and Europe since the 1960's. Major units are devoted to the Judson Dance Theater and its postmodernist aftermath, Tanztheater and European dance revisionism, and African-American dance and the articulation of an aesthetic of cultural hybridity.

Spring 2016: DNCE BC3574

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3574	001/06392	M W 2:40pm - 3:55pm 409 Barnard Hall	Lynn Garafola	3	12

DNCE BC3575 George Balanchine and the Reinvention of Modern Ballet. 3 points.

This course examines the life and major work of Balanchine, founder of the New York City Ballet, tracing his development as an artist, his landmark collaborations with Stravinsky, his role in defining modern ballet style and his reinvention of the modern ballerina.

DNCE BC3576 Dance Criticism. 3 points.

Intensive practice in writing about dance. Readings drawn from 19th- and 20th-century criticism. Observation includes weekly performances and classroom videotape sessions.

Fall 2015: DNCE BC3576

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3576	001/07302	Th 2:10pm - 4:00pm 306 Milbank Hall	Siobhan Burke	3	7

DNCE BC3577 Performing the Political: Embodying Change in American Performance. 3 points.

Exploration into the politics of performance and the performance of politics.

Fall 2015: DNCE BC3577

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3577	001/02432	T Th 11:40am - 12:55pm 302 Lehman Hall	Victoria Phillips	3	5

DNCE BC3578 Traditions of African-American Dance. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Traces the development of African-American dance, emphasizing the contribution of black artists and the influence of black traditions on American theatrical dance. Major themes include the emergence of African-American concert dance, the transfer of

vernacular forms to the concert stage, and issues of appropriation, cultural self-identification, and artistic hybridity.

DNCE BC3580 History of Social Dancing: Dance crazes from the Waltz to Flash Mobs. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

The history of social dancing from the Renaissance to the present: waltz, contradances, ragtime, jazz, disco. Topics include dance "manias"; youth and anti-dance movements; intersections between the ballroom, stage, and film; competitive, exhibition, and "flash mob" dancing. Lectures based on archival sources, film, literature, music, images, and live performances.

DNCE BC3583 Gender and Historical Memory in American Dance of the 1930's to the Early 1960's. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Prerequisites: One course in dance history/studies or permission of the instructor.

Explores the question of why so many women dancer/choreographers of the 1930's - to the early 1960's, including relatively well-known ones, have ended up as peripheral rather than central players in what has become the master narrative of a crucial era of the recent dance past.

DNCE BC3591 Senior Seminar in Dance. 4 points.

Research and scholarly writing in chosen topics relating to dance. Methods of investigation are drawn from prominent archival collections and personal interviews, as well as other resources. Papers are formally presented to the Dance Department upon completion.

Fall 2015: DNCE BC3591

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3591	001/06152	T 4:10pm - 6:00pm 324 Milbank Hall	Lynn Garafola	4	10

DNCE BC3592 Senior Project: Research for Dance. 4 points.

Independent study for research and writing (35 to 50-page thesis required).

DNCE BC3593 Senior Project: Repertory for Dance. 3 points.

Independent study for preparing and performing repertory works in production to be presented in concert.

Spring 2016: DNCE BC3593

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3593	001/07754	W 11:40am - 12:55pm 110 Barnard Hall Annex	Kate Glasner	3	8

DNCE BC3601 Rehearsal and Performance in Dance. 1-3 points.

Not offered during 2015-16 academic year.

Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.

Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

DNCE BC3602 Rehearsal and Performance in Dance. 1-3 points.

Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.

Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

Fall 2015: DNCE BC3602

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3602	001/05550	W F 6:10pm - 9:00pm 11 Barnard Hall	Alexandra Beller	1-3	9
DNCE 3602	002/04242	M W 6:10pm - 9:00pm 305 Barnard Hall	Marjorie Folkman	1-3	11
DNCE 3602	003/08403	T Th 6:10pm - 8:30pm 305 Barnard Hall	Caitlin Trainor	1-3	11
DNCE 3602	004/03641	T Th 6:10pm - 9:00pm 11 Barnard Hall		1-3	6

DNCE BC3603 Rehearsal and Performance in Dance. 1-3 points.

Not offered during 2015-16 academic year.

Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.

Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

DNCE BC3604 Rehearsal and Performance in Dance. 1-3 points.

Not offered during 2015-16 academic year.

Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.

Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

DNCE BC3605 Rehearsal and Performance in Dance. 3 points.

Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.

Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

DNCE BC3980 Performing the Political: Embodying Change in American Performance. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: An introductory course in dance or theatre history or permission of instructor. Enrollment limited to 12 students. Exploration into the politics of performance and the performance of politics through the lens of 20th-century American dance.

DNCE BC3981 Inventing American Modern Dance: Ruth St. Denis and Ted Shawn. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: An introductory dance or theater history course or permission of the instructor.

The life, writings, and dances of Ruth St. Denis and Ted Shawn, focusing on their pioneering role in the development of American modern dance and their radical stagings of race, class, gender, and sexuality.

DNCE BC3982 Diaghilev's Ballets Russes and Its World. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Prerequisites: Introductory course in dance, music, theatre history, 20th century art history or permission of instructor. Examines the multifaceted revolution of Serge Diaghilev's Ballets Russes and its impact on dance, music, theatre, and visual arts in the opening decades of the 20th century. Outstanding works such as Petrouchka, The Rite of Spring, Parade, Les Noces, and Prodigal Son, studied in depth, with an emphasis on artistic collaboration and the remaking of traditional dance language.

DNCE BC3984 Digital Performance. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

An intensive conceptual and practice-based inquiry into the field of digital performance – the integration of computational, interactive, new media, and mobile technologies into experimental performance practice and research – its history, central concerns, scientific breakthroughs, and transformative

impact on the role of the artist and on the notion of “live” art.

Limited enrolment: 15 students.

Spring 2016: DNCE BC3984

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3984	001/03620	W 4:10pm - 6:00pm 222 Milbank Hall	Paul Scolieri	4	15

CROSS-LISTED COURSES - AMERICAN STUDIES

DNCE BC2565 World Dance History. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Investigates the multicultural perspectives of dance in major areas of culture, including African, Asian, Hispanic, Indian, Middle Eastern, as well as dance history of the Americas through reading, writing, viewing, and discussion of a wide range of resources. These include film, original documents, demonstration, and performance.

Spring 2016: DNCE BC2565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2565	001/06751	T Th 10:10am - 11:25am 323 Milbank Hall	Gillian Lipton	3	26

DNCE BC2570 Dance in New York City. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Study of the cultural roots and historical contexts of specific communities using New York City's dance scene as a laboratory. Students observe the social environments in which various modes of dance works are created while researching the history of dance in New York City. Course includes attendance at weekly events, lecture-demonstrations, and performances.

Fall 2015: DNCE BC2570

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/03542	T Th 2:40pm - 3:55pm 302 Barnard Hall	Marjorie Folkman	3	29
DNCE 2570	002/04251	M W 2:40pm - 3:55pm 302 Barnard Hall	Kate Glasner	3	27

Spring 2016: DNCE BC2570

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/08372	T Th 2:40pm - 3:55pm 302 Barnard Hall	Siobhan Burke	3	36

DNCE BC2575 Choreography for the American Musical. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Prerequisites: Suggested DNCE BC2560, BC2566, BC2570
Explores the history and evolution of American Musical Theater dance, a uniquely American art form, with special focus on the period known as "The Golden Era." Analysis of the genre's most influential choreographers (including Balanchine, de Mille, Robbins), their systems, methodologies and fusion of high and low art on the commercial stages.

DNCE BC2580 Tap as an American Art Form. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: DNCE BC1446 or equivalent experience.
Studio/lecture format focuses on tap technique, repertory, improvisation, and the development of tap explored through American history, jazz music, films, videos, and biographies.

Spring 2016: DNCE BC2580

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2580	001/04471	M W 4:10pm - 5:25pm 110 Barnard Hall Annex	Margaret Morrison	3	9

DNCE BC3001 Western Theatrical Dance from the Renaissance to the 1960s. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Focuses on the history of theatre dance forms originating in Europe and America from the Renaissance to the present. Includes reading, writing, viewing, and discussion of sources such as film, text, original documentation, demonstration, and performance.

Fall 2015: DNCE BC3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3001	001/02201	M W 10:10am - 11:25am 302 Barnard Hall	Lynn Garafola	3	20

DNCE BC3570 Latin American and Caribbean Dance: Identities in Motion. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Examines the history and choreographic features of Latin American and Caribbean dance forms. Dances are analyzed in order to uncover the ways in which dancing shapes national, racial, and gender identities. Focuses on the globalization of these dances in New York City.

DNCE BC3574 Inventing the Contemporary: Dance Since the 1960s. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Explores modern/contemporary dance in the United States and Europe since the 1960's. Major units are devoted to the Judson Dance Theater and its postmodernist aftermath, Tanztheater and European dance revisionism, and African-American dance and the articulation of an aesthetic of cultural hybridity.

Spring 2016: DNCE BC3574

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3574	001/06392	M W 2:40pm - 3:55pm 409 Barnard Hall	Lynn Garafola	3	12

DNCE BC3578 Traditions of African-American Dance. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Traces the development of African-American dance, emphasizing the contribution of black artists and the influence of black traditions on American theatrical dance. Major themes include the emergence of African-American concert dance, the transfer of vernacular forms to the concert stage, and issues of appropriation, cultural self-identification, and artistic hybridity.

DNCE BC3583 Gender and Historical Memory in American Dance of the 1930's to the Early 1960's. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Prerequisites: One course in dance history/studies or permission of the instructor.

Explores the question of why so many women dancer/choreographers of the 1930's - to the early 1960's, including relatively well-known ones, have ended up as peripheral rather than central players in what has become the master narrative of a crucial era of the recent dance past.

DNCE BC3980 Performing the Political: Embodying Change in American Performance. 4 points.**Not offered during 2015-16 academic year.**

Prerequisites: An introductory course in dance or theatre history or permission of instructor. Enrollment limited to 12 students. Exploration into the politics of performance and the performance of politics through the lens of 20th-century American dance.

CROSS-LISTED COURSES - URBAN STUDIES**DNCE BC2570 Dance in New York City. 3 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Study of the cultural roots and historical contexts of specific communities using New York City's dance scene as a laboratory. Students observe the social environments in which various modes

of dance works are created while researching the history of dance in New York City. Course includes attendance at weekly events, lecture-demonstrations, and performances.

Fall 2015: DNCE BC2570

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/03542	T Th 2:40pm - 3:55pm 302 Barnard Hall	Marjorie Folkman	3	29
DNCE 2570	002/04251	M W 2:40pm - 3:55pm 302 Barnard Hall	Kate Glasner	3	27

Spring 2016: DNCE BC2570

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/08372	T Th 2:40pm - 3:55pm 302 Barnard Hall	Siobhan Burke	3	36

DRAMA AND THEATRE ARTS

507 Milbank Hall
212-854-2080
212-854-1840 (fax)

The Barnard and Columbia undergraduate theatre program engages the disciplines of drama, theatre, and performance studies as a distinctive mode of intellectual and artistic inquiry. Majors take foundational coursework in the literary, cultural, and embodied traditions of western and nonwestern performance as well as in the practices of acting, directing, design, and playwriting. All majors then specialize in a specific area and undertake advanced thesis work, leading either to a formal essay of original research, or to an artistic project (in acting, design, directing, dramaturgy, playwriting, or solo performance) that combines the practices of research and artistic creation.

While Barnard and Columbia students fulfill the overall graduation requirements of their respective institutions, major requirements for the Barnard Major in Theatre/Columbia Major in Drama and Theatre Arts are identical, and the majority of required coursework is offered through the Barnard College Department of Theatre. Barnard and Columbia students receive their degrees from their respective colleges of Columbia University.

The Department's season of productions in the Minor Latham Playhouse and the Glicker-Milstein Black Box Theatre is a crucible of investigation: the place where professional directors and designers collaborate with undergraduates, using a wide range of classic and contemporary plays and performance practices to shape insights unique to theatrical inquiry today. Whether it's Shakespeare or Soyinka or Caryl Churchill, or the directing, solo performance, and playwriting theses in the Senior Thesis Festival, Department of Theatre productions are both a learning process and a scene of encounter, where perceptions are shaped for the attention and creative response of a larger public.

Students interested in majoring in Theatre should consider taking three or four of the required classes in their first two years of study: Theatre History I, Theatre History II and/or a course fulfilling the "world theatre" requirement, and at least one class in acting, design, directing, or playwriting (preferably in the area you might choose as areas of specialization). Students thinking about a research focus might consider an additional dramatic literature class early in their studies; students thinking about an acting or design focus, for example, might consider additional classes in those areas in the second or third year of study.

Students declare the major in the spring semester of the sophomore year. The major requirements are spelled out below, and the process for choosing a thesis area as well: all Theatre/Drama and Theatre Arts majors complete a thesis as a capstone to their work in the degree. For more information about the

major, please contact any full-time faculty member (see Faculty pages).

Barnard students must make an appointment or come by the office of the Department Chair to have the major-declaration form signed, and will have a major adviser from the Department faculty; Columbia students are encouraged to meet with members of the faculty to discuss the degree. All majors should introduce themselves to the Theatre Administrator in 507 Milbank Hall; he will add names to the departmental listserv, and help students to keep up to date in important information about studying in the Department.

STUDENT LEARNING OBJECTIVES

Upon completion of the major, successful students will be able to attain the following objectives:

- Assess critically the artistic ambitions of contemporary theatrical performance, and of literary, critical and theoretical issues involved in the interpretation of dramatic literature and theatrical performance;
- Create with proficiency in at least one area of creative work in the field: critical/research writing, acting, directing, design, playwriting, and dramaturgy.

Areas of Concentration

Drama and Theatre Studies Student Learning Objectives

Students successfully completing drama and theatre studies coursework, or concentrating in drama and theatre studies, should be able to attain the following objectives:

1. Write clearly about dramatic literature, and about performance, including where applicable film performance;
2. Synthesize and evaluate contemporary criticism and research scholarship in writing;
3. Know specific authors, movements, periods, styles, and ideological structures in the history of drama, theatre, and performance (i.e., Shakespeare, American drama, Performative Cultures of the Third Reich, Black Theatre);
4. Use critical, theoretical, and historical concepts in the analysis of drama and performance.

Acting Student Learning Objectives

Students successfully completing a concentration in acting should be able to attain the following objectives:

1. Analyze dramatic texts and apply the analysis to developing a performable role/character;
2. Synthesize external elements with external elements (social mores, environment, historical context, status relationship to others) and internal elements (center of gravity, personal rhythm, speed, tempo) toward the expression of a character's physicality and emotionality;

3. Recognize and apply the fundamental concepts of character development: objectives, obstacles, actions, given circumstances;
4. Develop vocal, physical and emotional awareness and imagination, and to explore techniques available to aid the actor in applying these elements in a conscious way during rehearsal and performance.

Design Student Learning Objectives

Students successfully completing a concentration in design should be able to attain the following objectives:

1. Analyze dramatic texts and translate that analysis into documents used in the production process (breakdowns, plots, etc.);
2. Collect images and texts that provide insight into the developing design idea, and accurately communicate historical and stylistic choices;
3. Demonstrate fluency with the craft of a design field – e.g. sketching, model making, drafting, sound and lighting plots, and associated software;
4. Perform collaboratively, adapting and informing their designs with ideas generated through conversation with colleagues, classmates, and advisors.

Directing Student Learning Objectives

Students successfully completing a concentration in directing should be able to attain the following objectives:

1. Recognize the different demands of different configurations of stage space;
2. Apply compositional tools;
3. Define production style and its influence on performance choices;
4. Communicate effectively with actors;
5. Analyze the historical, social, and aesthetic elements of a dramatic text as the basis for a directorial conception.

Dramaturgy Student Learning Objectives

Students successfully completing a concentration in dramaturgy should be able to attain the following objectives:

1. Apply important critical and theoretical concepts to the analysis of dramatic writing and theatrical performance;
2. Synthesize and evaluate contemporary research scholarship and apply it to a specific production, including biographical, historical, and interpretive information;
3. Write clearly and effectively about the goals of a production, its critical contexts and purposes;
4. Communicate the critical stakes of a performance to a director and cast; to be able to work with a director in fashioning those stakes;
5. Edit dramatic scripts for production.

Playwriting Student Learning Objectives

Students successfully completing a concentration in playwriting should be able to attain the following objectives:

1. Create an individual theatrical voice in writing;
2. Construct dramatic and theatrical events onstage;
3. Communicate supportive critique to fellow writers;
4. Interpret plot and story, and to employ language and spectacle creatively;
5. Recognize dramatic structures, and be able to shape and hold an audience's attention.

FACULTY

Chair: W.B. Worthen (Alice Brady Pels Professor in the Arts, Co-Director of Undergraduate Studies, Drama and Theatre Arts)

Assistant Professors: Shayoni Mitra, Hana Worthen

Assistant Professors of Professional Practice: Sandra Goldmark, Alice Reagan

Adjunct Lecturers: Betsy Adams, Mana Allen, Linda Bartholomai, Andy Bragen, Grant Chapman, Kyle deCamp, Crystal Finn, Sharon Fogarty, Mikhael Tara Garver, Tuomas Hiltunen, Anne Kenney, Jimmy King, Stacey McMath, Suman Mukherjee, Piia Mustamäki, Fitz Patton, Rita Pietropinto, Wendy Waterman

Affiliated Faculty:

Associate Professor: Maja Horn (Spanish and Latin American Cultures)

Senior Lecturers: Pam Cobrin (English, Director, Writing Program), Patricia Denison (English, Co-Director of Undergraduate Studies, Drama and Theatre Arts)

Other officers of the University offering courses listed below:

Professors: Austin E. Quigley, Julie Stone Peters

Assistant Professor: Katherine Biers

Associate Professor of Professional Practice: Steven Chaikelson

Administrator: Mike Cavalier

Technical Director: Greg Winkler

Production Manager: Michael Banta

Costume Shop Manager: Kara Feely

Faculty Department Assistant: Coretta Grant

REQUIREMENTS

REQUIREMENTS FOR THE MAJOR

Download the Theatre major self-audit form (https://theatre.barnard.edu/sites/default/files/inline/selfaudit2012_revised_12-12-12.doc)

Students intending to major in Theatre should consult with the Department Chair in their sophomore year or earlier to plan a program: this consultation is required for Barnard students and strongly recommended for Columbia students. Twelve courses and one senior thesis (in Performance or in Research) are required as follows:

Dramatic Literature and Theatre History

World theatre and performance histories:

THTR V3150	Western Theatre Traditions:	6
- THTR V3151	Classic to Romantic and Western Theatre Traditions: Modern	

Select one of the following:

THTR V3000	Theatre Traditions in a Global Context	
THTR V3155	Traditional Indian Theatre	
THTR V3156	Modern Asian Performance	

Select one course in drama, theatre, and performance theories: 4

THTR V3165	Theories of Performance Studies	
THTR V3166	Drama, Theatre, and Theory	
ENTA W3701	Drama, Theatre, Theory	

Select one course in Shakespeare

Select two courses in dramatic literature, theatre studies, or performance studies, taken in the Theatre Department or in another department with advisor's approval. One course must be a seminar

Theatre Practice

Select one of the following courses in theatre design:

THTR V3132	Sound Design	
THTR V3133	Costume Design	
THTR V3134	Lighting Design	
THTR V3135	Scene Design	
THTR V3510	Problems in Design	
THTR V3203	Collaboration: Directing and Design (may be counted if not counted toward directing)	

Select one of the following courses in acting:

THTR V2007	Scene Lab	
THTR V3004	Acting Lab	
THTR V3005	Acting Lab	

Select one of the following courses in directing:

THTR V3200	Directing I	
THTR V3203	Collaboration: Directing and Design (may be counted if not counted toward Design)	

Concentration

All majors must take an additional two courses in the field of the senior thesis: acting, directing, design, dramaturgy, playwriting, or research. See below.

Senior Thesis

All students must take either THTR V3997 or THTR V3998:

THTR V3997	Senior Thesis: Performance (acting, design, directing, dramaturgy, or playwriting) *	
THTR V3998	Senior Thesis: Research **	

* Prior to completing the Senior Thesis: Performance, majors must take an additional two courses in the field of the thesis (acting, design, dramaturgy, directing, playwriting). Courses in acting, design, and directing are offered through the Department of Theatre. Courses in playwriting are offered through the Department of Theatre; courses offered through the Barnard Department of English may be taken as well with advisor approval. For theses in Directing, students must take Dramaturgy prior to the thesis year. For theses in Dramaturgy, students take two courses in drama, theatre, or performance research; these courses may be drawn from courses in dramatic literature, theatre studies, and global performance traditions offered in the Theatre department, or from dramatic literature courses offered in other departments with adviser's approval. Dramaturgy concentrators may substitute one course in playwriting for one of these two courses. Students taking a Solo Performance thesis are required to have taken the Solo Performance course prior to the thesis semester (spring), among the three required courses in acting.

** Prior to completing the Senior Thesis: Research, majors must take an additional two courses in drama, theatre, or performance research; these courses may be drawn from courses in dramatic literature, theatre studies, and global performance traditions offered in the Theatre department, or from dramatic literature courses offered in other departments with adviser's approval. These courses should be discussed with the student's major advisor, as well as with the sponsor of the thesis.

Production Crew

Theatre majors planning on completing a Senior Thesis in Performance (acting, design, directing, dramaturgy, playwriting, solo performance) are required to complete a run crew assignment and a crew head assignment prior to their final semester; to be in the strongest position for the thesis, ideally these assignments are completed during the junior year. Please see the section on Production Crew (<http://theatre.barnard.edu/departments-and-production-information/#productioncrew>) for more information.

Studio Courses

Please note that for Barnard students there is a limit on studio courses. Theatre majors may take 24 studio points in Theatre and an additional six in another discipline for a total of 30 studio points. Theatre Department studio courses are:

THTR V2003	Voice and Speech	2
THTR V2004	Movement for Actors	2
THTR V2005	Acting Workshop	3
THTR V2007	Scene Lab	3
THTR V2120	Technical Production	3
THTR V3004	Acting Lab	3
THTR V3005	Acting Lab	3
THTR V3006	Advanced Acting Lab	3

THTR V3122	Rehearsal and Performance	1-3
THTR V3172	Rehearsal and Performance - Design and Technical	1-3

Graduate Courses

Only under special circumstances, and with the permission of the instructor, can undergraduates take graduate classes.

COURSES

THTR V2002 New York Theatre. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Enrollment limited. Permission given by instructor only at first meeting.

Students attend a variety of performances as well as a weekly lab meeting. Emphasis on expanding students' critical vocabulary and understanding of current New York theatre and its history. Section on contemporary New York theatre management and production practices.

Fall 2015: THTR V2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2002	001/04317	Th 5:10pm - 7:00pm 323 Milbank Hall	Stacey McMath	3	29
THTR 2002	001/04317	Th 8:00pm - 11:00pm 323 Milbank Hall	Stacey McMath	3	29

Spring 2016: THTR V2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2002	001/01666	W 4:10pm - 6:00pm 323 Milbank Hall	Linda Bartholomai	3	29
THTR 2002	001/01666	W 7:00pm - 11:00pm 323 Milbank Hall	Linda Bartholomai	3	29

THTR V2003 Voice and Speech. 2 points.

Not offered during 2015-16 academic year.

Prerequisites: Enrollment limited to 14 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult Auditions on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Techniques of vocal production tailored to the individual problems and potential of the student. Exercises for use in warm-up, relaxation, breathing, and rehearsal; daily work with poetry and dramatic texts.

THTR V2004 Movement for Actors. 2 points.

Not offered during 2015-16 academic year.

Prerequisites: Recommended for students intending to focus on acting or directing in the senior thesis. Enrollment limited to 14 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Exploration of the actor's physical performance. Classical and contemporary approaches to theatre movement.

THTR V2005 Acting Workshop. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

When offered in Fall semester, open only to first-year students.

Prerequisites: Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions.

Course develops the processes and tools an actor needs to approach the text of a play. Students develop their physical, vocal, and imaginative range and skills through voice and speech exercises, work on non-verbal behavior, improvisation, and character development. IN THE FALL SEMESTER OPEN ONLY TO FIRST-YEAR STUDENTS. Course encouraged for prospective BC Theatre and CU Drama and Theatre Arts majors.

Fall 2015: THTR V2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2005	001/07546	M W 12:10pm - 2:00pm LI200 Diana Center	Crystal Finn	3	12
THTR 2005	002/00488	F 10:10am - 2:00pm LI200 Diana Center	James King	3	14

THTR V2007 Scene Lab. 3 points.

Prerequisites: Enrollment limited to 16 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions.

Provides an overview of the creative process of acting: text analysis, circumstance, establishment of place, pursuit of intention in coordination with exercises and improvisation designed to enhance concentration, imagination, resonance, movement, and projection. Rehearsal 2 hours per week outside class, participation in discussion of plays, playwrights, and

performances required. Fulfills one course in Acting for Theatre/Drama Theatre Arts majors.

Fall 2015: THTR V2007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2007	001/01590	M W 9:00am - 10:50am 229 Milbank Hall	Tuomas Hiltunen	3	11

Spring 2016: THTR V2007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2007	001/01036	M W 10:10am - 12:00pm LI200 Diana Center	Crystal Finn	3	11
THTR 2007	002/02270	F 10:10am - 2:00pm LI200 Diana Center	Rita Pietropinto	3	17

THTR V2120 Technical Production. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Crew assignment optional. Enrollment limited to 10 students.

Introduction to the equipment, terms, and procedures employed in the creation of scenery, lighting, and sound for the stage. Classroom exercises and field visits emphasize approaches to collaborative process and production management.

THTR V2121 Stage Management. 3 points.

Prerequisites: Permission of the instructor, given at first class meeting.

This course explores the role of the stage manager and production manager in theatrical production. Students undertake hands-on exercises to develop the practical and collaborative skills essential to working both as a stage manager and production manager--script analysis; production timeline and rehearsal management; technical rehearsal; budgeting; working with directors and designers; working with unions; health and safety codes; house management; box office.

Fall 2015: THTR V2121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2121	001/06304	T Th 10:10am - 11:25am 230 Milbank Hall	Michael Banta	3	12

THTR V2140 History and Practice of Producing for the Theatre. 4 points.

Prerequisites: Preference given to students who have taken New York Theatre and/or are Theatre/Drama and Theatre Arts majors. Permission of instructor given at first class meeting, required. Course limited to 12.

Explores the role and responsibilities of the producer in commercial and not-for-profit theatre; the relationship of the producer to the cast and creative team; the creative development of plays and musicals; the evolution of the role of the producer over the twentieth century; and the pioneering work of great producers of the past century. Students develop criteria to assess artistic and financial merits of theatrical work. Attendance at

productions on and off Broadway, meetings with producers and other theatre artists.

THTR V3000 Theatre Traditions in a Global Context. 3

points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: Enrollment limited to 50 students.

Provides a broad introduction to several traditions of nonwestern drama and theatrical practice, often placing recent and contemporary writing in relation to established conventions. Taking up plays and performance traditions from Asia, South Asia, and various African traditions, it may also consider the relation between elite and popular culture (adaptations of Shakespeare, for example), and between drama, theatre, and film. Fulfills one course in World Theatre for Theatre/Drama and Theatre Arts majors.

Fall 2015: THTR V3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3000	001/05245	T Th 12:10pm - 1:25pm LI200 Diana Center	Shayoni Mitra	3	49

THTR V3004 Acting Lab. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Enrollment in each section limited to 14 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

This is an umbrella course whose offerings will change each year. Some are narrow, some broad; all are designed with several objectives in common, including: a. To focus on a particular genre, playwright, approach to live performance. b. To develop an interrelated set of conceptual, analytical, and embodiment skills and approaches. Courses typically involve scene preparation, reading, research, and both individual and group projects, as well as active participation in classroom exercises. c. To develop a sense of the purposes and goals of a specific approach to acting. The acting lab courses are intentionally non-sequential; students with little previous background in acting are strongly encouraged to consider the Acting Workshop and Scene Lab courses. No more than six courses can be taken from the Acting Lab/Advanced Acting Lab offerings during a student's career. Auditions are required for all Acting Labs and will take place the first two evenings of each semester. Each course fulfills one course in Acting requirement for Theatre/Drama and Theatre Arts majors. Please check with

the Theatre Department website for specific offerings and audition information.

Fall 2015: THTR V3004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3004	001/07733	T Th 4:10pm - 6:00pm 229 Milbank Hall	Mana Allen	3	12
THTR 3004	002/00451	M W 2:10pm - 4:00pm 229 Milbank Hall	John Chapman	3	8
THTR 3004	003/07149	T Th 10:10am - 12:00pm 229 Milbank Hall	Kyle deCamp	3	12

THTR V3005 Acting Lab. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Enrollment in each section limited to 14 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

This is an umbrella course whose offerings will change each year. Some are narrow, some broad; all are designed with several objectives in common, including: a. To focus on a particular genre, playwright, approach to live performance. b. To develop an interrelated set of conceptual, analytical, and embodiment skills and approaches. Courses typically involve scene preparation, reading, research, and both individual and group projects, as well as active participation in classroom exercises. c. To develop a sense of the purposes and goals of a specific approach to acting. The acting lab courses are intentionally non-sequential; students with little previous background in acting are strongly encouraged to consider the Acting Workshop and Scene Lab courses. No more than six courses can be taken from the Acting Lab/Advanced Acting Lab offerings during a student's career. Auditions are required for all Acting Labs and will take place the first two evenings of each semester. Each course fulfills one course in Acting requirement for Theatre/Drama and Theatre Arts majors. Please check with the Theatre Department website for specific offerings and audition information.

Spring 2016: THTR V3005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3005	001/04426	T Th 4:10pm - 6:00pm 118 Milbank Hall	Wendy Waterman	3	12
THTR 3005	002/05214	M W 12:10pm - 2:00pm LI200 Diana Center	John Chapman	3	13
THTR 3005	003/06194	M W 2:10pm - 4:00pm	James King	3	13

229 Milbank Hall

THTR V3006 Advanced Acting Lab. 3 points.

Prerequisites: Preference given to juniors and seniors; THTRV 3004 or 3005 prerequisite. Enrollment limited to 14 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Special problems of performance. In-class scene work, extensive outside research, rehearsals, and reading. Fulfills additional coursework in Acting for Theatre/Drama and Theatre Arts majors.

Fall 2015: THTR V3006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3006	001/01708	M W 2:10pm - 4:00pm LI200 Diana Center	James King	3	6

THTR V3122 Rehearsal and Performance. 1-3 points.

Prerequisites: Students cast as actors in a departmental stage production register for this course; course emphasizes the collaborative nature of production, and appropriate research and reading required in addition to artistic assignments. Students working as dramaturgs on departmental productions register for this course as well. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Students take part in the full production of a play as actors, designers, dramaturgs, or stage managers. Emphasizes the collaborative nature of production. Appropriate research and reading will be required in addition to artistic assignments.

Spring 2016: THTR V3122

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3122	001/03025	M T W Th F 6:30pm - 10:30pm Room TBA	Mahesh Dattani	1-3	10
THTR 3122	002/01121	M T W Th F 6:30pm - 10:30pm 202 Milbank Hall	Alice Reagan	1-3	7
THTR 3122	003/07200	M T W Th F 7:00pm - 11:00pm 324 Milbank Hall	Alice Reagan	1-3	2
THTR 3122	004/04298	M T W Th F 6:30pm - 10:30pm 302 Milbank Hall	Alice Reagan	1-3	5

THTR 3122	005/01329	F 2:00pm - 5:00pm 230 Milbank Hall	Shayoni Mitra	1-3	4
THTR 3122	006/07221	M W 12:10pm - 2:00pm 229 Milbank Hall	Alice Reagan	1-3	14

THTR V3132 Sound Design. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Permission of instructor given at first class meeting. Studies the art and practice of designing sound and scoring music for dramatic performance. Students study the relationship between concert and incidental music, and read plays toward the production of a score for live theatre. Students also read broadly in the fields of sound, music, acoustics, and the cultural analysis of sound as a component of performance. Background in music or composition not essential. Fulfills one course in Design for Theatre/Drama and Theatre Arts majors.

Fall 2015: THTR V3132

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3132	001/03019	M 11:00am - 1:50pm 230 Milbank Hall	Brian Patton	3	9

THTR V3133 Costume Design. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Permission of instructor given at first class meeting. Studio course exploring designing costumes for the stage. Students become familiar with textual and character analysis, research, sketching and rendering, swatching and introductory costume history. Fulfills one course in Design for Theatre/Drama and Theatre Arts majors.

Spring 2016: THTR V3133

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3133	001/03559	M W 9:00am - 10:50am 230 Milbank Hall	Anne Kenney	3	13

THTR V3134 Lighting Design. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Enrollment limited to 12 students. Permission of instructor given at first class meeting. Focuses on both the technical and creative aspects of theatrical lighting design. Students will learn the role of lighting within the larger design and performance collaboration through individual and group projects, readings, hands-on workshops, and critique of actual designs. Fulfills one course in Design for Theatre/Drama and Theatre Arts majors.

Spring 2016: THTR V3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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THTR 3134	001/08247	T 9:35am - 11:50am 230 Milbank Hall	Betsy Adams	3	14
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THTR V3135 Scene Design. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Enrollment limited to 12 students. Permission of instructor given at first class meeting. Introduction to designing for the theatre. The course will focus on set design, developing skills in script analysis, sketching, model making, storyboarding and design presentation. Some investigation into theatre architecture, scenic techniques and materials, and costume and lighting design. Fulfills one course in Design for Theatre/Drama and Theatre Arts majors.

Fall 2015: THTR V3135

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3135	001/09138	F 10:10am - 2:00pm 230 Milbank Hall	Sandra Goldmark	3	14

THTR V3141 Socialism/Communism in Performance. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: Sophomore standing. Enrollment limited to 16 students. Analyzes dramatic texts and performances under the Communist regimes behind the Iron Curtain before 1989. Principal focus is on Czech, Polish, and East German playwrights and their productions; we will consider their work in both legal and illegal contexts. In order to gain a wider understanding of the diversity of underground performative cultures, works from Hungary, Romania, and Slovenia will be considered as well. The seminar also attends to dissident performative activities in the framework of the 1980s revolutions, and reflects on works by western authors and emigrant/diasporic writers produced on stages behind the Iron Curtain. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

THTR V3142 Bertolt Brecht: The Making of Theatre. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: Enrollment limited to 16; permission of instructor given at first class meeting. Course is conducted in English and readings are in English; German majors and German-speaking students may do readings and papers in German. This class provides a comprehensive overview of the drama, theatre, and theory of Bertolt Brecht, the most influential European playwright and theorist of the twentieth century, in the context of their original historical contexts and subsequent legacies. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

THTR V3146 American Drama in the 1990s. 4 points.

Prerequisites: Enrollment limited to 16.

Examines American drama in the period between the fall of the Berlin Wall in 1989 and the attack on the World Trade Center in New York in 2001, considering a range of aesthetic (epic theatre, performance art), social (AIDS), and political (Reaganomics) issues of the period. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

THTR V3150 Western Theatre Traditions: Classic to Romantic. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Dialectical approach to reading and thinking about the history of dramatic theatre in the west, interrogating the ways poetry inflects, and is inflected by, the material dynamics of performance. We will undertake careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative plays of the Western tradition from the classical theatre through the early modern period to early romanticism; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Specific attention will be given to classical Athens, medieval cycle drama, the professional theatre of early modern England, the rival theatres of seventeenth century France and Spain, and eighteenth-century theatre in England and Germany; topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, and the dynamics of court performance. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final examination. Fulfills one (of two) Theatre History requirements for Theatre/Drama and Theatre Arts majors.

Fall 2015: THTR V3150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3150	001/06594	M W 10:10am - 11:25am 202 Milbank Hall	William Worthen	3	36

THTR V3151 Western Theatre Traditions: Modern. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Dialectical approach to reading and thinking about the history of dramatic theatre in the west, interrogating the ways poetry inflects, and is inflected by, the material dynamics of performance. We will undertake careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative plays of the Western tradition from the late eighteenth century to today; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Specific attention will be given to the ideology of realism and naturalism, the development of epic theatre, the theatre of cruelty, postcolonial performance, and the continuing

invention of dramatic forms (theatre of the absurd, speechplays, postdramatic theatre), as well as to the political and theoretical impact of race, gender, sexuality in modern performance culture. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final examination. Fulfills one (of two) Theatre History requirements for Theatre/Drama and Theatre Arts majors.

Spring 2016: THTR V3151

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3151	001/03990	T Th 10:10am - 11:25am 202 Milbank Hall	Hana Worthen	3	29

THTR V3152 Nazism in Performance. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Course enrollment limited to 16; permission of instructor given at first class meeting.

Explores the cultivation of national and transnational performances as a significant force of National Socialism, at the same time as challenging the notion of "Nazi Theatre" as monolithic formation. The core of the course inquires into the dialectical analysis of artistic creations in diverse art genres, while working towards an understanding of the social dramaturgy of such events as staging the Führer and the racialized body of the privileged people. Nazism did not harbor ideologies without benefits for the allied nations. Thus, the dynamic performance of transnationalism among the "brothers in arms" will be included as well, in order to elucidate how works of art crossing into the Third Reich were reimagined, sometimes in ways challenging to the presumed values of the state stage. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

Spring 2016: THTR V3152

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3152	001/01239	T 2:10pm - 4:00pm 222 Milbank Hall	Hana Worthen	4	11

THTR V3155 Traditional Indian Theatre. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Course provides a perspective on traditional forms of Indian performance from classical theory to contemporary traditional practices. Course covers Sanskrit drama, Kathakali, Ramlila, and Chhau; extensive video of performances and guest practitioners. Fulfills one course in World Theatre requirement for Theatre/Drama and Theatre Arts majors.

Spring 2016: THTR V3155

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3155	001/03926	T 12:10pm - 2:00pm 214 Milbank Hall	Shayoni Mitra	4	14

THTR V3156 Modern Asian Performance. 4 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: Permission of instructor given at first class meeting; enrollment limited to 16.

Corequisites: Fulfills one course in World Theatre requirement for Theatre/Drama and Theatre Arts majors.

Course studies contemporary Asian performance with focus on modernity, covering most nations on the Asian continent; readings cover theoretical and aesthetic questions from performances of healing to revolutionary theatre to diasporic performance.

Fall 2015: THTR V3156

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3156	001/05992	W 12:10pm - 2:00pm L1105 Diana Center	Shayoni Mitra	4	12

THTR V3165 Theories of Performance Studies. 4 points.

Prerequisites: Enrollment limited to 16 students.

Course surveys the wide range of genres and categories addressed by the practice of modern "performance studies"; it introduces a number of performance practices, as well as relevant interdisciplinary methodologies. Students consider live performances as well as a number of mediated works, learning to think critically and creatively about the relation between text, technology, and the body. Course fulfills the Theatre/Drama and Theatre Arts major requirement in Drama, Theatre, Theory.

THTR V3166 Drama, Theatre, and Theory. 4 points.

Prerequisites: Enrollment limited to 16 students.

Intensive immersion in fundamental principles and practices of world drama, theatre, and performance, past and present. Close readings of performances, plays, video, film, and digital media. Assignments include presentations, performance projects, and critical writing. Fulfills one course in Drama, Theatre, and Theory requirement for Theatre/Drama and Theatre Arts majors.

Spring 2016: THTR V3166

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3166	001/02663	M 10:10am - 12:00pm L1105 Diana Center	William Worthen	4	18

THTR V3167 Dramaturgy. 4 points.

Prerequisites: Permission of instructor, given at first class meeting; enrollment limited to 12.

This course teaches the research skills and practices a production dramaturg develops as part of the conceptual work of theatrical production. Course is focused on a series of activities: analyzing dramatic text, comparing different versions of script, conducting archival and cultural research, and presenting it to the production team. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts majors. Required for students undertaking a senior thesis in dramaturgy. Required

for students undertaking a senior thesis in directing prior to the thesis year.

Fall 2015: THTR V3167

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3167	001/09317	M 2:10pm - 4:00pm L1105 Diana Center	Linda Bartholomai	4	14

THTR V3172 Rehearsal and Performance - Design and Technical. 1-3 points.

Prerequisites: Students working in a design, stage management, or backstage capacity on departmental stage production register for this course. Audition not required, but students must meet with Theatre Department Production Manager, Michael Banta (mbanta@barnard.edu).

Students take part in the full production of a play as designers or stage managers. Emphasizes the collaborative nature of production, the acquisition and development of technical and artistic perspectives on production, and appropriate research.

Fall 2015: THTR V3172

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3172	001/00747	F 2:10pm - 5:00pm 118 Milbank Hall	Michael Banta	1-3	20
THTR 3172	002/04868	F 2:10pm - 5:00pm 118 Milbank Hall	Sandra Goldmark	1-3	4
THTR 3172	003/04720	F 2:10pm - 5:00pm 118 Milbank Hall	Kara Feely	1-3	5

Spring 2016: THTR V3172

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3172	001/05957	F 2:10pm - 5:00pm 230 Milbank Hall	Michael Banta	1-3	19
THTR 3172	002/03696	F 2:10pm - 5:00pm 230 Milbank Hall	Kara Feely	1-3	5
THTR 3172	003/09723	F 2:10pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	1-3	14

THTR V3200 Directing I. 3 points.

Prerequisites: Permission of instructor given at first class meeting. Exploration of the evolution of the director's role in Europe and the US, including the study of important figures. Emphasis on text analysis, and varied schools of acting in relation to directing practice. Students gain a foundation in composing stage pictures and using stage movement to tell a story. All students will direct at least one fully-realized scene. Fulfills one course in Directing requirement for Theatre/Drama and Theatre Arts majors.

Fall 2015: THTR V3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3200	001/04474	M W 12:10pm - 2:00pm 229 Milbank Hall	Alice Reagan	3	17

Spring 2016: THTR V3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3200	001/04115	M W 2:10pm - 4:00pm L1200 Diana Center	Sharon Fogarty	3	15

THTR V3201 Directing II. 3 points.

Prerequisites: Students required to have taken THTRV 3200 Directing I, THTRV 3203 Collaboration: Directing and Design, or equivalent. Enrollment limited to 14 students. Permission of instructor given at first class meeting.

Course focuses on developing an individual directorial style, placing emphasis on visual research, and the use of different staging environments: end-stage, in the round, environmental. Class is structured around scene-work and critique, and each student will direct at least three fully-realized scenes. Material typically drawn from European avant-garde. Fulfills additional coursework in Directing required for Theatre/Drama and Theatre Arts majors concentrating in Directing.

Spring 2016: THTR V3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3201	001/02899	M W 12:10pm - 2:00pm 229 Milbank Hall	Alice Reagan	3	9

THTR V3202 Advanced Directing. 4 points.

Prerequisites: Open to students who have taken at least one course in directing. Required for students approved for Directing thesis, but open to all qualified students. Permission of instructor given at first class meeting.

This course requires students to draw on all previous theatre training, synthesizing scholarship and research toward dynamic fully-realized scene work. Emphasis is on the director-actor relationship; students will direct at least three fully-realized scenes, typically drawn from Shakespeare, Chekhov, or other playwrights. Students may have the opportunity to make devised work, and will collaborate with students in the Advanced Acting class. Required for, but not limited to, students undertaking a senior thesis in directing. Fulfills additional directing coursework in Theatre/Drama and Theatre Arts major.

Fall 2015: THTR V3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3202	001/09360	T Th 12:10pm - 2:00pm 229 Milbank Hall	Sharon Fogarty	4	4

THTR V3203 Collaboration: Directing and Design. 3 points.

Prerequisites: Permission of instructors given at first meeting; enrollment limited to 24.

Course focuses on developing both technical and collaborative skills of directors and designers. Students are assigned to different roles in creative teams working on a series of at least three fully realized and designed scenes. Introduction to various design disciplines and directing practice. May be counted as either a course in directing or a course in design for majors. Fulfills requirement for one course in EITHER Directing OR Design for Theatre/Drama and Theatre Arts majors; counts as second or third course in either Directing or Design.

THTR V3250 Performance Lab. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2015-16 academic year.

Prerequisites: Enrollment limited to 12 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

In Spring 2012 the course will provide a critical context and embodied understanding of experimental theatre and performance in the United States between 1960 and the present.

In the spirit of the critic/practitioners who emerged in this period, students will generate written assignments, research presentations, and scene work inspired by this artistic movement.

THTR V3300 Playwriting Workshop. 3 points.

Prerequisites: Permission of the instructor given at first class meeting.

Students will create and workshop plays, with a focus on learning new approaches to language and structure. Recommended for students undertaking a senior thesis in playwriting.

Fall 2015: THTR V3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3300	001/02909	M 4:10pm - 6:00pm L1105 Diana Center	Andrew Bragen	3	13

THTR V3301 Playwriting Lab. 3 points.

Prerequisites: Permission of the instructor and writing sample required.

Students will develop original dramatic scripts. Students will also read drafts of writers currently produced on New York stages to understand why changes and rewrites were made. Recommended for students undertaking a senior thesis in playwriting.

Spring 2016: THTR V3301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3301	001/04908	M 4:10pm - 6:00pm L1105 Diana Center	Andrew Bragen	3	14

THTR V3510 Problems in Design. 4 points.

Prerequisites: Some design experience is helpful, though not required. Enrollment limited to 12 students.

Studio-based course explores the main elements of theatrical design: sets, costumes, lighting, and sound. Students examine these design elements as both individual and interrelated components of a production. A series of guest artists contribute to understanding the design process, collaboration, and making a design idea a reality on stage. Fulfills one course in Design requirement for Theatre/Drama and Theatre Arts majors.

Spring 2016: THTR V3510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3510	001/05884	F 11:00am - 12:50pm	Sandra Goldmark	4	14

230 Milbank Hall

THTR V3600 The Theatre Workshop. 1 point.

Prerequisites: To be taken only for P/D/F. Auditions for this class are sometimes required; please check with Theatre Department in advance. If audition is required, auditions held 6pm on the first Tuesday and Wednesday class days of each semester. Class begins meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Various topics presented by visiting theatre scholars, artists, and practitioners in a lecture/seminar/workshop series that will meet for at least four sessions during each semester. Topics, times, and visiting instructors will be announced by the department. Students must attend all classes to receive credit for the course.

THTR V3997 Senior Thesis: Performance. 4 points.

Prerequisites: Appropriate coursework and substantial production experience, including a major crew assignment in the junior year. Enrollment limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances. Permission of the instructor required.

Students will act in, direct, design, or dramaturg a play in the Barnard Department of Theatre season, or write a short play or solo performance piece that will be produced (according to departmental guidelines) in the Senior Thesis Festival. Collaboration is expected and students will meet weekly with faculty and other seniors. A written proposal must be submitted in the spring of the junior year and be approved. In addition to the performance, an extensive written Casebook is required: see departmental guidelines.

Fall 2015: THTR V3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3997	001/03156	M 4:10pm - 6:00pm 229 Milbank Hall	Crystal Finn	4	5
THTR 3997	002/03882	F 2:10pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	4	2

Spring 2016: THTR V3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3997	001/08629	F 2:10pm - 5:00pm 230 Milbank Hall	Alice Reagan	4	3
THTR 3997	002/04815	M 2:10pm - 4:00pm LL105 Diana Center	Andrew Bragen	4	3
THTR 3997	003/02620	T Th 2:10pm - 4:00pm 229 Milbank Hall	Kyle deCamp	4	3
THTR 3997	004/06617	F 2:10pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	4	2

THTR V3998 Senior Thesis: Research. 4 points.

Prerequisites: Enrollment limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances. Permission of the instructor required. In-depth research project culminating in a substantial written thesis on any aspect of drama, performance, or theatre research.

THTR V3999 Independent Study. 1-4 points.

Prerequisites: Permission of the instructor and the chair required.

Students submit, before the semester begins, a detailed proposal for independent research to a faculty sponsor.

EARTH AND ENVIRONMENTAL SCIENCES

Departmental Offices:

556-7 Schermerhorn; 212-854-4525
106 Geoscience, Lamont-Doherty Earth Observatory;
845-365-8550
<http://eesc.columbia.edu>

Directors of Undergraduate Studies:

Prof. Sidney Hemming, Lamont-Doherty Earth Observatory; 845-365-8417; 557 Schermerhorn Extension; sidney@ldeo.columbia.edu
Prof. Hugh Ducklow, Lamont-Doherty Earth Observatory; 845-365-8167; 557 Schermerhorn Extension; hducklow@ldeo.columbia.edu

Senior Administrative Manager: Carol Mountain, 557 Schermerhorn Extension; 212-854-9705; 107 Geoscience, Lamont-Doherty Earth Observatory; 845-365-8551; carolm@ldeo.columbia.edu

Business Manager: Sally Odland, 108 Geoscience, Lamont-Doherty Earth Observatory; 845-365-8633; odland@ldeo.columbia.edu

The undergraduate major in Earth and environmental sciences provides an understanding of the natural functioning of our planet and considers the consequences of human interactions with it. Our program for majors aims to convey an understanding of how the complex Earth system works at a level that encourages students to think creatively about the Earth system processes and how to address multidisciplinary environmental problems. The breadth of material covered provides an excellent background for those planning to enter the professions of law, business, diplomacy, public policy, teaching, journalism, etc. At the same time, the program provides sufficient depth so that our graduates are prepared for graduate school in one of the Earth sciences. The program can be adjusted to accommodate students with particular career goals in mind.

The department's close affiliations with the Lamont-Doherty Earth Observatory, the American Museum of Natural History (AMNH), NASA's Goddard Institute for Space Studies (GISS), the Earth Institute at Columbia (EI), and several departments within the Fu Foundation School of Engineering and Applied Sciences afford opportunities for student participation in a wide variety of current research programs. Summer employment, research, and additional educational opportunities are available at Lamont and GISS. The department encourages majors to become involved in a research project by their junior year.

All majors and concentrators, when planning their programs of study, should regularly consult the directors of undergraduate

studies and make themselves aware of the requirements for their particular program.

PROGRAMS OF STUDY

Environmental Science Major

The environmental science major curriculum provides an introduction to a variety of fields of study relevant to the environment. Environmental science majors are required to take three semesters of introductory courses and to develop a grounding in basic physics, chemistry, biology, and mathematics. Here, students may select courses depending on their interest. With this introduction to the Earth's environment and equipped with a knowledge of the basic sciences, students are prepared to choose a set of upper-level courses in consultation with an undergraduate adviser. All environmental science majors are required to complete a research project, providing a practical application of mastered course work. This research culminates in a senior thesis. The research and the thesis are usually done at Lamont-Doherty Earth Observatory with guidance from a faculty member or a research scientist. However, other options are also possible.

Environmental science majors have an option to complete the special concentration in environmental biology for environmental science majors.

Earth Science Major

The major in Earth science follows a similar rationale but is designed to allow students to pursue particular fields of the Earth sciences in greater depth. Compared with the environmental science major, one fewer introductory course is required, while one additional advanced course should be part of the plan of study. The Earth science major also offers the possibility of in-depth field experience through a six- to eight-week geology summer field course, arrangements for which are made through another university. The research and senior thesis capstone requirements are the same as for the environmental science major. The geology summer field course may be used as an alternative means of fulfilling the capstone requirement in the Earth science major.

Concentrations

The program for concentrators serves students who want more exposure to Earth and environmental science than is provided by introductory-level courses. The program aims to provide concentrators with experience in data analysis and a thorough introduction to the Earth's systems.

The concentrations in environmental science and in Earth science are designed to give students an understanding of how the Earth works and an introduction to the methods used to investigate Earth processes, including their capabilities and limitations. Concentrators often join the social professions (e.g., business, law, medicine, etc.) and take with them a strong scientific background. They take the same introductory courses

as the majors, but fewer basic science and upper-level courses are required.

In addition to the environmental science and Earth science concentrations, the department sponsors a special concentration which must be done in conjunction with the environmental biology major. Students should be aware that they must complete the environmental biology major in order to receive credit for the special concentration. There is also a special concentration in environmental biology for environmental science majors sponsored by the Department of Ecology, Evolution, and Environmental Biology.

DEPARTMENTAL HONORS

The Department of Earth and Environmental Science awards departmental honors to the major or majors in Earth science or environmental science judged to have the best overall academic record. The award is accorded to no more than 10% of the graduating class, or one student in the case of a class smaller than 10. A grade point average of at least 3.6 in the major and a senior thesis or equivalent research of high quality are required. Students who wish to be considered should contact the director of undergraduate studies early in their senior year.

FACULTY PROFESSORS

- Wallace S. Broecker
- Mark A. Cane
- Nicholas Christie-Blick
- Joel E. Cohen
- Peter B. de Menocal
- Hugh Ducklow
- Peter Eisenberger
- Göran Ekström
- Steven L. Goldstein
- Arnold L. Gordon
- Kevin L. Griffin
- Sidney R. Hemming (Vice Chair)
- Peter B. Kelemen (Chair)
- Jerry F. McManus
- William H. Menke
- John C. Mutter
- Paul E. Olsen
- Stephanie L. Pfirman (Barnard)
- Terry A. Plank
- Lorenzo M. Polvani
- G. Michael Purdy
- Peter Schlosser
- Christopher H. Scholz
- Adam H. Sobel
- Sean C. Solomon

- Marc W. Spiegelman
- Martin Stute (Barnard)
- David Walker

ASSOCIATE PROFESSORS

- Sonya Dyhrman
- Arlene M. Fiore
- Bärbel Hönlisch
- Meredith Nettles
- Maria Tolstoy

ASSISTANT PROFESSORS

- Ryan Abernathey
- Tiffany A. Shaw

ADJUNCT PROFESSORS

- Robert F. Anderson
- W. Roger Buck IV
- Denton Ebel
- John J. Flynn
- James Gaherty
- Lisa M. Goddard
- Arthur Lerner-Lam
- Alberto Malinverno
- Douglas G. Martinson
- Ronald L. Miller
- Mark A. Norell
- Dorothy M. Peteet
- Maureen Raymo
- Andrew Robertson
- Joerg M. Schaefer
- Christopher Small
- Taro Takahashi
- Minfang Ting
- Felix Waldhauser
- Spahr C. Webb
- Gisela Winckler

ADJUNCT ASSOCIATE PROFESSORS

- Natalie Boelman
- Alessandra Giannini
- Andrew Juhl
- Andrew Robertson

LECTURERS

Pietro Ceccato

ASSOCIATES

- Anthony Barnston

REQUIREMENTS

GUIDELINES FOR ALL EARTH AND ENVIRONMENTAL SCIENCES MAJORS, CONCENTRATORS, AND SPECIAL CONCENTRATORS

Advising

All majors and concentrators, when planning their programs of study, should regularly consult the directors of undergraduate studies, who can be contacted through the department office on the fifth floor of Schermerhorn. The requirements are different for each major and concentration and must be met in conjunction with the general requirements for the bachelor's degree. Declaration of the major must be approved by the department and filed in the departmental office.

Substitutions and Exceptions

- Higher-level courses may be used to satisfy supporting mathematics and science requirements for students with Advanced Placement preparation with the permission of the major adviser.
- In addition to the courses listed for the depth, and breadth and related courses requirements, several graduate-level courses offered in the department as well as several advanced courses offered at Barnard may be substituted with the permission of the major adviser.
- 1000-level courses in the Earth and Environmental Sciences Department can not be used toward meeting the requirements of any of the majors, concentrations, or special concentrations.
- The following courses are not suitable for undergraduates and can not be used toward meeting any of the requirements for the majors, concentrations, or special concentrations:

EESC W4001	Advanced General Geology
EESC W4400	Dynamics of Climate Variability and Climate Change
EESC W4401	Quantitative Models of Climate-Sensitive Natural and Human Systems
EESC W4404	Regional Climate and Climate Impacts
EESC W4930	Earth's Oceans and Atmosphere

Grading

A grade of C- or better must be obtained for a course to count toward the majors, concentrations, or special concentrations. The grade of P is not acceptable, but a course taken Pass/D/Fail may be counted if and only if the P is uncovered by the Registrar's deadline.

MAJOR IN EARTH SCIENCE

Please read *Guidelines for all Earth and Environmental Sciences Majors, Concentrators, and Special Concentrators* above.

The major in Earth science requires a minimum of 45.5 points, distributed as follows:

Foundation Courses

EESC W2200	Earth's Environmental Systems: The Solid Earth System
EESC W2100	Earth's Environmental Systems: The Climate System
or EESC W2300	Earth's Environmental Systems: The Life System

Students who wish to take both EESC W2100 Earth's Environmental Systems: The Climate System and EESC W2300 Earth's Environmental Systems: The Life System can include one of these under breadth and related fields below.

Supporting Mathematics and Science Courses

MATH V1101	Calculus I
or MATH V1102	Calculus II
Select one of the following three-course sequences:	
CHEM W1403	General Chemistry I (Lecture)
- CHEM W1404	and General Chemistry II
- PHYS W1201	(Lecture)
	and General Physics I
CHEM W1403	General Chemistry I (Lecture)
- PHYS W1201	and General Physics I
- PHYS W1202	and General Physics II

Capstone Experience

Select one of the following:

EESC BC3800	Senior Research Seminar
- EESC W3901	and Environmental Science
	Senior Seminar
EESC BC3801	Senior Research Seminar
- EESC W3901	and Environmental Science
	Senior Seminar

A six to eight week summer geology field course

Breadth and Related Fields Requirement

A minimum of 6 points (two courses) chosen with the major adviser are required.

Breadth and related field courses are science courses relevant for an Earth science major that do not require an Earth science background. Several such courses are offered at the 2000-, 3000- and 4000-level in the department and at Barnard. Examples include:

EESC W2100	Earth's Environmental Systems: The Climate System
EESC W2300	Earth's Environmental Systems: The Life System

EESC W3010	Field Geology
EESC BC3017	Environmental Data Analysis
EESC W4050	Global Assessment and Monitoring Using Remote Sensing
EESC W4600	Earth Resources and Sustainable Development
EESC W4917	Earth/Human Interactions
EAEE E2002	Alternative energy resources

Also included among breadth and related fields courses are science, mathematics, statistics, and engineering courses offered by other departments that count toward fulfilling degree requirements in those departments.

Depth Requirement

A minimum of 12 points (four courses) chosen with the major adviser to provide depth in the field of Earth science.

These courses build on the foundation and supporting courses listed above and provide a coherent focus in some area of Earth science. Students should include at least one of the following in their course of study:

EESC W3101	Geochemistry for a Habitable Planet
or EESC W3201	Solid Earth Dynamics

Areas of focus include one of the courses listed above and three or more additional courses. Students are not required to specialize in a focus area, but examples are given below for those who choose to do so.

Geological Science

EESC W4076	Geologic Mapping
EESC W4090	Introduction to Geochronology and Thermochronology
EESC W4113	Introduction to Mineralogy
EESC W4223	Sedimentary Geology
EESC W4230	Crustal Deformation
EESC W4480	Paleobiology and Earth System History
EESC W4701	Introduction to Igneous Petrology
EESC W4887	Isotope Geology I
EESC W4947	Plate Tectonics

It is strongly recommended that students focusing in geological science take the summer geology field course as their capstone experience.

Geochemistry

EESC W3015	The Earth's Carbon Cycle
EESC BC3016	Environmental Measurements
EESC BC3200	Ecotoxicology
EESC W4090	Introduction to Geochronology and Thermochronology
EESC W4113	Introduction to Mineralogy
EESC W4701	Introduction to Igneous Petrology

EESC W4885	The Chemistry of Continental Waters
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EESC W4887	Isotope Geology I
EESC W4926	Principles of Chemical Oceanography

It is recommended that students focusing in geochemistry take CHEM C1403-CHEM C1404 General Chemistry I and II, and PHYS V1201 General Physics I as their supporting science sequence.

Atmosphere and Ocean Science

EESC W4008	Introduction to Atmospheric Science
EESC W4924	Introduction to Atmospheric Chemistry
EESC W4925	Principles of Physical Oceanography
EESC W4926	Principles of Chemical Oceanography
EESC W4920	Paleoceanography
EESC W4937	Cenozoic Paleoceanography

It is recommended that students focusing on atmosphere and ocean science also take a course in fluid dynamics and a course in differential equations.

Solid Earth Geophysics

EESC W4230	Crustal Deformation
EESC W4300	The Earth's Deep Interior
EESC W4947	Plate Tectonics
EESC W4949	Introduction to Seismology

It is recommended that students focusing in solid Earth geophysics take PHYS V1201-PHYS V1202 General Physics I and II, and CHEM C1403 General Chemistry I as their supporting science sequence and also take MATH V1201 Calculus II.

Climate

EESC W3015	The Earth's Carbon Cycle
EESC BC3025	Hydrology
EESC W4008	Introduction to Atmospheric Science
EESC W4330	Introduction to Terrestrial Paleoclimate
EESC W4835	Wetlands and Climate Change
EESC W4920	Paleoceanography
EESC W4924	Introduction to Atmospheric Chemistry
EESC W4925	Principles of Physical Oceanography
EESC W4937	Cenozoic Paleoceanography

Paleontology

EESC W4223	Sedimentary Geology
EESC W4480	Paleobiology and Earth System History
EESC W4550	Plant Ecophysiology
EESC W4920	Paleoceanography
EESC W4924	Introduction to Atmospheric Chemistry

EESC W4937 Cenozoic Paleocyanography

It is recommended that students focusing in paleontology take EESC V2300 Earth's Environmental Systems: The Life System, as one of their foundation courses.

MAJOR IN ENVIRONMENTAL SCIENCE

Please read *Guidelines for all Earth and Environmental Sciences Majors, Concentrators, and Special Concentrators* above.

The major in environmental science requires a minimum of 47 points, distributed as follows:

Foundation Courses

EESC W2100	Earth's Environmental Systems: The Climate System
EESC W2200	Earth's Environmental Systems: The Solid Earth System
EESC W2300	Earth's Environmental Systems: The Life System

Supporting Mathematics and Science Courses

MATH V1101	Calculus I
or MATH V1102	Calculus II

Select one of the following three-course sequences:

CHEM W1403	General Chemistry I (Lecture)
- CHEM W1404	and General Chemistry II
- PHYS W1201	(Lecture)
	and General Physics I
CHEM W1403	General Chemistry I (Lecture)
- PHYS W1201	and General Physics I
- PHYS W1202	and General Physics II
CHEM W1403	General Chemistry I (Lecture)
- EEBB W2001	and Environmental Biology I:
- PHYS W1201	Elements to Organisms
	and General Physics I

Capstone Experience

EESC BC3800	Senior Research Seminar
or EESC BC3801	Senior Research Seminar
EESC W3901	Environmental Science Senior Seminar

Breadth and Related Fields Requirement

A minimum of 6 points (two courses) chosen with the major adviser are required.

Breadth and related field courses are science courses relevant for an environmental science major that do not require an environmental science background. Several such courses are offered at the 2000-, 3000- and 4000-level in the department and at Barnard. Examples include:

EESC W3010	Field Geology
EESC BC3017	Environmental Data Analysis

EESC W4050	Global Assessment and Monitoring Using Remote Sensing
EESC W4600	Earth Resources and Sustainable Development
EESC W4917	Earth/Human Interactions

Also included among breadth and related fields courses are science, mathematics, statistics, and engineering courses offered by other departments that count toward fulfilling degree requirements in those departments.

Depth Requirement

A minimum of 9 points (three courses) chosen with the major adviser to provide depth in the field of environmental science.

These courses build on the foundation and supporting courses listed above and provide a coherent focus in some area of environmental science. Students should include at least one of the following in their course of study:

EESC W3101	Geochemistry for a Habitable Planet
or EESC W3201	Solid Earth Dynamics

Areas of focus include one of the courses listed above and two or more additional courses. Students are not required to specialize in a focus area, but examples are given below for those who choose to do so.

Environmental Geology

EESC W4076	Geologic Mapping
EESC W4480	Paleobiology and Earth System History
EAEE E3221	Environmental geophysics

It is recommended that students focusing in environmental geology also take EESC W4050 Remote Sensing.

Environmental Geochemistry

EESC W3015	The Earth's Carbon Cycle
EESC W4885	The Chemistry of Continental Waters
EESC W4887	Isotope Geology I
EESC W4888	Isotope Geology II
EESC W4924	Introduction to Atmospheric Chemistry
EESC W4926	Principles of Chemical Oceanography

Hydrology

EESC W4076	Geologic Mapping
EESC W4835	Wetlands and Climate Change
EESC W4885	The Chemistry of Continental Waters
EESC BC3025	Hydrology
EAEE E3221	Environmental geophysics

Climate Change

EESC W3015	The Earth's Carbon Cycle
EESC W4008	Introduction to Atmospheric Science

EESC W4330	Introduction to Terrestrial Paleoclimate
EESC W4480	Paleobiology and Earth System History
EESC W4835	Wetlands and Climate Change
EESC W4920	Paleoceanography
It is recommended that students focusing in environmental geology also take EESC W4050 Remote Sensing.	
Energy and Resources	
EESC W4076	Geologic Mapping
EESC W4701	Introduction to Igneous Petrology
EAEE E2002	Alternative energy resources

CONCENTRATION IN EARTH SCIENCE

Please read *Guidelines for all Earth and Environmental Sciences Majors, Concentrators, and Special Concentrators* above.

The concentration in Earth science requires a minimum of 25 points, distributed as follows:

Foundation Courses

EESC W2200	Earth's Environmental Systems: The Solid Earth System
EESC W2100	Earth's Environmental Systems: The Climate System
or EESC W2300	Earth's Environmental Systems: The Life System

Supporting Mathematics and Science Courses

Two science or mathematics courses (6-7 points) selected from among those listed for the Earth science major above.

Depth and Breadth and Related Fields Requirements

A minimum of 10 points (typically three courses) is required as follows:

EESC W3101	Geochemistry for a Habitable Planet
or EESC W3201	Solid Earth Dynamics
One additional course chosen from those listed under Depth Requirement for the earth science major above.	
The third course selected from those listed under either Depth Requirement or Breadth and Related Fields Requirement for the earth science major above.	

CONCENTRATION IN ENVIRONMENTAL SCIENCE

Please read *Guidelines for all Earth and Environmental Sciences Majors, Concentrators, and Special Concentrators* above.

The concentration in environmental science requires a minimum of 25.5 points, distributed as follows:

Foundation Courses

EESC W2200	Earth's Environmental Systems: The Solid Earth System
EESC W2100	Earth's Environmental Systems: The Climate System
EESC W2300	Earth's Environmental Systems: The Life System

Supporting Mathematics and Science Courses

Two science or mathematics courses (6-7 points) selected from among those listed for the environmental science major above.

Depth and Breadth and Related Fields Requirements

A minimum of 6 points (two courses) is required as follows:

EESC W3101	Geochemistry for a Habitable Planet
or EESC W3201	Solid Earth Dynamics
One additional course selected from those listed under either Depth Requirement or Breadth and Related Fields Requirement for the environmental science major above.	

SPECIAL CONCENTRATION IN ENVIRONMENTAL SCIENCE FOR MAJORS IN ENVIRONMENTAL BIOLOGY

Please read *Guidelines for all Earth and Environmental Sciences Majors, Concentrators, and Special Concentrators* above.

The Department of Earth and Environmental Sciences sponsors a special concentration which must be done in conjunction with the environmental biology major. Students should be aware that they must complete the environmental biology major in order to receive credit for the special concentration.

The special concentration in environmental science requires a minimum of 31.5 points, distributed as follows:

Introductory Environmental Science (13.5 points)

EESC W2100	Earth's Environmental Systems: The Climate System
EESC W2200	Earth's Environmental Systems: The Solid Earth System
EESC W2300	Earth's Environmental Systems: The Life System

Introductory Science (6 points)

Two courses in chemistry, physics, mathematics, or environmental biology from the supporting mathematics and science list for the environmental science major above.

Advanced Environmental Science (12 points)

Four courses at the 3000-level or above chosen from those recommended for the environmental science major above.

Advanced courses used to fulfill requirements in the environmental biology major cannot count toward requirements for the special concentration.

SPECIAL CONCENTRATION IN ENVIRONMENTAL BIOLOGY FOR MAJORS IN ENVIRONMENTAL SCIENCE

Please read *Guidelines for all Earth and Environmental Sciences Majors, Concentrators, and Special Concentrators* above.

The Department of Ecology, Evolution, and Environmental Biology sponsors a special concentration which must be done in conjunction with the environmental science major. Students should be aware that they must complete the environmental science major in order to receive credit for the special concentration.

The special concentration in environmental biology requires a minimum of 39 points, distributed as follows:

Introductory Environmental Biology and Environmental Science (17 points)

EEEB W2001 Environmental Biology I: Elements to Organisms

EEEB W2002 Environmental Biology II: Organisms to the Biosphere (equivalent to EESC V2300)

EESC W2100 Earth's Environmental Systems: The Climate System

EESC W2200 Earth's Environmental Systems: The Solid Earth System

Introductory Science (13 points)

Select one of the following chemistry sequences:

CHEM W1403 - CHEM W1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
CHEM W1604 - CHEM W2507	Intensive General Chemistry (Lecture) and Intensive General Chemistry Laboratory

One term of statistics such as the following:

STAT W1111	Introduction to Statistics (without calculus)
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STAT W1211	Introduction to Statistics (with calculus)
BIOL BC2286	Statistics and Research Design
EEEB W3005	Introduction to Statistics for Ecology and Evolutionary Biology
EEEB W3087	Conservation Biology

Advanced Environmental Biology (9 points)

Three additional advanced EEEB courses (3000-level and above), each chosen from a different curricular area (evolution/genetics, ecology/behavior/conservation, anatomy/physiology/diversity, biology laboratory courses).

Advanced courses used to fulfill requirements in the environmental science major cannot count toward requirements for the special concentration.

Sustainable Development

Students interested in sustainable development should refer to the *Sustainable Development* section in this Bulletin.

COURSES

FALL 2015

EESC W1030 Oceanography. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Enrollment limited to 160.

Explore the geology of the sea floor, understand what drives ocean currents and how ocean ecosystems operate. Case studies and discussions centered on ocean-related issues facing society.

Fall 2015: EESC W1030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1030	001/88697	T Th 8:40am - 9:55am 501 Northwest Corner	Baerbel Hoenisch	3	122

EESC W1600 Earth Resources and Sustainable Development. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: none; high school chemistry recommended. Survey of the origin and extent of mineral resources, fossil fuels, and industrial materials, that are non renewable, finite resources, and the environmental consequences of their extraction and use, using the textbook *Earth Resources and the Environment*, by James Craig, David Vaughan and Brian Skinner. This course will provide an overview, but will include focus on topics of current societal relevance, including estimated reserves and extraction costs for fossil fuels, geological storage of CO₂, sources and disposal methods for nuclear energy fuels, sources and future for luxury goods such as gold and diamonds, and special, rare materials used in consumer electronics (e.g., "Coltan", mostly from Congo) and in newly emerging technologies such as superconducting magnets and rechargeable batteries (e.g., heavy rare earth elements, mostly from China). Guest lectures

from economists, commodity traders and resource geologists will provide “real world” input. Discussion Session Required.

Fall 2015: EESC W1600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1600	001/11782	T Th 11:40am - 12:55pm 207 Mathematics Building	Peter Kelemen	3	87/120

EESC W2100 Earth's Environmental Systems: The Climate System. 4.5 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Partial Fulfillment of General Education Requirement: Laboratory Science (SCI)., BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA)., Lab Required

Priority given to Columbia and Barnard earth science, environmental science, and environmental biology majors should enrollment limits be reinstated.

Prerequisites: high school algebra. Recommended preparation: high school chemistry and physics; and one semester of college science.

Origin and development of the atmosphere and oceans, formation of winds, storms and ocean currents, reasons for changes through geologic time. Recent influence of human activity: the ozone hole, global warming, water pollution. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. Students majoring in Earth and Environmental Sciences should plan to take EESC W2100 before their senior year to avoid conflicts with Senior Seminar.

Fall 2015: EESC W2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/65140	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Adam Sobel, Sonya Dyhrman	4.5	44
EESC 2100	001/65140	W 4:10pm - 7:00pm 558 Schermerhorn Hall	Adam Sobel, Sonya Dyhrman	4.5	44

Spring 2016: EESC W2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/18944	M W 10:10am - 11:25am 603 Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.5	41
EESC 2100	001/18944	T 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.5	41

EESC W2200 Earth's Environmental Systems: The Solid Earth System. 4.5 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Partial Fulfillment of General Education Requirement: Laboratory Science (SCI)., Lab Required

Priority given to Columbia and Barnard earth science, environmental science, and environmental biology majors should enrollment limits be necessary.

Prerequisites: high school algebra and chemistry. Recommended preparation: high school physics.

Exploration of how the solid Earth works, today and in the past, focusing on Earth in the Solar system, continents and oceans, the Earth's history, mountain systems on land and sea, minerals and rocks, weathering and erosion, hydrological cycle and rivers, geochronology, plate tectonics, earthquakes, volcanoes, fossil fuels. Laboratory exploration of topics through examination of rock samples, experimentation, computer data analysis, field exercises, and modeling. Columbia and Barnard majors should plan to take W2200 before their senior year to avoid conflicts with the Senior Seminar.

Fall 2015: EESC W2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/67504	T Th 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming	4.5	45
EESC 2200	001/67504	T 4:10pm - 7:00pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming	4.5	45

Spring 2016: EESC W2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/11774	T Th 1:10pm - 2:25pm 603 Schermerhorn Hall	William Menke, Einat Lev	4.5	21
EESC 2200	001/11774	T 4:10pm - 7:00pm 603 Schermerhorn Hall	William Menke, Einat Lev	4.5	21

EESC W2330 Science for Sustainable Development. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Provides an introduction to natural science approaches essential to understanding central issues of sustainable development. Topics may include: climate, ecology/agriculture/biodiversity, energy, natural disasters, population dynamics, public health and water resources. Treatment includes background, methods and applications from selected settings throughout the world. Taught by specialists in a number of fields.

Fall 2015: EESC W2330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2330	001/10732	M W 2:40pm - 3:55pm 602 Hamilton Hall	John Mutter, Ruth DeFries	3	74

EESC W3000 Tutorial Study in Earth and Environmental Sciences. 1-3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: declared major in Earth and environmental sciences and the department's permission.

Students with particular interest in one of the many components of the Earth and environmental sciences should approach a director of undergraduate studies during the registration period so that tutorial-level exposure to the subject can be arranged. Each point requires two hours each week of readings, discussion, and research work under the close supervision of a member of the Department of Earth and Environmental Sciences, Lamont-Doherty Earth Observatory, American Museum of Natural History, or Goddard Institute for Space Studies. In consultation with the supervisor, the student selects a topic for intensive study and the time and place of the tutorial discussion sessions. May be repeated for credit up to a maximum of 12 points, with a maximum of 6 points with each staff member.

EESC W3010 Field Geology. 2 points.

CC/GS: Partial Fulfillment of Science Requirement, Discussion Section Required
Fee: to be determined.

This course may be repeated for up to 9 points of credit if taken in different areas. Field study in various geologic settings. Plans for the courses are announced at the beginning of each term. Class size will depend on available space. Priority is given to majors in the Department of Earth and Environmental Sciences at Columbia College and School of General Studies. Barnard Environmental Science majors may enroll with the permission of the Barnard Environmental Science department chair. All others require the instructor's permission.

Fall 2015: EESC W3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3010	001/27404	T 7:30pm - 9:30pm 603 Schermerhorn Hall	Steven Goldstein	2	19

EESC W3015 The Earth's Carbon Cycle. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Given in alternate years.

Prerequisites: introductory chemistry and environmental science or their equivalents, or the instructor's permission.

Three problems are considered: the identity of the missing sink for fossil fuel CO₂, the cause of the low atmospheric CO₂ content during glacial time, and the possibility of a tie between tectonics and atmospheric CO₂ content.

Fall 2015: EESC W3015

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3015	001/29573	T Th 10:10am - 11:25am 555 Schermerhorn Hall	Wallace Broecker, Carol Mountain	3	7/12

EESC W3101 Geochemistry for a Habitable Planet. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: any 1000-level or 2000-level EESC course; *MATH V1101* Calculus I and *CHEM W1403* General Chemistry I or their equivalents.

The origin, evolution, and future of our planet, based on the book *How to Build a Habitable Planet* by Wallace S. Broecker. This course will focus on the geochemical processes that built Earth from solar material, led to its differentiation into continents and ocean, and have maintained its surface at a comfortable temperature. Students will participate in a hands-on geochemistry project at Lamont-Doherty Earth Observatory.

Fall 2015: EESC W3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3101	001/11780	T Th 1:10pm - 2:25pm 506 Schermerhorn Hall	Terry Plank	3	10

EESC BC3800 Senior Research Seminar. 3 points.

Enrollment limited to senior majors (juniors with the instructor's permission). Provides credit for the senior thesis. The Senior Research Seminar can be taken Spring/Fall or Fall/Spring sequence.

Guided, independent, in-depth research culminating in the senior thesis in the spring. Includes discussion about scientific presentations and posters, data analysis, library research methods and scientific writing. Students review work in progress and share results through oral reports. Weekly seminar to review work in progress and share results through oral and written reports. Prerequisite to *EESC W3901*.

Fall 2015: EESC BC3800

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3801	001/05632	Th 4:10pm - 6:00pm 530 Altschul Hall	Martin Stute	3	37

EESC W4001 Advanced General Geology. 4 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

Prerequisites: one term of college-level calculus, physics, and chemistry.

A concentrated introduction to the solid Earth, its interior and near-surface geology. Intended for students with good backgrounds in the physical sciences but none in geology. Laboratory and field trips.

Fall 2015: EESC W4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4001	001/21082	T Th 11:40am - 12:55pm 555 Schermerhorn Hall	Christopher Scholz	4	13
EESC 4001	001/21082	T 4:10pm - 5:25pm 417 Schermerhorn Hall	Christopher Scholz	4	13

EESC W4008 Introduction to Atmospheric Science. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: advanced calculus and general physics, or the instructor's permission.

Basic physical processes controlling atmospheric structure: thermodynamics; radiation physics and radiative transfer; principles of atmospheric dynamics; cloud processes; applications to Earth's atmospheric general circulation, climatic variations, and the atmospheres of the other planets.

Fall 2015: EESC W4008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4008	001/76985	Th 10:10am - 12:40pm 558 Schermerhorn Hall	Lorenzo Polvani	3	25/32

EESC W4050 Global Assessment and Monitoring Using Remote Sensing. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

Enrollment limited to 24. Priority given to graduate students in the natural sciences and engineering.

Prerequisites: Course Cap 20 students. Priority given to graduate students in the natural sciences and engineering. Advanced level undergraduates may be admitted with the instructor's permission. Calculus I and Physics I & II are required for undergraduates who wish to take this course.

General introduction to fundamentals of remote sensing; electromagnetic radiation, sensors, interpretation, quantitative image analysis and modeling. Example applications in the Earth and environmental sciences are explored through the analysis of remote sensing imagery in a state-of-the-art visualization laboratory.

Fall 2015: EESC W4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4050	001/65023	Th 5:40pm - 6:55pm 417 Schermerhorn Hall	Christopher Small	3	17/24
EESC 4050	001/65023	F 9:00am - 10:45am 558 Schermerhorn Hall	Christopher Small	3	17/24

EESC W4090 Introduction to Geochronology and Thermochronology. 3 points.CC/GS: Partial Fulfillment of Science Requirement
Given in alternate years.

Prerequisites: one term of college-level calculus, and solid Earth system science or its equivalent.

An overview of approaches to estimating ages of sedimentary sequences and events in Earth history. Intended for students with good backgrounds in the physical sciences, who want to use geochronological techniques in their studies. The geochronology emphasis will be on emerging improvements in precision and

accuracy of the Ar-Ar and U-Pb systems as well as alternative approaches to directly dating sedimentary strata in the first half. The thermochronology emphasis will be on exploring approaches to understanding uplift and erosion histories. The course will consist of 5 Saturday workshop style sessions (10 am to 4 pm) which will emphasize examples and problem solving. The course will include instructors and students from Columbia University, Stony Brook University and Rutgers University. One day each will be hosted at Lamont, Stony Brook and Rutgers, and the remaining sessions will take place in Schermerhorn 558 (Columbia U). Grading will be based on participation and completion of exercises, as well as a term project which may either be a take-home exam or a term paper.

Fall 2015: EESC W4090

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4090	001/73174	Sa 10:00am - 4:00pm 558 Schermerhorn Hall	Sidney Hemming	3	5

EESC W4223 Sedimentary Geology. 4 points.

Category: AS

CC/GS: Partial Fulfillment of Science Requirement, Lab Required
Given in alternate years.

Prerequisites: *EESC W2200* or equivalent introductory geology course approved by the instructor.

Two required weekend field trips in September. An overview of sedimentology and stratigraphy for majors and concentrators in Earth and environmental sciences, and for graduate students from other disciplines. Lectures, class discussions, labs, and field exercises are integrated, with emphasis on processes, the characteristics of sediments and sedimentary rocks, interpretation of the geological record, and practical applications. Details at <http://eesc.columbia.edu/courses/w4223/>

Fall 2015: EESC W4223

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4223	001/29750	T Th 2:40pm - 3:55pm 506 Schermerhorn Hall	Nicholas Christie-Blick	4	8
EESC 4223	001/29750	T 4:00pm - 6:30pm 506 Schermerhorn Hall	Nicholas Christie-Blick	4	8

EESC W4300 The Earth's Deep Interior. 3 points.CC/GS: Partial Fulfillment of Science Requirement
Given in alternate years.

Prerequisites: calculus, differential equations, one year of college physics.

An introduction to properties of the Earth's mantle, fluid outer core, and solid inner core. Current knowledge of these features is explored, using observations of seismology, heat flow,

gravity, geomagnetism, plus information on the Earth's bulk composition.

Fall 2015: EESC W4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4300	001/68396	T Th 8:40am - 9:55am 555 Schermerhorn Hall	Goran Ekstrom	3	12

EESC W4550 Plant Ecophysiology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Given in alternate years.

Prerequisites: General biology or the instructor's permission.
Given in alternate years. Plant organismal responses to external environmental conditions and the physiological mechanisms of plants that enable these responses. An evolutionary approach is taken to analyze the potential fitness of plants and plant survival based on adaptation to external environmental factors. One weekend field trip will be required.

Fall 2015: EESC W4550

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4550	001/71660	T Th 1:10pm - 2:25pm 417 Schermerhorn Hall	Kevin Griffin	3	22

EESC W4600 Earth Resources and Sustainable Development. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Discussion Section Required

Prerequisites: none; high school chemistry recommended.
Survey of the origin and extent of mineral resources, fossil fuels, and industrial materials, that are non renewable, finite resources, and the environmental consequences of their extraction and use, using the textbook *Earth Resources and the Environment*, by James Craig, David Vaughan and Brian Skinner. This course will provide an overview, but will include focus on topics of current societal relevance, including estimated reserves and extraction costs for fossil fuels, geological storage of CO₂, sources and disposal methods for nuclear energy fuels, sources and future for luxury goods such as gold and diamonds, and special, rare materials used in consumer electronics (e.g., "Coltan", mostly from Congo) and in newly emerging technologies such as superconducting magnets and rechargeable batteries (e.g., heavy rare earth elements, mostly from China). Guest lectures from economists, commodity traders and resource geologists will provide "real world" input.

Fall 2015: EESC W4600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4600	001/71671	T Th 11:40am - 12:55pm 207 Mathematics Building	Peter Kelemen	3	22/40

EESC W4835 Wetlands and Climate Change. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Given in alternate years. Enrollment limited to 20. Priority given to juniors and seniors.

Prerequisites: introductory biology or chemistry, or the instructor's permission.

Analysis of modern wetland dynamics and the important ecological, biogeochemical, and hydrological functions taking place in marshes, bogs, fens, and swamps, with a field emphasis. Wetlands as fossil repositories, the paleoenvironmental history they provide, and their role in the carbon cycle. Current wetland destruction, remediation attempts, and valuation. Laboratory analysis and field trips.

Fall 2015: EESC W4835

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4835	001/27745	T Th 11:40am - 12:55pm 506 Schermerhorn Hall	Dorothy Peteet	3	19

EESC W4917 Earth/Human Interactions. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Enrollment limited to 20. Priority given to senior natural and social science majors, then graduate students.

Based upon the most current understanding of our planet our interactions, and how we make decisions, a new knowledge-based "green" framework is developed for our relationship to our planet and to each other as well as its general implications for human stewardship of our planet. This new knowledge-based framework is explored using case studies, class participation, and term papers on specific current scientific and policy issues like global warming that impact the sustainability and resilience of our planet.

Fall 2015: EESC W4917

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4917	001/68700	M W 1:10pm - 2:25pm 555 Schermerhorn Hall	Peter Eisenberger	3	6

EESC W4925 Principles of Physical Oceanography. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: Recommended preparation: a solid background in mathematics, physics, and chemistry.

Physical properties of seawater, water masses and their distribution, sea-air interaction influence on the ocean structure, basic ocean circulation pattern, relation of diffusion and advection with respect to distribution of ocean properties, ocean tides and waves, turbulence, and introduction to ocean dynamics.

Fall 2015: EESC W4925

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4925	001/68871	T Th 2:40pm - 3:55pm	Arnold Gordon,	3	20

555 Schermerhorn Hall
Ryan Abernathy

OF RELATED INTEREST

Environmental Science (Barnard)

EESC BC1001	Environmental Science I
EESC BC1011	Environmental Science Science I Lab
EESC BC3014	Field Methods in Environmental Science
EESC BC3016	Environmental Measurements
EESC BC3017	Environmental Data Analysis
EESC BC3025	Hydrology
EESC BC3033	Waste Management
EESC BC3050	Big Data with Python: Python for Environmental Analysis and Visualisation
EESC BC3200	Ecotoxicology
EESC BC3300	Workshop in Sustainable Development

Physics

PHYS W3018	Weapons of Mass Destruction
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SPRING 2016

EESC W1010 Geological Excursion To Death Valley, CA. 2 points.

Discussion Section Required
Enrollment limited to 20.

The trip is restricted to first-years and sophomores from Columbia College/General Studies, Barnard College, and the School of Engineering and Applied Science. Early application is advised, and no later than November 7. A spring-break excursion focused on the geology of Death Valley and adjacent areas of the eastern California desert. Discussion sessions ahead of the trip provide necessary background. Details at: <http://eesc.columbia.edu/courses/v1010/>.

Spring 2016: EESC W1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1010	001/66896	F 7:00pm - 9:00pm 558 Ext Schermerhorn Hall	Nicholas Christie- Blick	2	20

EESC W1011 Earth: Origin, Evolution, Processes, Future. 4 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

What is the nature of our planet and how did it form? This class explores Earth's internal structure, its dynamical character expressed in plate tectonics and earthquakes, and its climate system. It also explores what Earth's future may hold. Lecture and lab. Students who wish to take only the lectures should register for *W1411*.

Spring 2016: EESC W1011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1011	001/23898	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Sedelia Rodriguez	4	10
EESC 1011	001/23898	Th 1:10pm - 4:00pm 555 Schermerhorn Hall	Sedelia Rodriguez	4	10

EESC W1411 Earth: Origin, Evolution, Processes, Future: Lectures. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
The lectures of *EESC W1011*.

What is the nature of our planet and how did it form? This class explores Earth's internal structure, its dynamical character expressed in plate tectonics and earthquakes, and its climate system. It also explores what Earth's future may hold.

Spring 2016: EESC W1411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1411	001/96446	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Sedelia Rodriguez	3	39

EESC W2100 Earth's Environmental Systems: The Climate System. 4.5 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Partial Fulfillment of General Education Requirement: Laboratory Science (SCI)., BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA)., Lab Required

Priority given to Columbia and Barnard earth science, environmental science, and environmental biology majors should enrollment limits be reinstated.

Prerequisites: high school algebra. Recommended preparation: high school chemistry and physics; and one semester of college science.

Origin and development of the atmosphere and oceans, formation of winds, storms and ocean currents, reasons for changes through geologic time. Recent influence of human activity: the ozone hole, global warming, water pollution. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. Students majoring in Earth and Environmental Sciences should plan to take EESC W2100 before their senior year to avoid conflicts with Senior Seminar.

Fall 2015: EESC W2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/65140	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Adam Sobel, Sonya Dyhrman	4.5	44
EESC 2100	001/65140	W 4:10pm - 7:00pm 558 Schermerhorn Hall	Adam Sobel,	4.5	44

Sonya
Dyhrman**Spring 2016: EESC W2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/18944	M W 10:10am - 11:25am 603 Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.5	41
EESC 2100	001/18944	T 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.5	41

EESC W2200 Earth's Environmental Systems: The Solid Earth System. 4.5 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Partial Fulfillment of General Education Requirement: Laboratory Science (SCI)., Lab Required

Priority given to Columbia and Barnard earth science, environmental science, and environmental biology majors should enrollment limits be necessary.

Prerequisites: high school algebra and chemistry. Recommended preparation: high school physics.

Exploration of how the solid Earth works, today and in the past, focusing on Earth in the Solar system, continents and oceans, the Earth's history, mountain systems on land and sea, minerals and rocks, weathering and erosion, hydrological cycle and rivers, geochronology, plate tectonics, earthquakes, volcanoes, fossil fuels. Laboratory exploration of topics through examination of rock samples, experimentation, computer data analysis, field exercises, and modeling. Columbia and Barnard majors should plan to take W2200 before their senior year to avoid conflicts with the Senior Seminar.

Fall 2015: EESC W2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/67504	T Th 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming	4.5	45
EESC 2200	001/67504	T 4:10pm - 7:00pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming	4.5	45

Spring 2016: EESC W2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/11774	T Th 1:10pm - 2:25pm 603 Schermerhorn Hall	William Menke, Einat Lev	4.5	21
EESC 2200	001/11774	T 4:10pm - 7:00pm 603 Schermerhorn Hall	William Menke, Einat Lev	4.5	21

EESC W2300 Earth's Environmental Systems: The Life System. 4.5 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Partial Fulfillment of General Education Requirement: Laboratory Science (SCI)., Lab Required

Priority given to Columbia and Barnard earth science, environmental science, and environmental biology majors should enrollment limits be reinstated.

Prerequisites: high school algebra. Recommended preparation: high school chemistry and physics.

Role of life in biogeochemical cycles, relationship of biodiversity and evolution to the physical Earth, vulnerability of ecosystems to environmental change; causes and effects of extinctions through geologic time (dinosaurs and mammoths) and today. Exploration of topics through laboratories, demonstrations, computer data analysis and modeling. REQUIRED LAB: EESC W2310. Students should see the Directory of Classes for lab sessions being offered and select one.

Spring 2016: EESC W2300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2300	001/12632	M W 1:10pm - 2:25pm 702 Hamilton Hall	Paul Olsen, Natalie Boelman	4.5	43

EESC W2310 Earth's Environmental Systems: The Life System Required Lab: Sections 001, 002, 003, 004, 005. 0 points.

Lab Required

This three hour lab is required of all students who enroll in EESC W2300. There are currently five lab sections.

Spring 2016: EESC W2310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2310	001/63930	W 4:10pm - 7:00pm Room TBA	Paul Olsen, Natalie Boelman	0	21/24
EESC 2310	002/13255	W 4:10pm - 7:00pm Room TBA	Paul Olsen, Natalie Boelman	0	12/24
EESC 2310	003/16173	W 4:10pm - 7:00pm Room TBA	Paul Olsen, Natalie Boelman	0	7/24
EESC 2310	004/20221	Th 4:10pm - 7:00pm Room TBA	Paul Olsen, Natalie Boelman	0	18/24
EESC 2310	005/72107	Th 4:10pm - 7:00pm Room TBA	Paul Olsen, Natalie Boelman	0	5/24

EESC W3000 Tutorial Study in Earth and Environmental Sciences. 1-3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: declared major in Earth and environmental sciences and the department's permission.

Students with particular interest in one of the many components of the Earth and environmental sciences should approach a director of undergraduate studies during the registration period so that tutorial-level exposure to the subject can be arranged. Each point requires two hours each week of readings, discussion, and research work under the close supervision of a member of the Department of Earth and Environmental Sciences, Lamont-

Doherty Earth Observatory, American Museum of Natural History, or Goddard Institute for Space Studies. In consultation with the supervisor, the student selects a topic for intensive study and the time and place of the tutorial discussion sessions. May be repeated for credit up to a maximum of 12 points, with a maximum of 6 points with each staff member.

EESC W3201 Solid Earth Dynamics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: any 1000-level or 2000-level EESC course; *MATH V1101* Calculus I and *PHYS W1201* General Physics I or their equivalents. Concurrent enrollment in *PHYS W1201* is acceptable with the instructor's permission.

Properties and processes affecting the evolution and behavior of the solid Earth. This course will focus on the geophysical processes that build mountains and ocean basins, drive plate tectonics, and otherwise lead to a dynamic planet. Topics include heat flow and mantle circulation, earthquakes and seismic waves, gravity, Earth's magnetic field, and flow of glaciers and ice sheets.

Spring 2016: EESC W3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3201	001/27595	T Th 8:40am - 9:55am 603 Schermerhorn Hall	Meredith Nettles	3	21

EESC W3901 Environmental Science Senior Seminar. 3 points.

Prerequisites: *EESC BC3800* or *EESC BC3801* and a good grounding in basic sciences.

Guided, independent, in-depth research culminating in the senior thesis in the spring. Includes discussion about scientific presentations and posters, data analysis, library research methods and scientific writing. Students review work in progress and share results through oral reports. Weekly seminar to review work in progress and share results through oral and written reports.

Spring 2016: EESC W3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3901	001/00997	Th 4:10pm - 6:00pm 530 Altschul Hall	Martin Stute	3	22

EESC W4210 Geophysical Fluid Dynamics. 3 points.

Required course for M.A./Ph.D. candidates focusing in physical oceanography and atmospheric sciences. Elective for undergraduate majors in the Department of Earth and Environmental Sciences.

Prerequisites: *APMA E3101*, *APMA E3201* or equivalents and *APPH E4200* or equivalent or the instructor's permission. Fundamental concepts in the dynamics of rotating stratified flows. Geostrophic and hydrostatic balances, potential vorticity, f and beta plane approximations, gravity and Rossby waves, geostrophic adjustment and quasigeostrophy, baroclinic and barotropic instabilities.

Spring 2016: EESC W4210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4210	001/70007	T Th 10:10am - 11:25am 555 Schermerhorn Hall	Ryan Abernathy	3	5

EESC W4230 Crustal Deformation. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: introductory geology and one year of calculus. Recommended preparation: higher levels of mathematics. Introduction to the deformation processes in the Earth's crust. Fundamental theories of stress and strain; rock behavior in both brittle and ductile fields; earthquake processes; ductile deformation; large-scale crustal contractional and extensional events.

Spring 2016: EESC W4230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4230	001/66585	T Th 11:40am - 12:55pm 506 Schermerhorn Hall	Christopher Scholz, Benjamin Holtzman	3	7

EESC W4701 Introduction to Igneous Petrology. 4 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

Given in alternate years.

Prerequisites: introductory geology or the equivalent.

Recommended preparation: *EESC W4113* and knowledge of chemistry.

Compositional characteristics of igneous and metamorphic rocks and how they can be used as tools to investigate earth processes. Development of igneous and metamorphic rocks in a plate-tectonic framework.

Spring 2016: EESC W4701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4701	001/22454	T Th 2:40pm - 3:55pm 506 Schermerhorn Hall	Terry Plank	4	5
EESC 4701	001/22454	T 4:10pm - 7:00pm 506 Schermerhorn Hall	Terry Plank	4	5

EESC W4885 The Chemistry of Continental Waters. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Given in alternate years.

Prerequisites: Recommended preparation: a solid background in basic chemistry.

Introduction to geochemical cycles involving the atmosphere, land, and biosphere; chemistry of precipitation, weathering reactions, rivers, lakes, estuaries, and groundwaters; students are introduced to the use of major and minor ions as tracers

of chemical reactions and biological processes that regulate the chemical composition of continental waters.

Spring 2016: EESC W4885

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4885	001/66811	T Th 11:40am - 12:55pm 417 Schermerhorn Hall	Robert Anderson	3	14

EESC W4920 Paleooceanography. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Given in alternate years.

The course examines the ocean's response to external climatic forcing such as solar luminosity and changes in the Earth's orbit, and to internal influences such as atmospheric composition, using deep-sea sediments, corals, ice cores and other paleoceanographic archives. A rigorous analysis of the assumptions underlying the use of climate proxies and their interpretations will be presented. Particular emphasis will be placed on amplifiers of climate change during the alternating ice ages and interglacial intervals of the last few million years, such as natural variations in atmospheric "greenhouse gases" and changes in deep water formation rates, as well as mechanisms of rapid climate change during the late Pleistocene. The influence of changes in the Earth's radiation distribution and boundary conditions on the global ocean circulation, Asian monsoon system and El Nino/Southern Oscillation frequency and intensity, as well as interactions among these systems will be examined using proxy data and models. This course complements W4937 Cenozoic Paleooceanography and is intended as part of a sequence with W4330 Terrestrial Paleoclimate for students with interests in Paleoclimate.

Spring 2016: EESC W4920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4920	001/13159	T Th 10:10am - 11:25am 417 Schermerhorn Hall	Jerry McManus, Baerbel Hoenisch	3	19

EESC W4924 Introduction to Atmospheric Chemistry. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: Physics W1201, Chemistry W1403, Calculus III, or equivalent or the instructor's permission. *EESC W2100* preferred.

Physical and chemical processes determining atmospheric composition and the implications for climate and regional air pollution. Atmospheric evolution and human influence; basics of greenhouse effect, photolysis, reaction kinetics; atmospheric transport of trace species; stratospheric ozone chemistry; tropospheric hydrocarbon chemistry; oxidizing power, nitrogen, oxygen, sulfur, carbon, mercury cycles; chemistry-climate-biosphere interactions; aerosols, smog, acid rain.

Spring 2016: EESC W4924

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4924	001/14510	T Th 1:10pm - 2:25pm 417 Schermerhorn Hall	Arlene Fiore	3	17

EESC W4929 Mixing and Dispersion in the Ocean. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Given in alternate years.

Prerequisites: Recommended preparation: some background in fluids, as provided by courses like EESC W4925 or APFH E4200, or the instructor's permission.

Mixing and dispersion in the ocean is of fundamental importance in many oceanographic problems, including climate modeling, paleo and present-day circulation studies, pollutant dispersion, biogeography, etc. The main goal of this course is to provide in-depth understanding (rather than mathematical derivations) of the causes and consequences of mixing in the ocean, and of the properties of dispersion. After introducing the concepts of diffusion and turbulence, instruments and techniques for quantifying mixing and dispersion in the ocean are reviewed and compared. Next, the instabilities and processes giving rise to turbulence in the ocean are discussed. The course concludes with a series of lectures on mixing and dispersion in specific oceanographic settings, including boundary layers, shallow seas, continental shelves, sea straits, seamounts, and mid-ocean ridge flanks.

Spring 2016: EESC W4929

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4929	001/60416	T Th 8:40am - 9:55am 417 Schermerhorn Hall	Andreas Thurnherr	3	6

EESC W4930 Earth's Oceans and Atmosphere. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: Recommended preparation: a good background in the physical sciences.

Physical properties of water and air. Overview of the stratification and circulation of Earth's ocean and atmosphere and their governing processes; ocean-atmosphere interaction; resultant climate system; natural and anthropogenic forced climate change.

Spring 2016: EESC W4930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4930	001/69898	T Th 2:40pm - 3:55pm 417 Schermerhorn Hall	Arnold Gordon	3	8

GENERALLY ALTERNATE YEAR COURSES

EESC W1001	Dinosaurs and the History of Life: Lectures and Lab
EESC W1201	Environmental Risks and Disasters

EESC W1401	Dinosaurs and the History of Life: Lectures
EESC W3015	The Earth's Carbon Cycle
EESC W4009	Chemical Geology
EESC W4020	Humans and the Carbon Cycle
EESC W4085	Geodynamics
EESC W4090	Introduction to Geochronology and Thermochronology
EESC W4113	Introduction to Mineralogy
EESC W4223	Sedimentary Geology
EESC W4300	The Earth's Deep Interior
EESC W4330	Introduction to Terrestrial Paleoclimate
EESC W4480	Paleobiology and Earth System History
EESC W4550	Plant Ecophysiology
EESC W4630	Air-sea interaction
EESC W4701	Introduction to Igneous Petrology
EESC W4835	Wetlands and Climate Change
EESC W4885	The Chemistry of Continental Waters
EESC W4920	Paleoceanography
EESC W4923	Biological Oceanography
EESC W4926	Principles of Chemical Oceanography
EESC W4929	Mixing and Dispersion in the Ocean
EESC W4937	Cenozoic Paleoceanography
EESC W4947	Plate Tectonics
EESC W4949	Introduction to Seismology

EAST ASIAN LANGUAGES AND CULTURES

Departmental Office: 407 Kent; 212-854-5027
ealac.columbia.edu/

Director of Undergraduate Studies: Prof. Paul Anderer, 414 Kent; 212-854-1525; pja1@columbia.edu

The program in East Asian studies offers a wide range of courses in a variety of disciplines, as well as training in the Chinese, Japanese, Korean, and Tibetan languages. The program is designed to provide a coherent curriculum for undergraduates wishing to major in East Asian studies, with disciplinary specialization in anthropology, art history, economics, history, literature, philosophy, political science, sociology, or religion. The department also offers a series of introductory and thematic courses especially designed for students seeking to acquire some knowledge of East Asia as part of their broader undergraduate experience.

ADMISSION TO LANGUAGE COURSES

All students wishing to enter the language program at another point besides the first term of the first level must pass a language placement test before registering. The language placement exams are held during the change of program period, the week before classes begin.

Students who have been absent from the campus for one term or more must take a placement test before enrolling in a language course beyond the first term of the first level.

Students who wish to place out of the Columbia College Foreign Language Requirement for a language taught in the department of East Asian Languages and Cultures must consult with the director of the relevant language program. The names of the directors, and additional information about East Asian language programs, can be accessed via the department website at ealac.columbia.edu.

LANGUAGE LABORATORY

An additional hour of study in the language laboratory is required in first-year, second-year, and third-year Chinese, Japanese, and Korean. These courses include the following:

CHNS C1101 - CHNS C1102	First-Year Chinese I (N) and First-Year Chinese II (N)
CHNS C1111 - CHNS C1112	and First-Year Chinese II (W)
CHNS C1201 - CHNS C1202	Second-Year Chinese I (N) and Second-Year Chinese II (N)
CHNS C1221 - CHNS C1222	Second-Year Chinese I (W) and Second-Year Chinese II (W)

CHNS W4003 - CHNS W4004	Third-Year Chinese I (N) and Third-Year Chinese II (N)
JPNS C1101 - JPNS C1102	First-Year Japanese I and First-Year Japanese II
JPNS C1201 - JPNS C1202	Second-Year Japanese I and Second-Year Japanese II
JPNS W4005 - JPNS W4006	Third-Year Japanese I and Third-Year Japanese II
KORN W1101 - KORN W1102	First-Year Korean I and First-Year Korean II
KORN W1201 - KORN W1202	Second-Year Korean I and Second-Year Korean II
KORN W4005 - KORN W4006	Third-Year Korean I and Third-Year Korean II

Students who plan to take any of the courses listed above must attend all assigned language laboratory sessions. Grades for written and oral work in the language laboratory and for additional work in oral drill sessions count as 25% of the final grade in the course. Assignments of laboratory hours are made during the first session of the regular classes.

COURSE NUMBERING

The following are general guidelines to the numbering of department courses open to undergraduates, although not all courses conform to them. Students with questions about the nature of a course should consult with the instructor or the director of undergraduate studies.

- *1000-level:* First- and second-year language courses
- *2000-level:* Broad introductory undergraduate courses
- *3000-level:* Intermediate and advanced undergraduate lectures and seminars
- *4000-level:* Third- and fourth-year language courses, and advanced undergraduate seminars, which may be open to graduate students
- *5000-level:* Fifth-year language courses

STUDY ABROAD

East Asian Studies majors or concentrators who plan to spend their junior spring abroad must contact the director of undergraduate studies for information about course selection in the sophomore year.

The Kyoto Center for Japanese Studies

The Kyoto Center offers Columbia students the opportunity to study in Japan in a program combining intensive instruction in the Japanese language with courses taught in English on a wide range of topics in Japanese studies. Students should have at least the equivalent of two years of Japanese by the time of their departure. The program is most appropriate for the junior year, although other arrangements are considered.

East Asian Studies majors or concentrators who opt to spend their junior spring at the Kyoto Center must take the required disciplinary and senior thesis-related courses in the spring of their

sophomore year (contact the director of undergraduate studies for details). For further information about the Kyoto Center, please consult Robin Leephaibul: rl2705@columbia.edu.

GRADING

Courses in which the grade of D or P has been received do not count toward the major or concentration requirements.

DEPARTMENTAL HONORS

Departmental honors are conferred only on East Asian Studies majors who have earned a grade point average of at least 3.6 for courses in the major, have pursued a rigorous and ambitious program of study, and have submitted senior theses of superior quality, clearly demonstrating originality and excellent scholarship. Qualified seniors are nominated by their thesis advisers. Normally no more than 10% of graduating majors receive departmental honors in a given academic year. Concentrators are not eligible for departmental honors.

FACULTY

SPECIAL SERVICE PROFESSORS

- William Theodore de Bary (John Mitchell Mason Professor and Provost Emeritus of the University)
- Donald Keene (Shincho Professor Emeritus)

PROFESSORS

- Paul Anderer
- Charles Armstrong (History)
- Bernard Faure
- Carol Gluck (History)
- Robert E. Harrist Jr. (Art History)
- Robert Hymes
- Dorothy Ko (Barnard History)
- Gari Ledyard (*emeritus*)
- Feng Li
- Lydia Liu
- Rachel McDermott (Barnard)
- Matthew McKelway (Art History)
- Wei Shang
- Haruo Shirane (Chair)
- Henry Smith (*emeritus*)
- Tomi Suzuki
- Chun-Fang Yu (*emeritus*)
- Madeleine Zelin

ASSOCIATE PROFESSORS

- Lisbeth Kim Brandt
- Michael Como (Religion)
- Theodore Hughes
- Adam McKeown (History)
- Eugenia Lean

- David Lurie
- David (Max) Moerman (Barnard)
- Gregory Pflugfelder
- Jonathan Reynolds (Art History, Barnard)
- Gray Tuttle

ASSISTANT PROFESSORS

- Hikari Hori
- Harrison Huang
- Jue Guo (Barnard)
- Jungwon Kim
- Annabella Pitkin (Barnard)
- Ying Qian
- Zhaohua Yang (Religion)

ADJUNCT FACULTY

- Robert Barnett
- Rachel Chung
- Masato Hasegawa
- Laurel Kendall
- Tuo Li
- Morris Rossabi

SENIOR SCHOLARS

- Conrad Schirokauer

SENIOR LECTURERS

- Shigeru Eguchi
- Lening Liu
- Yuan-Yuan Meng
- Fumiko Nazikian
- Miharuru Nittono
- Carol Schulz
- Zhirong Wang

LECTURERS

- Yushan Cheng
- Eunice Chung
- Lingjun Hu
- Tianqi Jiang
- Rong Jiang
- James Lap
- Beom Lee
- Kyoko Loetscher
- Keiko Okamoto
- Jisuk Park
- Shaoyan Qi
- Zhongqi Shi
- Sunhee Song
- Qiuyu Tan

- Naofumi Tatsumi
- Sonam Tsering
- Asami Tsuda
- Hailong Wang
- Yoshiko Watanabe
- Chen Wu
- Jia Xu
- Ling Yan
- Hyunkyu Yi

ON LEAVE REQUIREMENTS

MAJOR IN EAST ASIAN STUDIES

The requirements for this program, under the 'Disciplinary Specialty' section, were modified on May 1, 2015. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

Prerequisite

Students must meet the following prerequisite prior to declaring the East Asian Studies major: two years of Chinese, Japanese, Korean, or Tibetan, or the proficiency equivalent (to be demonstrated by placement examination).

Language Requirement

Third-year Chinese, Japanese, Korean, or Tibetan (completion of the *W4005-W4006* level in Chinese, Japanese, or Korean; *TIBT G4611-G4612* level in Tibetan), or the proficiency equivalent (to be demonstrated by placement examination). Students of Chinese may also complete *W4003-W4004* to meet the third year requirement.

One of the following sequences (in the target language):

CHNS W4005	Third-Year Chinese I (W)
- CHNS W4006	and Third-Year Chinese II (W)

Or, for heritage students:

CHNS W4003	Third-Year Chinese I (N)
- CHNS W4004	and Third-Year Chinese II (N)

JPNS W4005	Third-Year Japanese I
- JPNS W4006	and Third-Year Japanese II

KORN W4005	Third-Year Korean I
- KORN W4006	and Third-Year Korean II

TIBT G4611	Third Year Modern Colloquial
- TIBT G4612	Tibetan I
	and Third Year Modern
	Colloquial Tibetan II

Students who test out of three years or more of a language must take an additional year of that language or another East Asian language at Columbia in order to satisfy the language requirement.

Introductory Courses

Students are required to take:

AHUM V3400	Colloquium on Major Texts: East Asia
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Students must also select two of the following:

ASCE V2359	Introduction to East Asian Civilizations: China
ASCE V2361	Introduction to East Asian Civilization: Japan
ASCE V2363	Introduction to East Asian Civilizations: Korea
ASCE V2365	Introduction to East Asian Civilizations: Tibet

First-year students and sophomores, prior to declaring an East Asian studies major, are strongly urged to take one or more of the introductory courses.

Disciplinary Specialty

The 'Disciplinary Specialty' requirements for this program were modified on May 1, 2015. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

On entering the major, each student must choose an academic discipline in which to specialize and complete a specific number of more specialized East Asia-related disciplinary courses. All majors must also take EAAS W3990 Approaches to East Asian Studies, which is offered every spring.

Disciplinary Specialty

Select one of the following academic disciplines in which to specialize and complete the number of East Asia-related disciplinary courses as required below: *

Anthropology: two courses

Art History: two courses

Economics: three courses

History: two courses

Literature: two courses

Philosophy: two courses

Political Science: three courses

Religion: two courses

Sociology: two courses

Required Methodology Course for All Disciplines

All majors are also required to take:

EAAS W3990	Approaches to East Asian Studies (offered every spring)
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* Courses in closely related disciplines may be substituted with the approval of the director of undergraduate studies.

Elective Courses

For students specializing in history, literature, anthropology, art history, philosophy, religion, or sociology, two courses. For students specializing in economics or political science, one course. Courses are to be chosen in consultation with the

director of undergraduate studies. East Asia-related courses offered in other departments may be counted toward the elective requirement. Courses in a second East Asian language (one year minimum) or a classical East Asian language (one semester minimum) may be used to fulfill one of the two elective requirements, but placement examinations may not be used to do so.

Senior Thesis Program

East Asian Studies majors who wish to write a senior thesis apply to the EALAC Senior Thesis Program at the end of their junior year. Students must have a minimum grade point average of 3.6 in courses taken in the major at the time of the application. Students interested in applying to the Senior Thesis Program should submit a hard copy of the EALAC Senior Thesis Program Application (see Undergraduate Planning Sheets and Forms (<http://ealac.columbia.edu/undergraduate/planning-sheets-forms>)) to the EALAC Academic Coordinator in 407 Kent by Friday, April 29, 2016, at 5:00 PM. Decisions will be made by June 1, 2016, when grades for the spring semester have been received.

All potential thesis writers are required to enroll in the Senior Thesis Research Workshop (EAAS V3999) in the fall of the senior year. Students who perform satisfactorily in this workshop, successfully complete a thesis proposal, and find a faculty adviser will then write the Senior Thesis itself in the spring semester under the direction of the adviser and a graduate student tutor (EAAS W3901).

The senior thesis typically consists of about 30-35 pages of text (double-spaced, normal typeface and margins) and 5-8 pages of references. Under no circumstances should a thesis exceed a total of 50 pages (including references), without the special permission of the faculty adviser.

Successful completion of the thesis by the April 1 deadline in the spring semester will be necessary but not sufficient for a student to receive departmental honors. Normally no more than 10% of graduating majors receive departmental honors in a given academic year; as such, not all thesis writers will receive honors.

CONCENTRATION IN EAST ASIAN STUDIES

Prerequisite

Students must meet the following prerequisite prior to declaring the East Asian Studies concentration: two years of Chinese, Japanese, Korean, or Tibetan, or the proficiency equivalent (to be demonstrated by placement examination).

Language Requirement

Third-year Chinese, Japanese, Korean, or Tibetan (completion of the *W4005-W4006* level in Chinese, Japanese, or Korean; *TIBT G4611-G4612* level in Tibetan), or the proficiency equivalent (to be demonstrated by placement examination). Students of

Chinese may also complete *W4003-W4004* to meet the third year requirement.

One of the following sequences (in the target language):

CHNS W4005	Third-Year Chinese I (W)
- CHNS W4006	and Third-Year Chinese II (W)

Or, for heritage students:

CHNS W4003	Third-Year Chinese I (N)
- CHNS W4004	and Third-Year Chinese II (N)

JPNS W4005	Third-Year Japanese I
- JPNS W4006	and Third-Year Japanese II

KORN W4005	Third-Year Korean I
- KORN W4006	and Third-Year Korean II

TIBT G4611	Third Year Modern Colloquial
- TIBT G4612	Tibetan I
	and Third Year Modern
	Colloquial Tibetan II

Students who test out of three years or more of a language must take an additional year of that language or another East Asian language at Columbia in order to satisfy the language requirement.

Introductory Courses

AHUM V3400	Colloquium on Major Texts: East Asia
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Select one of the following:

ASCE V2359	Introduction to East Asian Civilizations: China
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ASCE V2361	Introduction to East Asian Civilization: Japan
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ASCE V2363	Introduction to East Asian Civilizations: Korea
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ASCE V2365	Introduction to East Asian Civilizations: Tibet
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Electives

Two courses in East Asian Studies at Columbia or Barnard at the *3000-* or *4000-*level, subject to approval by the director of undergraduate studies. Concentrators may count Classical Chinese, Classical Japanese, or Classical Tibetan as one of the electives for this requirement.

Concentrators are not eligible for the Senior Thesis Program or for departmental honors.

COURSES

NOTE: Courses without scheduling information are not offered during this current semester. Please also consult the Directory of Classes (<http://www.columbia.edu/cu/bulletin/uwb>) for course information before emailing the contact below.

For questions, please contact Tamara Kachanov (tk7@columbia.edu).

CONTENT COURSES

ASCE V2002 Introduction to Major Topics in Asian Civilizations: East Asia. *4 points.*

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An interdisciplinary and topical approach to the major issues and phases of East Asian civilizations and their role in the contemporary world.

Fall 2015: ASCE V2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2002	001/71361	T Th 10:10am - 11:25am 103 Knox Hall	Tracy Howard, Noga Ganany	4	14/20

Spring 2016: ASCE V2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2002	001/19494	M W 6:10pm - 7:25pm 522c Kent Hall	Jae Won Chung, Joshua Schlachet	4	17/20
ASCE 2002	002/63396	M W 11:40am - 12:55pm Hl-2 Heyman Center For Humanities	Conrad Schirokauer	4	26/20

ASCE V2359 Introduction to East Asian Civilizations: China. *4 points.*

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

The evolution of Chinese civilization from ancient times to the twentieth century, with emphasis on characteristic institutions and traditions.

Fall 2015: ASCE V2359

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2359	001/12192	M W 10:10am - 11:25am 413 Kent Hall	Masato Hasegawa	4	44/70

Spring 2016: ASCE V2359

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2359	001/25565	T Th 2:40pm - 3:55pm 329 Pupin Laboratories	Robert Hymes	4	80/105

ASCE V2361 Introduction to East Asian Civilization: Japan. *4 points.*

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

A survey of important events and individuals, prominent literary and artistic works, and recurring themes in the history of Japan, from prehistory to the 20th century.

Fall 2015: ASCE V2361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2361	001/21449	M W 4:10pm - 5:25pm 310 Fayerweather	David Lurie	4	74/95

Spring 2016: ASCE V2361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2361	001/26391	T Th 4:10pm - 5:25pm 614 Schermerhorn Hall	Gregory Pflugfelder	4	95/105

ASCE V2363 Introduction to East Asian Civilizations: Korea. *4 points.*

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts.

ASCE V2365 Introduction to East Asian Civilizations: Tibet. *4 points.*

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course seeks to introduce the sweep of Tibetan civilization and its history from its earliest recorded origins to the present. The course examines what civilizational forces shaped Tibet, especially the contributions of Indian Buddhism, sciences and literature, but also Chinese statecraft and sciences. Alongside the chronological history of Tibet, we will explore aspects of social life and culture.

Fall 2015: ASCE V2365

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2365	001/29996	T Th 11:40am - 12:55pm 428 Pupin Laboratories	Gray Tuttle	4	75/105

AHUM V3400 Colloquium on Major Texts: East Asia. *4 points.*

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: Literature (LIT)., CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course explores the core classical literature in Chinese, Japanese and Korean Humanities. The main objective of the course is to discover the meanings that these literature offer, not just for the original audience or for the respective cultures, but for us. As such, it is not a survey or a lecture-based course. Rather than being taught what meanings are to be derived from the texts, we explore meanings together, informed by in-depth reading and thorough ongoing discussion.

Fall 2015: AHUM V3400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AHUM 3400	001/61147	W 4:10pm - 6:00pm 6a/6b Kraft Center	Rachel Chung	4	21/25
AHUM 3400	002/22818	W 12:10pm - 2:00pm HI-2 Heyman Center For Humanities	Conrad Schirokauer	4	23/25
AHUM 3400	003/62436	Th 2:10pm - 4:00pm 401 Hamilton Hall	Hikari Hori	4	19/25
AHUM 3400	004/71513	M 2:10pm - 4:00pm 522c Kent Hall	Paul Anderer	4	15/25

Spring 2016: AHUM V3400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 3400	001/64030	M 2:10pm - 4:00pm HI-2 Heyman Center For Humanities	Wm Theodore De Bary, Rachel Chung	4	21/25
AHUM 3400	002/89037	M 12:10pm - 2:00pm 402 Hamilton Hall	Itsuki Hayashi	4	24/25
AHUM 3400	003/81146	T 2:10pm - 4:00pm 522c Kent Hall	Wei Shang	4	24/25
AHUM 3400	004/04271	T 4:10pm - 6:00pm 203 Diana Center	David Moerman	4	23/25
AHUM 3400	005/92446	W 2:10pm - 4:00pm 652 Schermerhorn Hall	Harrison Huang	4	16/25

AHUM V3340 Art In China, Japan, and Korea. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

Introduces distinctive aesthetic traditions of China, Japan, and Korea--their similarities and differences--through an examination of the visual significance of selected works of painting, sculpture, architecture, and other arts in relation to the history, culture, and religions of East Asia.

Fall 2015: AHUM V3340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 3340	001/85030	M W 11:40am - 12:55pm 612 Schermerhorn Hall	Dawn Delbanco	3	55/60

AHUM W4027 Colloquium On Major Works of Chinese Philosophy, Religion, and Literature. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: AHUM V3400, ASCE V2359, or ASCE V2002. Extends the work begun in *AHUM V3400* by focusing on reading and discussion of major works of Chinese philosophy, religion, and literature, including important texts of Confucian, Daoist, Mohist, Legalist, Huang-Lao, and neo-Daoist traditions and recently discovered texts. Forms a sequence with *AHUM W4028*, but may also be taken separately.

AHUM W4029 Colloquium on Major Works of Japanese Philosophy, Religion, and Literature. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: *AHUM 3400*, *ASCE V2361*, or *ASCE V2002*. Reading and discussion of major works of Chinese philosophy, religion, and literature, including important texts of the Buddhist and Neo-Confucian traditions. Sequence with *AHUM W4030*, but either may be taken separately if the student has adequate preparation.

AHUM V3830 Colloquium On Modern East Asian Texts. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

Prerequisites: *AHUM V3400* is recommended as background. Introduction to and exploration of modern East Asian literature through close reading and discussion of selected masterpieces from the 1890s through the 1990s by Chinese, Japanese, and Korean writers such as Mori Ogai, Wu Jianren, Natsume Soseki, Lu Xun, Tanizaki Jun'ichiro, Shen Congwen, Ding Ling, Eileen Chang, Yi Sang, Oe Kenzaburo, O Chong-hui, and others. Emphasis will be on cultural and intellectual issues and on how literary forms manifested, constructed, or responded to rapidly shifting experiences of modernity in East Asia.

CLEA W4101 Literary and Cultural Theory East and West. 3 points.

This course examines the universalism of major literary and cultural theories from the 20th century to the present with a focus on the centrality of comparative reasoning (commensurability/incommensurability, the logic of inclusion/exclusion, etc.) that sustains such universalism. Our goal is to develop methods for analyzing the literary and cultural productions of East Asian societies in conversation with other traditions and for understanding global processes in China, Japan, and Korea in particular. Topics of discussion include, for example, text and context, writing and orality, genre, media technology, visual culture, problems of translation, social imaginary, imperial and colonial modernity. Our readings include narrative theory, structural linguistics, poststructuralism, psychoanalysis, feminist theory, critical translation studies, postmodernism, and postcolonial scholarship. Select literary works and films are incorporated to facilitate our understanding of theoretical issues and to test the validity of all universalist claims we encounter in the course. Students are strongly encouraged to think critically and creatively about any theoretical arguments or issues that emerge in the course of our readings and discussions rather than treat theoretical idiom as an instrument to be applied to a literary text. Our expectation is for students to develop interpretive and analytical skills that are essential to the task of interpreting literary, cultural, and historical texts as well as society and the world.

EAAS V3214 Major Topics on Modern Korea. 3 points.

Not offered during 2015-16 academic year.

This course explores the vicissitudes of Korea since its encounter with the world in the late 19th century to the new challenges in recent years. By exploring the events, thoughts, and the new developments and challenges in the economic, political, socio-cultural spheres, the course aims to provide better understanding of Korea's struggle to find its place in an increasingly globalizing world.

EAAS V3215 Korean Literature and Film. 0 points.
Not offered during 2015-16 academic year.

Corequisites: weekly film screening required.

Traces the history of Korean cinema and literature from 1945 to the present. Particular attention is given to the relationship between visual and literary representations of national division, war, gender, rapid industrialization, authoritarianism, and contemporary consumer culture.

EAAS V3220 Korean Film and the Making of Cold War Culture. 3 points.
Not offered during 2015-16 academic year.

This course traces the early history of South Korean film, focusing on the ways in which issues central to the formation of global Cold War culture in the 1950s and 1960s cut across four genres: comedy, combat/military film, melodrama, and the spy thriller. We pay particular attention to the comedic representation of family and the developmental state, the negotiation of race and sexuality in combat/military films, the role of sentimental masculinity in the melodramatic imagination, and the relation between modern discourses of attention and vigilance in the spy thriller. Linking Korean cinema to the transnational context of the *Pax Americana*, we will also examine cross-cultural representations of Cold War culture in Korean and Hollywood filmic productions. In addition to the secondary sources on Korean/U.S. Cold War culture and Korean literary works, our reading of selected theoretical texts will serve as a point of departure for analyzing such issues as the relation between film as visual medium and the global "red scare"; motion picture and mobilization/militarization; and gender/ways of seeing. Mandatory weekly film screening.

EAAS V3350 Japanese Fiction and Film. 3 points.
 CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

This course is about literary and visual story-telling in Japan, with close attention to significant styles and themes. The chronology covers writing from the late 19th century and cinema from the silent era, through to stories and film-making from the last decade of the 20th century. This period of roughly one hundred years is marked by convulsive social transformations, cultural shifts in every field of cultural endeavor, as well as by fire, earthquake, and the horror of war. The work we will encounter differently faces, evades, or attempts to survive such realities, providing multiple angles of imaginative vision on Japan and the modern world.

EAAS V3352 Major Works of Japanese Cinema. 3 points.
Not offered during 2015-16 academic year.

Corequisites: Weekly Film screening required.

EAAS V3615 Japanese Literature and Film. 3 points.
Not offered during 2015-16 academic year.

The course focuses on the theme "Cuties, Fighters and Geeks" in the history of Japanese cinema and examines the representational politics of gender and sexuality (*cuties* and *fighters*), and fan pathology/audience reception (*geeks*). Selected films include animation, *chambara*/samurai, monster, and documentary. All the films are shown with English subtitles. Reading assignments include film reviews and writings drawn from perspectives of auteurism, national cinema, cultural studies, feminist critique and globalization. Engaging in close viewing/reading of both cinematic and written texts and existing research on them, we will attend to the discursive constellations of gender, ethnicity, nationalism, cultural imperialism, and the process of *othering*.

EAAS V3927 China in the Modern World. 3 points.
 CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The rise of China has impacted world politics and economy in significant ways. How did it happen? This course introduces some unique angles of self-understanding as suggested by Chinese writers, intellectuals, and artists who have participated in the making of modern China and provided illuminating and critical analyses of their own culture, history, and the world. Readings cover a wide selection of modern Chinese fiction and poetry, autobiographical writing, photography, documentary film, artworks, and music with emphasis on the interplays of art/literature, history, and politics. Close attention is paid to the role of storytelling, the mediating powers of technology, new forms of visibility and sense experience, and the emergence of critical consciousness in response to global modernity. In the course of the semester, a number of contemporary Chinese artists, filmmakers, and writers are invited to answer students' questions. This course draws on cross-disciplinary methods from art history, film studies, anthropology, and history in approaching texts and other works. The goal is to develop critical reading skills and gain in-depth understanding of modern China and its engagement with the modern world beyond the cold war rhetoric. Our topics of discussion include historical rupture, loss and melancholy, exile, freedom, migration, social bonding and identity, capitalism, nationalism, and the world revolution. All works are read in English translation.

Fall 2015: EAAS V3927

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3927	001/67557	T 4:10pm - 6:00pm 522c Kent Hall	Lydia Liu	3	21/25

EAAS W3338 Cultural History of Japanese Monsters. 3 points.

Priority is given to EALAC and History majors, as well as to those who have done previous coursework on Japan.

From Godzilla to Pokemon (literally, "pocket monster") toys, Japanese monsters have become a staple commodity of late-capitalist global pop culture. This course seeks to place this phenomenon within a longer historical, as well as a broader cross-cultural, context. Through an examination of texts and images spanning over thirteen centuries of Japanese history, along with comparable productions from other cultures, students will gain an understanding not only of different conceptions and representations of monsters, ghosts, and other supernatural creatures in Japan, but also of the role of the "monstrous" in the cultural imagination more generally. The course draws on various media and genres of representation, ranging from written works, both literary and scholarly, to the visual arts, material culture, drama, and cinema. Readings average 100-150 pages per week. Several film and video screenings are scheduled in addition to the regular class meetings. Seating is limited, with final admission based on a written essay and other information to be submitted to the instructor before the beginning of the semester.

Fall 2015: EAAS W3338

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3338	001/64474	M W 6:10pm - 7:25pm 101 Kent Hall	Gregory Pflugfelder	3	9/15

EAAS W3340 The Culture of Postwar Japan. 3 points.
Not offered during 2015-16 academic year.

An intensive look at a transformative period of Japanese artistic and intellectual culture. Topics include memory and war responsibility, revolutions of everyday life, the reimagining of eros, and avant-garde experimentation, with materials from philosophy to film and the visual arts.

EAAS W3342 Mythology of East Asia. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Through close readings of major myths of China, Japan, and Korea, this course provides a survey of significant themes of East Asian culture. Inclusion of selected comparative readings also leads students to reconsider the nature of 'world mythology,' a field often constituted by juxtaposing Greek and Latin classics with oral texts collected during anthropological fieldwork. The core materials for this class are from ancient written traditions, but they speak with force and clarity to modern readers, as is underlined by our attention to latter-day reception and reconceptualization of these narratives. This is an introductory, discussion-based class intended for undergraduates. No prior knowledge of East Asian history or culture is required, and all course readings are in English. Counts towards the Global Core requirement.

Fall 2015: EAAS W3342

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3342	001/87998	W 10:10am - 12:00pm 201 80 Claremont	David Lurie	4	15/22

EAAS W3405 Gender, Genre, and Modern Japanese Literature. 4 points.

This course engages in close readings of major works of Japanese literature from the 18th-century to the present with particular attention to the issues of gender and genre as major categories of socio-cultural and textual organization, construction, and analysis. The course considers literary representations of such cultural figures as male and female ghosts, wives and courtesans, youth and schoolgirls, the new woman and the modern girl, among others. Readings highlight the role of literary genres, examining the ways in which the literary texts engage with changing socio-historical conditions and experiences of modernity, especially with regard to gender and social relations. Genres include puppet plays, ghost stories, *Bildungsroman*, domestic fiction, feminist treatises, diaries, autobiographical fiction, and the fantastic. Related critical issues are women's writings; body and sexuality; media and the development of urban mass culture; translations and adaptations; history and memory; globalization and the question of the tradition. All readings are in English.

Fall 2015: EAAS W3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3405	001/22901	T 2:10pm - 4:00pm 522c Kent Hall	Tomi Suzuki	4	11/20

EAAS W3412 Conflict and Culture in Korean History. 4 points.

This course considers how accounts of conflict in Korean history reflect the development of core values, ethical priorities and emotions, and perceptions among Koreans from the late sixteenth century to the late twentieth century. By carefully examining the narrative and rhetorical styles of major accounts of problems such as wars, political strife, family tensions, and intellectual and personal tribulations at a given cultural and historical time, students will not only understand how Koreans have dealt with conflict throughout history but will also develop reading strategies for primary sources contested by and narrated in a multiplicity of ideologies, genres, and voices.

Fall 2015: EAAS W3412

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3412	001/86279	T 2:10pm - 4:00pm 507 Philosophy Hall	Jungwon Kim	4	16/25

EAAS W3927 China in the Modern World. 4 points.
Not offered during 2015-16 academic year.

The rise of China has impacted world politics and economy in significant ways. How did it happen? This course introduces a unique angle of self-understanding as suggested by Chinese writers, intellectuals, and artists who participated in the making of modern China and have provided illuminating and critical analysis of their culture, history and the world. Topics of discussion include historical rupture, loss and melancholy, exile, freedom, migration, social bonding and identity, capitalism, nationalism and the world revolution.

EAAS W3928 Japanese Literature: Beginning to 1900. 3 points.**Not offered during 2015-16 academic year.**

An examination of the major genres -- poetry, prose fiction, historical narrative, drama, and philosophical writing -- of Japanese literature from the ancient period up to 1900 as they relate to larger historical changes and social, political and religious cross-currents.

EAAS W3931 Environment & Society in Chinese History. 4 points.**Not offered during 2015-16 academic year.**

This course explores the changing environment of China from various angles, including economy, climate, demography, agriculture and politics. We will consider the entire sweep of Chinese history, beginning with the origins of agriculture, but will focus on the last 500 years or so. Although the focus will shift between the histories of specific regions and on processes that affected the entire subcontinent, the goal is to understand how the natural ecosystems of the region were transformed into the highly anthropogenic modern landscape.

EAAS W3935 The Fantastic in Pre-Modern China: Ghosts, Animals, and Other Worlds. 4 points.

This course concentrates on various strange beings, places, and relationships that are represented in works written in China and are usually categorized as the supernatural by modern readers. Presenting students with a picture different from the rational world, we ask questions: How does the supernatural constitute human experiences? In what sense is the supernatural real to us? How does our view of the supernatural resemble or conflict with views engendered in pre-modern society? The course deals with these questions in hopes of deepening the understanding of the supernatural in contrast to our material reality. It situates the Chinese notion of the supernatural in the Western cultural framework in order to gain new perspectives to understand Chinese culture. All readings are in English.

Fall 2015: EAAS W3935

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3935	001/29033	T 10:10am - 12:00pm 311 Fayerweather	Peng Liu	4	6/15

EAAS W3936 Reading the City in Early Modern Japan. 4 points.

In this course, we explore the rich and multi-faceted urban spaces of early modern (1600-1868) Japan. In doing so, we seek first to understand the origins, structure and social functions of the early modern Japanese city in its diverse forms and historical transformations (its links to what came before and after), but beyond simply constructing a history of the city in its Japanese context, we aim to develop an image of the city as it appeared to its contemporary observers and inhabitants -- as it was seen, heard, walked, thought, and lived.

EAAS W3937 Transnational Worlds in Modern Korean Culture: Literature, Film, History. 4 points.

This course explores the history of cross-border migration, travel, and exchange as it has been represented and debated in twentieth- and early twenty-first-century Korean cultural production. Using literary texts, films, and relevant secondary scholarship, we will consider how a range of writers and filmmakers used narratives of transnational movement -- the crossing of Korea's borders in both directions by both Koreans and non-Koreans -- in order to both conceptualize Korea's place in a changing world and re-fashion the bounds of Korean identity.

Spring 2016: EAAS W3937

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3937	001/10029	M 2:10pm - 4:00pm 401 Hamilton Hall	I Jonathan Kief	4	6/15

EAAS W3990 Approaches to East Asian Studies. 4 points.

Enrollment is limited to EALAC and AMEC majors and concentrators only.

This course is intended to provide a focal point for undergraduate majors in East Asian Studies. It introduces students to the analysis of particular objects of East Asian historical, literary, and cultural studies from various disciplinary perspectives. The syllabus is composed of a series of modules, each centered around an object, accompanied by readings that introduce different ways of understanding its meaning.

Spring 2016: EAAS W3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3990	001/81779	W 4:10pm - 6:00pm 509 Hamilton Hall	Robert Hymes	4	20

EAAS W4015 Buddhism & Islam in Tibet and China. 4 points.**Not offered during 2015-16 academic year.**

Course explores interactions between Tibetan Buddhist and Muslim communities in Tibetan, Turkic, Mongol, and Chinese regions of Inner and East Asia, and relations of these communities with a succession of Chinese states. The course examines cross-cultural encounters, including mutual influences; discourses of conflict, conversion, and tolerance; and contemporary issues.

EAAS W4022 Japanese Buddhist Visual Culture. 3 points.

This course explores the principal modes, media, and contexts of visual culture in Japanese Buddhist history. Through the analysis of selected case studies, the course examines of the modalities of perception, materiality, and reception that distinguish the form and function of visual media in Japanese Buddhist contexts. Students are expected to have completed preliminary coursework in relevant areas of East Asian history, religion, or art history.

Spring 2016: EAAS W4022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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EAAS 4022 001/06748 Th 4:10pm - David 3 9/20
6:00pm Moerman
318 Milbank Hall

EAAS W4101 Literary and Cultural Theory East and West. 3 points.

Designed to familiarize students with major paradigms of contemporary literary and cultural theory to generate critical contexts for analyzing East Asian literature and culture in a comparative framework. Takes up a wide but interrelated range of issues, including feminist criticism, film theory, postcolonialism, social theory, post modernism, and issues of national and ethnic identity.

EAAS W4102 Critical Approaches to East Asia in the Social Sciences. 4 points.

This seminar introduces students to theories, research methods and analytic practices of social science research. Considers important areas of current social research on East Asia (primarily China, South Korea, and Japan), including issues of economic development, labor, gender, social stratification, ethnic conflict, environmental activism, the role of religion, media, civil society, political change, and globalization.

EAAS W4109 Japanese Religious Landscapes: Practices and Representations. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: One course on Japanese or East Asian cultures or Art History or permission of instructor.

Examination of the concept of landscape in Japanese religious culture, focusing on the ways in which physical and imaginary landscapes were represented, in theory and practice, in literature, art, and ritual. Topics to be explored include cosmology, pilgrimage, and syncretism, and the relationship such world views have on politics, gender, and social institutions.

EAAS W4120 A Cultural History of Japanese Cartography. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: Permission of instructor.

Examines Japanese history through the media of cartographic self-representation and analyzes the ways of seeing and ways of thinking that the map allows. Chronological and thematic survey of the historical contexts and historical objects of Japanese cartography: agricultural estates, religious sites, roadways, cities, provinces, countries, and worlds.

EAAS W4160 Cultures of Colonial Korea. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Not offered during 2015-16 academic year.

This course examines the processes of colonization that played a central role in locating Korea in an integrated world in the first half of the twentieth century. We will analyze the ways in which the intersections among an array of contemporary global issues and concerns (to name a few- social Darwinism, migration, urban space, gender, sexuality, militarism, race, liberalism, socialism, capitalism) shaped the modern experience

in Korea under Japanese rule (1910-1945). Our approach will be multidisciplinary. We will look, for example, at art, architecture, literature, film, philosophy, religion, and historiography. Throughout, we will pay special attention to the place of Korea and Koreans in the expanding Japanese empire and, more broadly, in the global colonial context. Class will be held as a discussion seminar based on close reading of primary-source documents and recent scholarship.

EAAS W4202 The Dead in Ancient China. 4 points.

What did the dead become? Ancestors, spirits, or ghosts? Are these postmortem categories and roles ontologically distinct and mutually exclusive? How did the dead become ancestors, spirits, or ghosts? Where did the dead go and what kind of "lives after" did they have? With these questions in mind, this course explores the realm of the dead in ancient China (ca. 5000 B.C.E.-600 C.E.) instantiated by the living in rituals, objects, and writings. Focusing on contemporaneous materials obtained through archaeology, facilitated with transmitted history and literature when available, students will read about and learn to analyze a variety of conceptions of the dead and corresponding afterlife options recorded in diverse kinds of sources including material culture, architecture, artifacts, pictorial representations, and texts from ancient China.

EAAS W4221 Trad Lit/Contemp Film Of China. 4 points.

The past is seen through today's concerns and perspective. In view of this dialogue between pre-modern and modern culture, this course eschews a chronological coverage of Chinese literature and culture that proceeds from one dynasty or time period to the next. Instead, this course will focus on touchstone texts from pre-modern Chinese traditions, and then attend to how this cultural legacy is remembered, appropriated, and re-invented in contemporary cinema.

Fall 2015: EAAS W4221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4221	001/63398	W 2:10pm - 4:00pm 522c Kent Hall	Harrison Huang	4	8/15
EAAS 4221	001/63398	Th 7:35pm - 9:35pm 201a Philosophy Hall	Harrison Huang	4	8/15

EAAS W4222 War and Society in Modern China. 4 points.

As we examine the history of China in the modern period, we notice the indelible and profound mark that wars, armed uprisings, and violence have left on collective consciousness and social and state structures. On a social level, the impact of large-scale violence often transcended territorial boundaries both locally and nationally. Historical sources also show that countless families and communities were left disintegrated as a consequence of intra- and inter-regional military conflict. This course will examine a wide array of war experiences in China in the modern period, roughly defined as the period from the sixteenth to twentieth centuries. We will ask how the history of war might shed light on the lives of ordinary people in China. Particular attention will be paid to war experiences

behind the front lines and the nature of the relation between war and society during and in the wake of battle. The general course format consists of class discussion on, and close analysis of, the assigned readings, which will include monographs by contemporary scholars as well as primary materials in translation. Some background knowledge of Chinese history will be helpful. No knowledge of the Chinese language is required.

EAAS W4223 China and the World since 1350. 4 points.

This seminar examines the history of China's relations with the outside world from the mid-fourteenth through mid-twentieth centuries, covering the period from the founding of the Ming dynasty to the twentieth century. We will begin with a discussion of the historiographical debate concerning China's so-called "tribute system" and "Sinocentric world order." Inquiries will be made into ways in which China interacted with, and was viewed by, outside societies and civilizations. Our analytical approach will be wide-ranging, and we will consider a variety of source materials, research methods, and narrative structures in our examination of China's relations with the outside world. Some background knowledge of Chinese history will be helpful. No knowledge of the Chinese language is required.

EAAS W4224 History of Chinese Cinemas. 4 points.

This survey class introduces Chinese cinemas produced in Mainland China, Hong Kong and Taiwan. Thematic, stylistic and industrial developments will be explored alongside continuing trends toward local and regional diversity in the context of globalization. To address the issue of nation/nationalism and the evolving rapport between the local and transnational, in conjunction with the changing dynamic between the film industries and filmmakers, emphasis is given to specific film genres (e.g. wenyi melodrama and martial arts), major film movements (from the leftist filmmaking in 1930s Shanghai to the new cinemas in three Chinas of the 1980s), and influential film auteurs, such as Xie Jin, King Hu, Zhang Yimou, Jia Zhangke, Tsui Hark, Wong Kar-wai, Hou Hsiao-hsien, Tsai Ming-liang, and Ang Lee. Other topics include, for instance, how cinema approaches history, ramifications of realism, representation of gender, ethnicity and sexuality, the reintegration of Greater China's screen industries since the 1990s, and the recent industrial capitalization on neo-localism in Taiwan.

EAAS W4226 Gender, Class and Real Estate in Urbanizing China. 4 points.

This is a seminar for advanced undergraduates and master's degree students, which explores the socioeconomic consequences of China's development of a boom, urban residential real-estate market since the privatization of housing at the end of the 1990s. We will use the intersecting lenses of gender/sexuality, class and race/ethnicity to analyze the dramatic new inequalities created in arguably the largest and fastest accumulation of residential-real estate wealth in history. We will examine topics such as how skyrocketing home prices and state-led urbanization have created winners and losers based on gender, sexuality, class, race/ethnicity and location (*hukou*), as China strives to transform from a predominantly rural population to one that is 60 percent

urban by 2020. We explore the vastly divergent effects of urban real-estate development on Chinese citizens, from the most marginalized communities in remote regions of Tibet and Xinjiang to hyper-wealthy investors in Manhattan. Although this course has no formal prerequisites, it assumes some basic knowledge of Chinese history. If you have never taken a course on China before, please ask me for guidance on whether or not this class is suitable for you. The syllabus is preliminary and subject to change based on breaking news events and the needs of the class.

Spring 2016: EAAS W4226

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4226	001/27996	W 2:10pm - 4:00pm 401 Hamilton Hall	Leta Hong Fincher	4	19/25

EAAS W4227 East Asia and the Rise of a Global Middle Class. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course looks at East Asian history through the rise of a global middle class. What is a "middle class" and how did the idea evolve in East Asia? How has the middle class in East Asia converged and diverged from global trends? How has the idea of a middle class driven politics, economics, education, and gender, or vice versa? What role has the middle class played in the shared and divergent histories of Japan and China? How have middle-class experiences become the dream of the social mainstream in East Asia? Through select primary and secondary sources, students will obtain an inside glimpse of East Asia, global modernity, and the discipline of social and cultural history. Students will produce two short essays, participate in class discussion, and submit a final paper.

EAAS W4230 The Rise of Modern Chinese Thought. 3 points.

Not offered during 2015-16 academic year.

Critical introduction to the intellectual trajectory of modern China with emphasis on imperial legacy, nation building, social change, internationalism, public discourse, knowledge production and world revolution. Readings include seminal primary as well as secondary texts in English translations.

EAAS W4357 Contemporary Japanese Cinema. 4 points.

Corequisites: Film screening is mandatory.

The course examines the notions of humanity, post-humanity and machines, as represented in Japanese cinema from the 1980s to the present. Some anime, documentary and live action films will be discussed. Reading assignments include the writings of auteurism, national cinema, globalization and cultural theories. Mandatory weekly screening.

Fall 2015: EAAS W4357

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4357	001/15830	T 6:10pm - 8:00pm 522c Kent Hall	Hikari Hori	4	15/20

EAAS 4357 001/15830 T 8:10pm - Hikari Hori 4 15/20
10:00pm
522c Kent Hall

EAAS W4360 Kurosawa Seminar. 4 points.
Not offered during 2015-16 academic year.

Thank you for your interest in Kurosawa Seminar (Spring, 2015). The course is intended for advanced undergraduates. There are no strict prerequisites, but it helps to have already taken classes related to one or more of the following: modern Japan, East Asia, film, art and architecture, comparative literature. You need not be majoring in any of these areas to be considered. I will favor students who are juniors or seniors, but do not exclude the possibility that a sophomore could join the class (a first year would be a real stretch, and would need to make an exceptional case). Note that for reasons better known to College instruction committees, the seminar does not count as a "Global Core" course (though I have joined successful student appeals to see that the course does count in this way). Please send me a brief statement, describing your academic background (esp. in light of the criteria above), then arrange to see me either this Friday (Nov. 21), or else the Friday after Thanksgiving (Dec. 5), sometime between 3 and 5, 414 Kent. If you cannot meet with me, your written appeal will be all the more crucial in my decision-making. For now, feel free to put yourself on the Courseworks "Waitlist" for this seminar. As soon as I can make a decision, I will approve or deny your admission. By mid-December, at the latest, anyone who applies will know where she/he stands. I appreciate your patience and efforts in this process.

EAAS W4406 Social Theory for the Study of East Asia. 4 points.
Not offered during 2015-16 academic year.

This course introduces students to major thinkers and intellectual viewpoints relevant for study of East Asian societies. Key topics include the nature of power, processes of social change, the role of religion, the discourses of tradition and modernity, and the ethical dimensions of scholarship.

EAAS W4408 Social Movements in Contemporary East Asia. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: Sophomore standing.
Examines basic theories and concepts of social movement literature and how it is utilized for the study of social movements in contemporary East Asia from a comparative perspective. By navigating through major studies of social movements in China, Taiwan, South Korea, and Japan, the course focuses on the varying contexts and dynamics through which social movements emerge, develop, and leave traces. This course will help us better understand how social, political and cultural history unfolds through the intricate interaction between the status quo and the incessant challenges against it.

EAAS W4510 Contention and Democracy in South Korea. 3 points.
Not offered during 2015-16 academic year.

An examination of the interaction between popular contention and formal politics, long characteristic of the dynamic, if unstable nature of South Korean political processes. By examining major paradigms and testing them against historical realities, students acquire a better understanding of the interplay between contention and democracy in general and South Korean politics in particular.

EAAS W4520 Modern Korean Literature in Translation. 3 points.

EAAS W4548 Tibetan Cultures and Societies. 0 points.
Not offered during 2015-16 academic year.

This course introduces students to major themes and issues in traditional and contemporary Tibetan culture. Key topics include conceptions of sacred landscape, the human body as a microcosm of the universe, and the social order, including contested ideas of regional identity and of "Tibet" itself. We examine these themes via Buddhist and non-Buddhist literature, poetry, epic, auto/biographies, traditional histories, medical texts, pilgrimage guides, travelers' accounts, ritual materials, and artistic works, as well as through ethnographies and related studies. There will be several NYC field trips and 4 required films. No language or other prerequisites.

EAAS W4553 Survey of Tibetan Literature. 4 points.
Not offered during 2015-16 academic year.

An introduction to Tibetan literary works (all in English translation) spanning fourteen centuries, from the Tibetan imperial period to the present-day. Close readings of texts and discussion of the genres they represent are supplemented by biographical material for each author. Special emphasis is placed on vernacular and popular literature, as well as landmark works from the post-Mao period. The questions explored include: What are the origins or inspiration for the literary work(s) assigned? In what ways have Tibetan literary forms and content developed throughout history? How has the very concept of "Tibetan literature" been conceived, especially vis a vis works by Tibetan authors writing in Chinese and English? Above all, how have Tibetan writers and scholars - past and present - negotiated literary innovation?

EAAS W4557 Film and TV in Tibet and Inner Asia. 4 points.
Not offered during 2015-16 academic year.

In this seminar we look at films and television dramas made in Tibet, Xinjiang and Mongolia from the 1920s onwards, mainly by Chinese filmmakers, but also by Russians, Tibetans and Mongolians. These suggest local perspectives on the history of these areas during their ongoing integration into the PRC since the 1950s. Through the films, the seminar explores the different ways notions of the state, nationality, "being good" and

the political are expressed at different times in these areas. No prerequisites or previous knowledge required.

EAAS W4560 Women Visionaries in Tibet and East Asia. 4 points.

Not offered during 2015-16 academic year.

This course explores the lives, roles and creativity of Tibetan, Chinese and Korean women visionaries--meditators, shemans, oracles, nuns and yoginis--from traditions including buddhism and indigenous religions, and links between visionary practice and these women's work as teachers, artists, healers and patrons.

Mateirals include first-person accounts, biography, poetry, and secondary sources

EAAS W4561 Studying Closed Societies: Tibet, Xijiang, and China's Socialist Neighbors. 4 points.

Not offered during 2015-16 academic year.

A number of regions or countries in East, North East and South East Asia remain closed to foreigners or have political conditions that make it impractical, unethical or dangerous for foreigners to speak in depth with local residents. In many of these areas research by scholars or journalists is only rarely permitted if at all, and academic publications from within the country may be extremely limited in the issues they can discuss or the opinions they can express. These areas include Tibet and Xinjiang within the PRC, and its neighbours North Korea, Vietnam, and Laos. Is it possible to study such places to a reasonable academic standard without access to them? How should students and researchers approach the study of contemporary conditions in these areas? Can carrying out close readings of official texts from such countries lead to a reliable understanding of conditions there?

EAAS W4562 Transnational Identities in East/Inner Asia. 4 points.

Not offered during 2015-16 academic year.

This course examines networks of mobility and connection linking Chinese, Tibetan, Himalayan, and Inner Asian people, places, and institutions to each other, and to other regions of Asia and the world. We will look at examples of transregional identities as they emerge out of trade, religious networks, patronage networks, educational travel, pilgrimage, diaspora migrations, labor migrations, and modern day leisure travel, focusing on the period from the late 19th century to the present. What social formations, economic developments, or religious ties emerge from transregional flows of people, things, and ideas? How have East and Inner Asian individuals negotiated hybrid identities produced by cross-cultural encounters? In addressing these questions we will consider issues of identity, language, nationalism and transnationalism, religious affiliation and globalization.

EAAS W4618 Biography, Memory and Modern Tibet: The Reading and Writing of Life Stories. 3 points.

Not offered during 2015-16 academic year.

A study of modern Tibet through its biographies, autobiographies, testimonies and life-stories. The course involves reading and analyzing texts by officials, intellectuals, lamas, and revolutionaries in translation, studying their influences, and carrying out interviews with Tibetans in the community. No prerequisites for this class. If you need to meet the Major Cultures Requirement, this meets East Asian Civilization List B when paired with Introduction to East Asian Civilization: Tibet or Introduction to East Asian Civilization: China.

EAAS W4890 Historiography of East Asia. 3 points.

Prerequisites: Two-hour seminar plus additional one-hour workshop in bibliography and research methods. Designed primarily for majors in East Asian Studies in their junior year. Permission of instructor required for others.

Major issues in the practice of history illustrated by critical reading of important historical work on East Asia.

EARL W4310 Life-Writing in Tibetan Buddhist Literature. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course engages the genre of life writing in Tibetan Buddhist culture, addressing the permeable and fluid nature of this important sphere of Tibetan literature. Through Tibetan biographies, hagiographies, and autobiographies, the class will consider questions about how life-writing overlaps with religious doctrine, philosophy, and history. For comparative purposes, we will read life writing from Western (and Japanese or Chinese) authors, for instance accounts of the lives of Christian saints, raising questions about the cultural relativity of what makes up a life's story.

Spring 2016: EARL W4310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EARL 4310	001/23444	T 2:10pm - 4:00pm 402 Hamilton Hall	Alexander Gardner	4	16/15

HSEA BC3861 Chinese Cultural History 1500-1800. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: An introductory Asian history course preferred but not required.

Introduction to visual and material cultures of China, including architecture, food, fashion, printing, painting, and the theatre. Using these as building blocks, new terms of analyzing Chinese history are explored, posing such key questions as the meaning of being Chinese and the meaning of being modern.

HSEA W3850 Contemporary Chinese Culture and Society. 3 points.

Not offered during 2015-16 academic year.

A sociological survey of contemporary China. Examines major institutions (economy, politics, media) and the sources and consequences of their transformation. Studies main forms of social inequality and social conflicts. Explores popular culture,

civic associations, the environmental crisis, and the prospects for democratic political change.

HSEA W3862 The History of Korea to 1900. 3 points.
Not offered during 2015-16 academic year.

Issues pertaining to Korean history from its beginnings to the early modern era. Issues will be examined in the Korean context and also from a comparative East Asian perspective.

HSEA W3863 The History of Modern Korea. 3 points.
 Prerequisites: Recommended: *HSEA W3862*.

Korean history from the mid 19th century to the present, with particular focus on politics, society, and culture in the 20th century. Major Cultures Requirement: East Asian Civilization List B. *Group(s): C*

Spring 2016: HSEA W3863

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3863	001/65527	T Th 1:10pm - 2:25pm 413 Kent Hall	Charles Armstrong	3	30/40

HSEA W3869 Modern Japan, 1800 to the Present. 3 points.
Not offered during 2015-16 academic year.

HSEA W3871 Modern Japan: Images and Words. 3 points.

This course relies primarily on visual materials to familiarize students with the history of Japan from the beginning of the nineteenth century through the present. It follows a chronological order, introducing students to various realms of Japanese visual culture—from woodblock prints to film, anime, and manga—along with the historical contexts that they were shaped by, and in turn helped shape. Special attention will be paid to the visual technologies of nation-building, war, and empire; to historical interactions between Japanese and Euro-American visual culture; to the operations of still versus moving images; and to the mass production of visual commodities for the global marketplace. Students who take the course will emerge not only with a better understanding of Japan's modern historical experience, but also with a more discerning eye for the ways that images convey meaning and offer access to the past.

Fall 2015: HSEA W3871

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3871	001/82599	T 4:10pm - 6:00pm 411 Kent Hall	Gregory Pflugfelder	3	12/20

HSEA W3873 The Culture of Early Modern Japan. 3 points.
Not offered during 2015-16 academic year.

This course examines the social, economic, political and cultural foundations of modern China as established during the last imperial regime. Special attention is given to issues of frontier expansion, state and nation building, economic and social transformation, the evolution of a multi-ethnic polity, and China's interactions with the West and Japan. In the process we will explore the new politics that evolved out of the fall of the Ming and the rise of an alien Manchu Qing regime, social and

economic change in the lived experience of rural and urban men and women and their effects on the rise of new organizational, occupational and status opportunities. The history of the Qing dynasty traces the formation of the state we now know as China and the challenges and opportunities that faced all who lived within its borders as they engaged with the world in new ways and began to reshape both their discursive and institutional identities. Throughout this course we will be alert to the ways in which the struggles to create a new China during the last dynasty inform our understanding of the China we know today.

HSEA W3880 History of Modern China I. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

China's transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change.

Fall 2015: HSEA W3880

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3880	001/74461	T Th 10:10am - 11:25am 413 Kent Hall	Madeleine Zelin	3	14/40

HSEA W3881 History of Modern China II -- China in the Twentieth Century. 3 points.

The social, political and cultural history of twentieth-century China with a focus on issues of nationalism, revolution, "modernity" and gender.

HSEA W3898 The Mongols in History. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Study of the role of the Mongols in Eurasian history, focusing on the era of the Great Mongol Empire. The roles of Chinggis and Khubilai Khan and the modern fate of the Mongols to be considered.

Spring 2016: HSEA W3898

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3898	001/15944	T 10:10am - 12:00pm 5ab Kraft Center	Morris Rossabi	3	30/25

HSEA W3898 The Mongols in History. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Study of the role of the Mongols in Eurasian history, focusing on the era of the Great Mongol Empire. The roles of Chinggis and Khubilai Khan and the modern fate of the Mongols to be considered.

Spring 2016: HSEA W3898

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3898	001/15944	T 10:10am - 12:00pm 5ab Kraft Center	Morris Rossabi	3	30/25

EAAS W3934 The Tea Ceremony: Understanding Japanese Culture through the History and Practice of Tea. 3 points.
Not offered during 2015-16 academic year.

The focus of this course is the Japanese Tea Ceremony, or chanoyu. It introduces the world of the first medieval tea-masters and follows the transformation of chanoyu (lit. 'water for tea') into a popular pastime, a performance art, a get-together of art connoisseurs, and a religious path for samurai warriors, merchants, and artists in Early Modern Japan. It also explores the metamorphosis of chanoyu under 20th century nationalisms and during the postwar economic boom, with particular attention to issues of patronage, gender, and social class. Each session will cover a different aspect of chanoyu, focusing on a rigorous analysis of historical texts (primary sources) and of modern studies and current research (secondary sources). Understanding chanoyu requires experiencing it in person and through one's own hands. For this reason, in addition to text-based learning this course offers students access to the actual rare materials that are at the heart of chanoyu. They will participate in a tea ceremony at the teahouse of the New York branch of the traditional Urasenke school of tea and they will get hands-on access to the hidden treasures of the Japanese collection at the Metropolitan Museum of Art, where they will be able to interact with historical artifacts.

HSEA W4223 War and Society in Modern China. 4 points.

As we examine the history of China in the modern period, we notice the indelible and profound mark that wars, armed uprisings, and violence have left on collective consciousness and social and state structures. On a social level, the impact of large-scale violence often transcended territorial boundaries both locally and nationally. Historical sources also show that countless families and communities were left disintegrated as a consequence of intra- and inter-regional military conflict. This course will examine a wide array of war experiences in China in the modern period, roughly defined as the period from the sixteenth to twentieth centuries. We will ask how the history of war might shed light on the lives of ordinary people in China. Particular attention will be paid to war experiences behind the front lines and the nature of the relation between war and society during and in the wake of battle. The general course format consists of class discussion on, and close analysis of, the assigned readings, which will include monographs by contemporary scholars as well as primary materials in translation. Some background knowledge of Chinese history will be helpful. **No knowledge of the Chinese language is required.**

EAAS W4545 Culture and Art in Contemporary Tibet. 3 points.
Not offered during 2015-16 academic year.

In this course, we study films, poems, stories, paintings, pop songs and other forms of cultural product that have been made by Tibetans in the last 3 or 4 decades, together with some made by others in their name or in their areas. We discuss questions of identity, survival, history and the politics of representation. We'll look at questions about cultures and continuity; about whether

and how we as outsiders can come to understand or interpret the culture of a country whose language and history we may barely know; about the interplay of texts, politics, and power; and about ways of reading and interpreting artworks and the meanings that they generate in politically charged societies and communities.

HIST BC4861 Body Histories: The Case of Footbinding. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

The deceptively small subject of footbinding provides a window into the larger family dynamics and sexual politics in Chinese history and society. Explores the multiple representations of footbinding in European travelogues, ethnographic interviews, Chinese erotic novels and prints, and the polemics of modern and feminist critiques.

HSEA W4710 Exploring Tibet: 17th-20th Century Travel Accounts. 4 points.

Not offered during 2015-16 academic year.

Studies history of descriptions of Tibet with a focus on new explorations. The course starts with a look back to the legacy of Catholic religious and British trade missions to Tibet, as well as Tibetan missions that expanded the frontiers of Tibet. But the main focus is on 19th and 20th century topics including adventure and scientific missions in the service of imperial expansion, Tibetan pilgrimage and claims for territory, the "Great Game" for dominance of Central Asia, the role of photojournalism & the photographic representation of Tibet and the globalization of markets and culture.

HSEA W4712 Local History in Tibet. 4 points.

Tibetan culture covers an area roughly the size of Western Europe, yet most regions have not been the subject of sustained historical study. This course is designed for students interested in studying approaches to local history that attempt to ask large questions of relatively small places. Historiographic works from Tibetan studies (where they exist) will be examined in comparison with approaches drawn mainly from European and Chinese studies, as well as theories drawn from North/South American and Southeast Asian contexts. Given the centrality of Buddhist monasteries to Tibetan history (as "urban" centers, banks, governments, educational institutions, etc.) much of the course will deal with these.

Fall 2015: HSEA W4712

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4712	001/88530	Th 2:10pm - 4:00pm 613 Hamilton Hall	Gray Tuttle	4	22

HSEA W4720 20th Century Tibetan History. 4 points.

This course is designed for students interested in gaining a broad view of Tibetan history in the 20th century. We will cover the institutional history of major Tibetan state institutions

and their rivals in the Tibetan borderlands, as well as the relations with China, Britain, and America. Discussion sessions throughout the semester will focus on important historical issues.
Group(s): C

HSEA W4725 Tibetan Material History. 4 points.
Not offered during 2015-16 academic year.

Prerequisites: one page applications stating a student's interest and background (if any).

A seminar exploring the nature and implications of Tibetan visual and cultural material in historical context, with biweekly visits to NYC area museum collections. Topics include object biographies, Buddhist art & ritual objects, Tibetan arms & armor, clothing & jewelry, rugs & furniture. As we explore the incredibly rich Tibetan material resources of New York City's museums, students will have the opportunity to encounter first hand objects from Tibet's past. While the class as a whole will survey a wide variety of materials—from swords & armor to Buddhist images & ritual implements, from rugs & clothes to jewelry & charms—students will select one or two objects as the subject of their object biographies. There will also be opportunities to explore the process and motivations for building collections and displaying Tibetan material culture.

HSEA W4837 Postwar Japan in the World. 4 points.
Field(s): EA

Fall 2015: HSEA W4837

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4837	001/71398	W 12:10pm - 2:00pm 201d Philosophy Hall	Lisbeth Brandt	4	8/0

HSEA W4839 Family in Chinese History. 4 points.
Not offered during 2015-16 academic year.

Field(s): EA

HSEA W4845 Modern Japan in History and Memory. 3 points.

Open without prerequisite to graduate, undergraduate, and SIPA students.**Not offered during 2015-16 academic year.**

The history of modern Japan as interpreted in twentieth-century Japanese history, writing, and public memory. Emphasis on the ways in which different versions of the past have been affected by changes in the present, from the 1880s through the 1990s.

HSEA W4860 Culture and Society of Choson Korea, 1392-1910. 3 points.

Major cultural, political, social, economic and literary issues in the history of this 500-year long period. Reading and discussion of primary texts (in translation) and major scholarly works. All readings will be in English.

Spring 2016: HSEA W4860

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HSEA 4860 001/10732

M 4:10pm - 6:00pm Jungwon 3 14/15
522a Kent Hall Kim

HSEA W4862 Writing, the State and Communities in Choson Korea, 1392-1910. 3 points.
Not offered during 2015-16 academic year.

This seminar examines the process through which the political ideology of the Choson state was constructed, and how it evolved on the one hand, and the way in which this was related to the development of genres of writing in public space. By analyzing and contextualizing such writings as edicts, memorials, circular letters, exhortations, joint memorials, petitions, and travel diaries, this seminar hopes to trace the political and cultural meaning of the expanding discursive and communicative public space of the Choson.

HSEA W4866 Competing Nationalisms in East Asia: Representing Chinese and Tibetan Relations in History. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

After an introduction to nationalism in general and in Asia, this seminar will examine the issue of nationalist influences on the writing of Asian history through the lens of Chinese and Tibetan historiography. By critically examining the historical arguments for and against the inclusion of Tibet as part of the modern Chinese nation-state, students will have an opportunity to compare two important cultural traditions presented as competing national entities and apply this to their own topics (on China, Japan, Korea, Vietnam, or Tibet) for the final research paper.

HSEA W4867 Civil Society, Public Sphere, and Popular Protest in Contemporary China. 4 points.
Not offered during 2015-16 academic year.

Systematics and critical assessment of the developments and challenges of civil society in reform era China by focusing on civic associations, public sphere, and popular protest.

HSEA W4869 History of Ancient China to the End of Han. 3 points.
Not offered during 2015-16 academic year.

In this upper level course, we will detail the development of early Chinese civilization and discuss a series of cultural and institutional inventions. The course will also provide a systematic introduction to the most fascinating archaeological discoveries in the past century.

HSEA W4870 Japan Before 1600. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

Through deep consideration of human experience in the Japanese archipelago from the 14th millennium B.C.E. through the 16th century C.E., this course introduces fundamental problems of the cultural, political, social, and economic history of the

premodern world. Each class meeting centers on primary source materials, but readings from various English-language secondary sources are also assigned. The course is loosely organized around particular places or spaces of premodern Japan, but these topoi are considered in terms of interconnections with mainland East Asia, especially China and Korea, and also in a broader comparative framework. This is an introductory, discussion-based class intended for undergraduates. No prior knowledge of Japanese history is required, and all course readings are in English. This is a Global Core approved course.

HSEA W4875 Japanese Imperialism in East Asia. 4 points.
Not offered during 2015-16 academic year.

HSEA W4881 Gods, Ghosts and Ancestors: Social History of Chinese Religion. 3 points.

Problems in the social history of Chinese religion, viewed as much as possible through primary documents in translation. Focuses on the place of religious ideas and practices (including those of the high traditions of Buddhism, Taoism, and neo-Confucianism) in everyday life and examines the relation of images of ancestors, gods, ghosts, paradise, and hells to Chinese models (explicit and implicit) of human society.

HSEA W4884 China's Sprouts of Capitalism. 0 points.
Not offered during 2015-16 academic year.

Intensive examination of the legal, economic, cultural, and political forces that shaped the Chinese economy in the late imperial and Republican periods.

HSEA W4886 Gender, Passions and Social Order In China Since 1500. 3 points.

Not offered during 2015-16 academic year.

This course explores the themes of love, virtue, and sexuality and their roles in the construction of orthodox morality, gender relations, medical and judicial knowledge, and political order in late imperial, modern and contemporary China. Fiction, drama, and cultural theory are among the sources used to examine such topics as the Cult of Desire, love and Ming loyalism, the Chastity Cult, New Womanhood and Nationalism, and Maoist Revolutionary ardor.

HSEA W4888 Woman and Gender in Korean History. 4 points.

While the rise of women's history and feminist theory in the 1960s and 1970s fostered more general reevaluations of social and cultural history in the West, such progressions have been far more modest in Korean history. To introduce one of the larger challenges in current Korean historiography, this course explores the experiences, consciousness and representations of women Korea at home and abroad from premodern times to the present. Historical studies of women and gender in Korea will be analyzed in conjunction with theories of Western women's history to encourage new methods of rethinking "patriarchy" within the Korean context. By tracing the lives of women from various socio-cultural aspects and examining the multiple interactions between the state, local community, family and individual,

women's places in the family and in society, their relationships with one another and men, and the evolution of ideas about gender and sexuality throughout Korea's complicated past will be reexamined through concrete topics with historical specificity and as many primary sources as possible. With understanding dynamics of women's lives in Korean society, this class will build an important bridge to understand the construction of New Women in early twentieth-century Korea, when women from all walks of life had to accommodate their "old-style" predecessors and transform themselves to new women, as well as the lives of contemporary Korean women. This will be very much a reading-and-discussion course. Lectures will review the readings in historical perspective and supplement them. The period to be studied ranges from the pre-modern time up to the turn of twentieth century, with special attention to the early modern period.

Fall 2015: HSEA W4888

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4888	001/60949	W 2:10pm - 4:00pm 501a International Affairs Bldg	Jungwon Kim	4	17/15

HSEA W4890 Historiography of East Asia. 3 points.

This course is designed primarily for majors in East Asian studies in their junior year; others may enroll with the instructor's permission.

Major issues in the practice of history illustrated by critical reading of important historical works on East Asia. *Group(s): A, C Field(s): EA*

HSEA W4891 Law in Chinese History. 4 points.
Not offered during 2015-16 academic year.

HSEA W4893 Family in Chinese History. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: ASCE V2359.

The history of the Chinese family, its changing forms and cultural expressions: marriage and divorce; parent and child; clan and lineage; ancestor worship; the role of women; the relation of family and state; Western parallels and contrasts.

INSM W3920 Nobility and Civility. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: one semester of Contemporary Civilization or Literature Humanities, or an equivalent course, and the instructor's permission.

A team-taught multicultural, interdisciplinary course examining traditions of leadership and citizenship as they appear in the key texts of early Indian, Islamic, Far Eastern, and Western civilizations. One goal is to identify and examine common human values and issues evident in these texts while also recognizing key cultural differences.

Fall 2015: INSM W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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INSM 3921 001/73246	W 2:10pm - 4:00pm	Jo Ann Cavallo, Wm Theodore De Bary	4	16/30
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INSM W3921 Nobility and Civility II. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: one semester of Contemporary Civilization or Literature Humanities, or an equivalent course, and the instructor's permission.

A team-taught multicultural, interdisciplinary course examining traditions of leadership and citizenship as they appear in the key texts of early Indian, Islamic, Far Eastern, and Western civilizations. One goal is to identify and examine common human values and issues evident in these texts while also recognizing key cultural differences.

Spring 2016: INSM W3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3921 001/86896	W 2:10pm - 4:00pm	HI-2 Heyman Center For Humanities	Douglas Chalmers, Wm Theodore De Bary, Rachel Chung	4	22/30

INSM W3950 Friendship in Asian and Western Civilization. 4 points.CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

The colloquium studies ideals and practices of friendship in East Asia and the West. How have two great civilizations understood exemplary friendship in changing historical settings? Literary, historical, and social science approaches. Students are expected to participate actively and to write a substantial paper, working closely with one or both instructors.

Spring 2016: INSM W3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3950 001/76701	W 4:10pm - 6:00pm	522c Kent Hall	Allan Silver, Rachel Chung	4	13/16

CHINESE LANGUAGE COURSES**CHNS C1101 First-Year Chinese I (N). 5 points.**

Enrollment limited to 18. Additional weekly oral session and lab to be arranged.

The course is designed to develop basic skills in understanding, speaking, reading, and writing modern colloquial Chinese. Standard Chinese pronunciation, traditional characters. **Students who can already speak Mandarin will not be accepted into this course.** Section subject to cancellation if under-enrolled. CC GS EN CE

Fall 2015: CHNS C1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1101	001/23047	M T W Th 8:50am - 9:55am 424 Kent Hall	Jia Xu	5	17/18
CHNS 1101	002/68774	M T W Th 10:10am - 11:15am 424 Kent Hall	Xiaodan Wang	5	11/18
CHNS 1101	003/93451	M T W Th 11:40am - 12:45pm 424 Kent Hall	Lingjun Hu	5	11/18
CHNS 1101	004/24489	M T W Th 1:10pm - 2:15pm 424 Kent Hall	Chen Wu	5	19/18
CHNS 1101	005/70525	M T W Th 4:10pm - 5:15pm 424 Kent Hall	Ling Yan	5	14/18
CHNS 1101	006/63187	M T W Th 6:10pm - 7:15pm 424 Kent Hall	Qiuyu Tan	5	5/18

CHNS C1102 First-Year Chinese II (N). 5 points.

Enrollment limited to 18. Additional weekly oral session and lab to be arranged.

The course is designed to develop basic skills in understanding, speaking, reading, and writing modern colloquial Chinese. Standard Chinese pronunciation, traditional characters. **Students who can already speak Mandarin will not be accepted into this course.** Section subject to cancellation if under-enrolled. CC GS EN CE

Spring 2016: CHNS C1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1102	001/68871	M T W Th 1:10pm - 2:15pm 424 Kent Hall	Chen Wu	5	20/20
CHNS 1102	002/68722	M T W Th 8:50am - 9:55am 424 Kent Hall	Jia Xu	5	15/18
CHNS 1102	003/12183	M T W Th 10:10am - 11:15am 424 Kent Hall	Xiaodan Wang	5	10/20
CHNS 1102	004/72481	M T W Th 11:40am - 12:45pm 424 Kent Hall	Lingjun Hu	5	9/18
CHNS 1102	005/17270	M T W Th 4:10pm - 5:15pm 424 Kent Hall	Ling Yan	5	18/20
CHNS 1102	006/11845	M T W Th 6:10pm - 7:15pm 423 Kent Hall	Qiuyu Tan	5	5/18

CHNS C1112 First-Year Chinese II (W). 5 points.

Enrollment limited to 25.

The course is specially designed for students of Chinese heritage and advanced beginners with good speaking skills. It aims to develop the student's basic skills to read and write modern colloquial Chinese. Pinyin system is introduced; standard Chinese pronunciation, and traditional characters. Classes will be conducted mostly in Chinese. **Open to students with Mandarin speaking ability in Chinese only.** CC GS EN CE

Spring 2016: CHNS C1112

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1112	001/68112	M W F 10:10am - 11:25am 423 Kent Hall	Tianqi Jiang	5	13/20
CHNS 1112	002/11488	T Th F 4:10pm - 5:25pm 522b Kent Hall	Hailong Wang	5	16/18

CHNS C1201 Second-Year Chinese I (N). 5 points.

Enrollment limited to 18. Additional weekly oral session and lab to be arranged.

Prerequisites: *CHNS C1101-1102* or *CHNS F1101-1102*, or the equivalent. See Admission to Language Courses.

Designed to further the student's four skills acquired in the elementary course, this program aims to develop higher level of proficiency through comprehensive oral and written exercises. Cultural aspects in everyday situations are introduced. Traditional characters. Section subject to cancellation if under-enrolled. CC GS EN CE

Fall 2015: CHNS C1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1201	001/75207	M T W Th 1:10pm - 2:15pm 411 Kent Hall	Shaoyan Qi	5	17/18
CHNS 1201	002/16451	M T W Th 11:40am - 12:45pm 411 Kent Hall	Xiaodan Wang	5	20/18
CHNS 1201	003/21787	M T W Th 2:40pm - 3:45pm 411 Kent Hall	Qiuyu Tan	5	16/18
CHNS 1201	004/76256	M T W Th 10:10am - 11:15am Room TBA	Rong Jiang	5	9/18

CHNS C1202 Second-Year Chinese II (N). 5 points.

Enrollment limited to 18. Additional weekly oral session and lab to be arranged.

Prerequisites: *CHNS C1101-1102* or *CHNS F1101-1102*, or the equivalent. See Admission to Language Courses.

Designed to further the student's four skills acquired in the elementary course, this program aims to develop higher level of proficiency through comprehensive oral and written exercises. Cultural aspects in everyday situations are introduced. Traditional characters. Section subject to cancellation if under-enrolled. CC GS EN CE

Spring 2016: CHNS C1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1202	001/76199	M T W Th 1:10pm - 2:15pm 411 Kent Hall	Shaoyan Qi	5	11/18
CHNS 1202	002/70964	M T W Th 11:40am - 12:45pm 411 Kent Hall	Xiaodan Wang	5	21/18
CHNS 1202	003/66084	M T W Th 2:40pm - 3:45pm 411 Kent Hall	Qiuyu Tan	5	20/20

CHNS 1202	004/22544	M W 10:10am - 11:15am 317 Hamilton Hall	Rong Jiang	5	13/18
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CHNS 1202	004/22544	T Th 10:10am - 11:15am 511 Kent Hall	Rong Jiang	5	13/18
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CHNS C1221 Second-Year Chinese I (W). 5 points.

Enrollment limited to 25.

Prerequisites: *CHNS C1112* or *F1112*, or the equivalent. See Admission to Language Courses.

Continuation of *CHNS C1112*, with a focus on reading comprehension and written Chinese. Traditional characters. CC GS EN CE

Fall 2015: CHNS C1221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1221	001/22546	M W Th 10:10am - 11:25am 405 Kent Hall	Jia Xu	5	7/18

CHNS C1222 Second-Year Chinese II (W). 5 points.

Enrollment limited to 25.

Prerequisites: *CHNS C1112* or *F1112*, or the equivalent. See Admission to Language Courses.

Continuation of *CHNS C1112*, with a focus on reading comprehension and written Chinese. Traditional characters. CC GS EN CE

Spring 2016: CHNS C1222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1222	001/72964	M W Th 10:10am - 11:25am 405 Kent Hall	Jia Xu	5	7/18

CHNS F1101 First-Year Chinese I (N). 5 points.

Enrollment limited to 20. Additional weekly oral session and lab to be arranged.

Same course as C1101x (N). **Students who can speak Mandarin will not be accepted into this course.** Section subject to cancellation if under-enrolled. CC GS EN CE

CHNS F1102 First-Year Chinese II (N). 5 points.

Enrollment limited to 20. Additional weekly oral session and lab to be arranged.

Same course as C1102y (N). **Students who can speak Mandarin will not be accepted into this course.** Section subject to cancellation if under-enrolled. CC GS EN CE

CHNS F1201 Second-Year Chinese I (N). 5 points.

Enrollment limited to 18. Additional weekly oral session and lab to be arranged.

Prerequisites: *CHNS C1101-1102* or *CHNS F1101-1102*, or the equivalent. See Admission to Language Courses.

Same course as C1201x. CC GS EN CE

Fall 2015: CHNS F1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1201	001/66688	M T W Th 6:10pm - 7:15pm 522b Kent Hall	Yu-Shan Cheng	5	13/18
CHNS 1201	002/87353	M T W Th 4:10pm - 5:15pm 626 Kent Hall	Yu-Shan Cheng	5	3/18

CHNS F1202 Second-Year Chinese II (N). 5 points.

Enrollment limited to 18. Additional weekly oral session and lab to be arranged.

Prerequisites: *CHNS C1101-1201* or *CHNS F1101-1102*, or the equivalent. See Admission to Languages Courses.
Same course as C1202y. CC GS EN CE

Spring 2016: CHNS F1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1202	001/26680	M T W Th 6:10pm - 7:15pm 522b Kent Hall	Yu-Shan Cheng	5	10/18

CHNS G4015 Fourth-Year Chinese I (N). 4 points.

Prerequisites: *CHNS W4004* or the equivalent.

Implements a wide range of reading materials to enhance the student's speaking and writing as well as reading skills. Supplemented by television broadcast news, also provides students with strategies to increase their comprehension of formal style of modern Chinese. CC GS EN CE

Fall 2015: CHNS G4015

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4015	001/12794	M T W Th 10:10am - 11:00am 522c Kent Hall	Yuan-Yuan Meng	4	14/15
CHNS 4015	002/88782	M W Th 6:10pm - 7:25pm 405 Kent Hall	Ling Yan	4	10/15

CHNS G4016 Fourth-Year Chinese II (N). 4 points.

Prerequisites: *CHNS G4015* or the equivalent.

Implements a wide range of reading materials to enhance the student's speaking and writing as well as reading skills. Supplemented by television broadcast news, also provides students with strategies to increase their comprehension of formal style of modern Chinese. CC GS EN CE

Spring 2016: CHNS G4016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4016	001/72983	M T W Th 10:00am - 10:50am 522c Kent Hall	Yuan-Yuan Meng	4	12/15
CHNS 4016	002/80946	M W Th 6:10pm - 7:25pm 522d Kent Hall	Ling Yan	4	6/15

CHNS W1010 Introductory Chinese A. 2.5 points.

Enrollment limited to 18.

The program is designed to develop basic skills in listening, speaking, reading and writing colloquial Chinese. This course (Part I) is offered in Spring only. Course II is offered in the fall. The two parts together cover the same materials as Chinese C1101/F1101 (Fall) and fulfill the requirement for admission to Chinese C1102/F1102 (Spring). Standard Chinese pronunciation, traditional characters. Section subject to cancellation if under-enrolled.

Spring 2016: CHNS W1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1010	001/15176	M W 8:50am - 9:55am 522d Kent Hall	Tianqi Jiang	2.5	18/20
CHNS 1010	002/23143	T Th 11:40am - 12:45pm 522b Kent Hall	Shaoyan Qi	2.5	9/15
CHNS 1010	003/18035	M W 11:40am - 12:45pm 522b Kent Hall	Tianqi Jiang	2.5	15/15
CHNS 1010	004/63000	T Th 8:50am - 9:55am 522d Kent Hall	Shaoyan Qi	2.5	8/20

CHNS W3301 Introduction To Classical Chinese I. 3 points.

Prerequisites: completion of three years of modern Chinese at least, or four years of Japanese or Korean.

Fall 2015: CHNS W3301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 3301	001/23237	M W F 11:00am - 11:50am 652 Schermerhorn Hall	Lening Liu	3	11/15

CHNS W3302 Introduction To Classical Chinese II. 3 points.

Prerequisites: *CHNS W3301*: Classical Chinese I; completion of three years of modern Chinese at least, or four years of Japanese or Korean.

Spring 2016: CHNS W3302

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 3302	001/96048	M W F 11:10am - 12:00pm 509 Hamilton Hall	Lening Liu	3	9/18

CHNS W4003 Third-Year Chinese I (N). 5 points.

Enrollment limited to 15.

Prerequisites: *CHNS C1202* or *F1202*, or the equivalent. See Admission to Language Courses.

This course fulfills the language requirement for east Asian studies majors. Prepares for more advanced study of Chinese through rigorous vocabulary expansion, more sophisticated language usage patterns, and introduction to basics of formal and literary styles. Materials are designed to advance the student's fluency for everyday communicative tasks as well as reading skills. Simplified characters are introduced. CC GS EN CE

Fall 2015: CHNS W4003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CHNS 4003	001/72574	M T W Th 8:50am - 9:55am 423 Kent Hall	Zhirong Wang	5	13/15
CHNS 4003	002/27024	M T W Th 10:10am - 11:15am 423 Kent Hall	Zhirong Wang	5	9/15
CHNS 4003	003/73069	M T W Th 11:40am - 12:45pm 522b Kent Hall	Zhongqi Shi	5	6/15
CHNS 4003	004/25508	M T W Th 1:10pm - 2:15pm 522b Kent Hall	Lingjun Hu	5	13/15
CHNS 4003	005/18436	M T W Th 6:10pm - 7:25pm 522a Kent Hall	Rong Jiang	5	7/15

CHNS W4004 Third-Year Chinese II (N). 5 points.

Enrollment limited to 15.

Prerequisites: *CHNS W4003* or the equivalent. See Admission to Language Courses.

This course fulfills the language requirement for east Asian studies majors. Prepares for more advanced study of Chinese through rigorous vocabulary expansion, more sophisticated language usage patterns, and introduction to basics of formal and literary styles. Materials are designed to advance the student's fluency for everyday communicative tasks as well as reading skills. Simplified characters are introduced. CC GS EN CE

Spring 2016: CHNS W4004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4004	001/71643	M T W Th 8:50am - 9:55am 411 Kent Hall	Zhirong Wang	5	16/15
CHNS 4004	002/61479	M T W Th 1:10pm - 2:15pm 522b Kent Hall	Lingjun Hu	5	9/15
CHNS 4004	003/70076	M T W Th 11:40am - 12:45pm 522d Kent Hall	Yu-Shan Cheng	5	8/15
CHNS 4004	004/82498	M T W Th 4:10pm - 5:15pm 423 Kent Hall	Rong Jiang	5	7/15

CHNS W4005 Third-Year Chinese I (W). 5 points.

Enrollment limited to 25.

Prerequisites: *CHNS C1222* or *F1222*, or the equivalent. Admission after Chinese placement exam and an oral proficiency interview with the instructor. Especially designed for students who possess good speaking ability and who wish to acquire practical writing skills as well as business-related vocabulary and speech patterns. Introduction to semiformal and formal Chinese used in everyday writing and social or business-related occasions. Simplified characters are introduced.

Fall 2015: CHNS W4005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4005	001/19239	M W F 10:10am - 11:25am 411 Kent Hall	Hailong Wang	5	13/18

CHNS W4006 Third-Year Chinese II (W). 5 points.

Enrollment limited to 25.

Prerequisites: *CHNS W4005* or the equivalent.

Admission after Chinese placement exam and an oral proficiency interview with the instructor. Especially designed for students who possess good speaking ability and who wish to acquire practical writing skills as well as business-related vocabulary and speech patterns. Introduction to semiformal and formal Chinese used in everyday writing and social or business-related occasions. Simplified characters are introduced.

Spring 2016: CHNS W4006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4006	001/29182	M W F 10:10am - 11:25am 511 Kent Hall	Hailong Wang	5	10/18

CHNS W4007 Readings in Classical Chinese I. 4 points.

Prerequisites: *CHNS W3302* or the equivalent.

Admission after placement exam. Focusing on Tang and Song prose and poetry, introduces a broad variety of genres through close readings of chosen texts as well as the specific methods, skills, and tools to approach them. Strong emphasis on the grammatical and stylistic analysis of representative works. CC GS EN CE

Fall 2015: CHNS W4007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4007	001/23626	T Th 10:10am - 12:00pm 326 International Affairs Bldg	Wei Shang	4	11/25

CHNS W4008 Readings in Classical Chinese II. 4 points.

Prerequisites: *CHNS W4007* or the equivalent.

Admission after placement exam. Focusing on Tang and Song prose and poetry, introduces a broad variety of genres through close readings of chosen texts as well as the specific methods, skills, and tools to approach them. Strong emphasis on the grammatical and stylistic analysis of representative works. CC GS EN CE

Spring 2016: CHNS W4008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4008	001/17381	T Th 10:10am - 11:25am 423 Kent Hall	Harrison Huang	4	16/18

CHNS W4012 Business Chinese. 5 points.

Prerequisites: two years of Chinese study at college level.

This course is designed for students who have studied Chinese for two years at college level and are interested in business studies concerning China. It offers systematic descriptions of Chinese language used in business discourse. CC GS EN CE

Fall 2015: CHNS W4012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CHNS 4012	001/24332	M T W Th 10:00am - 10:50am	Zhongqi Shi	5	5/15
511 Kent Hall					

CHNS W4013 Business Chinese. 4 points.

Prerequisites: two years of Chinese study at college level.

This course is designed for students who have studied Chinese for two years at college level and are interested in business studies concerning China. It offers systematic descriptions of Chinese language used in business discourse. CC GS EN CE

CHNS W4014 Media Chinese. 4 points.

Prerequisites: at least 3 years of intensive Chinese language training at college level and the instructor's permission.

This advanced course is designed to specifically train students' listening and speaking skills in both formal and colloquial language through various Chinese media sources. Students view and discuss excerpts of Chinese TV news broadcasts, soap operas, and movie segments on a regular basis. Close reading of newspaper and internet articles and blogs supplements the training of verbal skills.

Fall 2015: CHNS W4014

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4014	001/67941	M T W Th 9:10am - 10:00am 522c Kent Hall	Yuan-Yuan Meng	4	12/15

CHNS W4017 Readings In Modern Chinese I (W) (Level 4). 4 points.

Prerequisites: *CHNS W4006* or the equivalent.

This is a non-consecutive reading course designed for those whose proficiency is above 4th level. See Admission to Language Courses. Selections from contemporary Chinese authors in both traditional and simplified characters with attention to expository, journalistic, and literary styles.

Fall 2015: CHNS W4017

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4017	001/20164	M W F 11:40am - 12:55pm 501 Milbank Hall	Chen Wu	4	6/18

CHNS W4018 Readings In Modern Chinese II (W) (Level 4). 4 points.

Prerequisites: *CHNS W4017* or the equivalent.

This is a non-consecutive reading course designed for those whose proficiency is above 4th level. See Admission to Language Courses. Selections from contemporary Chinese authors in both traditional and simplified characters with attention to expository, journalistic, and literary styles.

Spring 2016: CHNS W4018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4018	001/23640	M W F 11:40am - 12:55pm 616 Hamilton Hall	Chen Wu	4	6/18

CHNS W4019 History of Chinese Language. 3 points.

Introduces the evolution of Chinese language. It reveals the major changes in Chinese sound, writing and grammar systems, and social and linguistic factors which caused these changes. CC GS EN CE GSAS

Spring 2016: CHNS W4019

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4019	001/16705	T Th 2:40pm - 3:55pm 318 Hamilton Hall	Zhirong Wang	3	15/18

JAPANESE LANGUAGE COURSES**JPNS C1101 First-Year Japanese I. 5 points.**

Lab Required

Basic training in Japanese through speaking, listening, reading and writing in various cultural contexts.

Fall 2015: JPNS C1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1101	001/12391	M T W Th 10:10am - 11:15am 607 Hamilton Hall	Ai Mizoguchi	5	15/18
JPNS 1101	002/72657	M T W Th 11:40am - 12:45pm 522d Kent Hall	Asami Tsuda	5	17/18
JPNS 1101	003/68963	M T W Th 1:10pm - 2:15pm 405 Kent Hall	Kyoko Loetscher	5	18/18
JPNS 1101	004/29408	M T W Th 2:40pm - 3:45pm 424 Kent Hall	Keiko Okamoto	5	19/18
JPNS 1101	005/68289	M T W Th 4:10pm - 5:15pm 423 Kent Hall	Asami Tsuda	5	19/18

JPNS C1102 First-Year Japanese II. 5 points.

Lab Required

Prerequisites: *JPNS C1101*, *F1101*, or *W1001-W1002*, or the equivalent.

Basic training in Japanese through speaking, listening, reading and writing in various cultural contexts.

Spring 2016: JPNS C1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1102	001/11781	T Th 10:10am - 11:15am 607 Hamilton Hall	Asami Tsuda	5	17/18
JPNS 1102	001/11781	M W 10:10am - 11:15am 616 Hamilton Hall	Asami Tsuda	5	17/18
JPNS 1102	002/76898	M T W Th 11:40am - 12:45pm A36 Union Theological Seminary	Asami Tsuda	5	18/18
JPNS 1102	003/72381	M T W Th 1:10pm - 2:15pm 405 Kent Hall	Kyoko Loetscher	5	20/18

JPNS 1102	004/20866	M T W Th 2:40pm - 3:45pm 424 Kent Hall	Keiko Okamoto	5	18/18
JPNS 1102	005/74741	M T W Th 4:10pm - 5:15pm 411 Kent Hall	Asami Tsuda	5	20/18

JPNS C1201 Second-Year Japanese I. 5 points.

Lab Required

Prerequisites: *JPNS C1102* or the equivalent.

Further practice in the four language skills. Participation in a once a week conversation class is required.

Fall 2015: JPNS C1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1201	001/16041	M T W Th 10:10am - 11:15am 522a Kent Hall	Naofumi Tatsumi	5	15/18
JPNS 1201	002/23120	M T W Th 11:40am - 12:45pm 405 Kent Hall	Shigeru Eguchi	5	17/18
JPNS 1201	003/75700	M T W Th 1:10pm - 2:15pm 423 Kent Hall	Miharu Nittono	5	10/18
JPNS 1201	004/29298	M T W Th 4:10pm - 5:15pm 522d Kent Hall	Naofumi Tatsumi	5	15/18

JPNS C1202 Second-Year Japanese II. 5 points.

Lab Required

Prerequisites: *JPNS C1201* or the equivalent.

Further practice in the four language skills. Participation in a once a week conversation class is required.

Spring 2016: JPNS C1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1202	001/15180	M T W Th 10:10am - 11:15am 522b Kent Hall	Miharu Nittono	5	6/18
JPNS 1202	002/63525	M T W Th 11:40am - 12:45pm 405 Kent Hall	Naofumi Tatsumi	5	11/18
JPNS 1202	003/22975	M T W Th 1:10pm - 2:15pm 423 Kent Hall	Shigeru Eguchi	5	11/18
JPNS 1202	004/60024	M T W Th 4:10pm - 5:15pm 405 Kent Hall	Naofumi Tatsumi	5	18/18

JPNS F1101 First-Year Japanese I. 5 points.Same course as *JPNS C1101*.**JPNS F1102 First-Year Japanese II. 5 points.**Same course as *JPNS C1102*.**JPNS F1201 Second-Year Japanese I. 5 points.**

See Entrance to Language Courses Beyond the Elementary Level in the main bulletin under Department of Instruction -- East Asian Languages and Cultures.

Prerequisites: *JPNS C1101-1102* or *JPNS F1101-1102*.Same course as *JPNS C1201*. Further practice in reading, writing, conversation, and grammar.**JPNS F1202 Second-Year Japanese II. 5 points.**

See Entrance to Language Courses Beyond the Elementary Level in the main bulletin under Department of Instruction -- East Asian Languages and Cultures.

Prerequisites: *JPNS C1101-1102* or *JPNS F1101-1102*.Same course as *JPNS C1202*. Further practice in reading, writing, conversation, and grammar.**JPNS G4210 Japanese Pedagogy for Elementary Japanese. 0 points.**

3 weeks

The theory and practice of teaching elementary Japanese courses. Practicum on teaching practice

JPNS G4214 Japanese Pedagogy for Intermediate/Advanced Japanese. 0 points.

3 weeks

The theory and practice of teaching intermediate and advanced Japanese courses. Practicum on teaching practice

JPNS W1001 Introductory Japanese A. 2.5 points.The sequence begins in the spring term. *JPNS W1001-W1002* is equivalent to *JPNS C1101* or *F1101* and fulfills the requirement for admission to *JPNS C1102* or *F1102*. Aims at the acquisition of basic Japanese grammar and Japanese culture with an emphasis on accurate communication in speaking and writing. CC GS EN CE GSAS**Spring 2016: JPNS W1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1001	001/71660	M W 11:40am - 12:45pm 522c Kent Hall	Saori Hori	2.5	20/18
JPNS 1001	002/71671	M W 5:40pm - 6:45pm 411 Kent Hall	Toshiko Omori	2.5	20/18
JPNS 1001	003/27745	T Th 10:10am - 11:15am 411 Kent Hall	Shigeru Eguchi	2.5	19/18
JPNS 1001	004/68700	T Th 5:40pm - 6:45pm 411 Kent Hall	Toshiko Omori	2.5	20/18

JPNS W1002 Introductory Japanese B. 2.5 points.Prerequisites: C+ or above in *JPNS W1001* or pass the placement test.The sequence begins in the spring term. *JPNS W1001-W1002* is equivalent to *JPNS C1101* or *F1101* and fulfills the requirement for admission to *JPNS C1102* or *F1102*. Aims at the acquisition of basic Japanese grammar and Japanese culture with an emphasis on accurate communication in speaking and writing. CC GS EN CE GSAS**Fall 2015: JPNS W1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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JPNS 1002	001/63915	M W 11:40am - 12:45pm 522c Kent Hall	Ai Mizoguchi	2.5	16/18
JPNS 1002	002/68408	T Th 5:40pm - 6:45pm 522d Kent Hall	Toshiko Omori	2.5	13/18

JPNS W4005 Third-Year Japanese I. 5 points.Prerequisites: *JPNS C1202* or the equivalent.

Readings in authentic/semi-authentic texts, videos, and class discussions.

Fall 2015: JPNS W4005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4005	001/70726	M T W Th 11:40am - 12:45pm 423 Kent Hall	Keiko Okamoto	5	7/15
JPNS 4005	002/64865	M T W Th 2:40pm - 3:45pm 423 Kent Hall	Kyoko Loetscher	5	13/15
JPNS 4005	003/14946	T Th 10:10am - 11:15am 601b Fairchild Life Sciences Bldg	Fumiko Nazikian	5	4/15
JPNS 4005	003/14946	M W 10:10am - 11:15am 315 Hamilton Hall	Fumiko Nazikian	5	4/15

JPNS W4006 Third-Year Japanese II. 5 points.Prerequisites: *JPNS W4005* or the equivalent.

Readings in authentic/semi-authentic texts, videos, and class discussions.

Spring 2016: JPNS W4006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4006	001/72622	M T W Th 11:40am - 12:45pm 423 Kent Hall	Keiko Okamoto	5	7/15
JPNS 4006	002/61022	M T W Th 2:40pm - 3:45pm 423 Kent Hall	Kyoko Loetscher	5	8/15
JPNS 4006	003/70625	T Th 11:30am - 1:00pm 326 International Affairs Bldg	Fumiko Nazikian	5	5/15

JPNS W4007 Introduction To Classical Japanese. 4 points.Prerequisites: *JPNS C1202* or the equivalent.

Introduction to the fundamentals of classical Japanese grammar.

Trains students to read Japanese historical and literary texts from the early period up to the 20th century.

Fall 2015: JPNS W4007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4007	001/16069	T Th 10:10am - 11:25am 411 Kent Hall	Haruo Shirane	4	4/18

JPNS W4017 Fourth-Year Japanese I. 4 points.Prerequisites: *JPNS W4006* or the equivalent.

Sections 1 & 2: Readings of advanced modern literary, historical, political, and journalistic texts, and class discussions about

current issues and videos. Exercises in scanning, comprehension, and English translation. Section 3: Designed for advanced students interested in developing skills for reading and comprehending modern Japanese scholarship.

Fall 2015: JPNS W4017

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4017	001/68560	M W F 10:10am - 11:25am 502 Northwest Corner	Shigeru Eguchi	4	8/10
JPNS 4017	002/75006	M W F 1:10pm - 2:25pm 522a Kent Hall	Fumiko Nazikian	4	7/10

JPNS W4018 Fourth-Year Japanese II. 4 points.Prerequisites: *JPNS W4017* or the equivalent.

Sections 1 & 2: Readings of advanced modern literary, historical, political, and journalistic texts, and class discussions about current issues and videos. Exercises in scanning, comprehension, and English translation. Section 3: Designed for advanced students interested in developing skills for reading and comprehending modern Japanese scholarship.

Spring 2016: JPNS W4018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4018	001/12458	M W F 10:10am - 11:25am 522a Kent Hall	Shigeru Eguchi	4	7/10
JPNS 4018	002/65003	M W F 1:10pm - 2:25pm 522a Kent Hall	Fumiko Nazikian	4	3/15

JPNS W4019 Kanbun. 3 points.**Not offered during 2015-16 academic year.**Prerequisites: *JPNS W4007* or the equivalent.

Introduction to the fundamentals of reading Chinese-style Japanese and related forms, using literary and historical texts. CC GS EN CE GSAS

KOREAN LANGUAGE COURSES**KORN W1001 Introductory Korean A. 2.5 points.**

This course provides basic training in listening, speaking, reading, and writing in Korean. Elementary Korean A (1001y) is equivalent to the first half of Elementary Korean I. Elementary Korean B (1002x) is equivalent to the second half of Elementary Korean I.

Fall 2015: KORN W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1001	001/19448	M W 11:40am - 12:45pm C01 80 Claremont	Eunice Chung	2.5	14/18
KORN 1001	002/13260	T Th 11:40am - 12:45pm 502 Northwest Corner	Eunice Chung	2.5	18/18

Spring 2016: KORN W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1001	001/29535	M W 2:40pm - 3:45pm 522b Kent Hall	Hyunkyu Yi	2.5	22/18
KORN 1001	002/29328	T Th 2:40pm - 3:45pm 522b Kent Hall	Hyunkyu Yi	2.5	16/18
KORN 1001	003/70688	T Th 11:40am - 12:45pm 522a Kent Hall	Eunice Chung	2.5	17/18

KORN W1002 Introductory Korean B. 2.5 points.

This course provides basic training in listening, speaking, reading, and writing in Korean. Elementary Korean A (1001y) is equivalent to the first half of Elementary Korean I. Elementary Korean B (1002x) is equivalent to the second half of Elementary Korean I.

Fall 2015: KORN W1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1002	001/28598	M W 2:40pm - 3:45pm 522b Kent Hall	Hyunkyu Yi	2.5	14/18
KORN 1002	002/23546	T Th 2:40pm - 3:45pm 522b Kent Hall	Hyunkyu Yi	2.5	13/18

Spring 2016: KORN W1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1002	001/76861	M W 11:40am - 12:45pm C01 80 Claremont	Eunice Chung	2.5	20/18

KORN W1101 First-Year Korean I. 5 points.

Lab Required

Students who are unsure which section to register for should see the director of the Korean Language Program.

An introduction to written and spoken Korean. Textbook: Integrated Korean, Beginning I and II.

Fall 2015: KORN W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1101	001/12125	M T W Th 4:10pm - 5:15pm 522a Kent Hall	Sunhee Song	5	15/18
KORN 1101	002/12394	M T W Th 1:10pm - 2:15pm 253 International Affairs Bldg	Beom Lee	5	13/18

KORN W1102 First-Year Korean II. 5 points.

Lab Required

Students who are unsure which section to register for should see the director of the Korean Language Program.

An introduction to written and spoken Korean. Textbook: Integrated Korean, Beginning I and II.

Spring 2016: KORN W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1102	001/27287	M T W Th 4:10pm - 5:15pm 522d Kent Hall	Sunhee Song	5	17/18
KORN 1102	002/64670	M T W Th 1:10pm - 2:15pm 104 Knox Hall	Beom Lee	5	17/18

KORN W1201 Second-Year Korean I. 5 points.

Prerequisites: *KORN W1102* or the equivalent. Consultation with the instructors is required before registration for section assignment.

Further practice in reading, writing, listening comprehension, conversation, and grammar.

Fall 2015: KORN W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1201	001/71179	M T W Th 1:10pm - 2:15pm 522d Kent Hall	Carol Schulz	5	11/18
KORN 1201	002/60098	M T W Th 2:40pm - 3:45pm 405 Kent Hall	Sunhee Song	5	14/18

KORN W1202 Second-Year Korean II. 5 points.

Prerequisites: *KORN W1102* or the equivalent. Consultation with the instructors is required before registration for section assignment.

Further practice in reading, writing, listening comprehension, conversation, and grammar.

Spring 2016: KORN W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1202	001/70737	M T W Th 1:10pm - 2:15pm 522d Kent Hall	Carol Schulz	5	11/18
KORN 1202	002/26194	M T W Th 2:40pm - 3:45pm 405 Kent Hall	Sunhee Song	5	13/18

KORN W4005 Third-Year Korean I. 5 points.

Prerequisites: *KORN W1202* or the equivalent and consultation with instructor. (See Entrance to Language Courses Beyond the Elementary Level in the main bulletin under Department of Instruction -- East Asian Languages and Cultures.)

Readings in modern Korean. Selections from modern Korean writings in literature, history, social sciences, culture, and videos and class discussions.

Fall 2015: KORN W4005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4005	001/20803	T Th 10:10am - 11:15am Room TBA	Eunice Chung	5	5/15
KORN 4005	001/20803	M W 10:10am - 11:15am 317 Hamilton Hall	Eunice Chung	5	5/15
KORN 4005	002/22772	M T W Th 10:10am - 11:15am	Carol Schulz	5	4/15

522d Kent Hall

KORN W4006 Third-Year Korean II. 5 points.

Prerequisites: *KORN W1202* or the equivalent and consultation with instructor. (See Entrance to Language Courses Beyond the Elementary Level in the main bulletin under Department of Instruction -- East Asian Languages and Cultures.)

Readings in modern Korean. Selections from modern Korean writings in literature, history, social sciences, culture, and videos and class discussions.

Spring 2016: KORN W4006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4006	001/16756	M T W Th 10:10am - 11:15am 326 International Affairs Bldg	Eunice Chung	5	4/15
KORN 4006	002/76488	M T W Th 10:10am - 11:15am 522d Kent Hall	Carol Schulz	5	5/15

KORN W4105 Fourth-Year Korean I. 4 points.

Prerequisites: *KORN W4006* or the equivalent.

Selections from advanced modern Korean writings in social sciences, literature, culture, history, journalistic texts, and intensive conversation exercises.

Fall 2015: KORN W4105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4105	001/88282	Th 10:10am - 11:25am 716a Hamilton Hall	Hyunkyu Yi	4	6/15
KORN 4105	001/88282	M W 10:10am - 11:25am 207 Milbank Hall	Hyunkyu Yi	4	6/15

KORN W4106 Fourth-Year Korean II. 4 points.

Prerequisites: *KORN W4006* or the equivalent.

Selections from advanced modern Korean writings in social sciences, literature, culture, history, journalistic texts, and intensive conversation exercises.

Spring 2016: KORN W4106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4106	001/87998	Th 10:10am - 11:25am 253 Engineering Terrace	Hyunkyu Yi	4	8/15
KORN 4106	001/87998	M W 10:10am - 11:25am 609 Hamilton Hall	Hyunkyu Yi	4	8/15

KORN W4200 Modern Korean Literature. 3 points.

This course engages in a critical study of representative Korean literary texts of the twentieth century. Texts are drawn from both the Japanese colonial period (1910-1945) and the post-liberation period (1945-present). Reading of literary works are supplemented with theoretical texts and recent scholarship on modern Korea. Discussion of works written in the colonial period, considers the formation of "modern literature," the

emergence of rival literary camps, representations of gender, nationalism, assimilation, and resistance against Japanese rule.

Topics central to the Korean postcolonial experience include national division, war, the emergence of women writers, rapid industrialization, and authoritarianism.

KORN W5011 Modern Korean I (Fifth Year). 3 points.

Prerequisites: *KORN W4105-W4106* or the equivalent, and the instructor's permission.

Readings of advanced modern literary, historical, political and journalistic texts, and a wide range of materials.

KORN W5012 Modern Korean II (Fifth Year). 3 points.

Prerequisites: *KORN W4105-W4106* or the equivalent, and the instructor's permission.

Readings of advanced modern literary, historical, political and journalistic texts, and a wide range of materials.

TIBETAN LANGUAGE COURSES**TIBT W4411 Elementary Classical Tibetan II. 3 points.****Spring 2016: TIBT W4411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 4411	001/27589	M W 4:10pm - 6:00pm 352b International Affairs Bldg	Kunchog Tseten	3	6/20

TIBT W4413 Intermediate Classical Tibetan I/II. 3 points.**Spring 2016: TIBT W4413**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 4413	001/62593	M W 4:10pm - 6:00pm 351c International Affairs Bldg	Pema Bhum	3	5/18

TIBT W4416 Advanced Classical Tibetan. 3 points.**TIBT W4550 Understanding Modern Tibet. 3 points.**

Not offered during 2015-16 academic year.

TIBT G4600 First Year Modern Colloquial Tibetan I. 5 points.

This is an introductory course and no previous knowledge is required. It focuses on developing basic abilities to speak as well as to read and write in modern Tibetan, Lhasa dialect. Students are also introduced to modern Tibetan studies through selected readings and guest lectures.

Fall 2015: TIBT G4600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 4600	001/63069	M T W Th 1:10pm - 2:00pm 352c International Affairs Bldg	Sonam Tsering	5	3/20

TIBT G4601 First Year Modern Colloquial Tibetan II. 5 points.

This is an introductory course and no previous knowledge is required. It focuses on developing basic abilities to speak as well

as to read and write in modern Tibetan, Lhasa dialect. Students are also introduced to modern Tibetan studies through selected readings and guest lectures.

Spring 2016: TIBT G4601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 4601	001/19909	M T W Th 1:10pm - 2:05pm 352c International Affairs Bldg	Sonam Tsering	5	3/20

TIBT G4603 Second Year Modern Colloquial Tibetan I. 4 points.

For those whose knowledge is equivalent to a student who's completed the First Year course. The course focuses on the further development of their skills in using the language to engage with practical topics and situations, such as seeing a doctor, reading news, writing letters, and listening to music.

Fall 2015: TIBT G4603

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 4603	001/27629	M W 2:40pm - 3:55pm 352b International Affairs Bldg	Sonam Tsering	4	9/20

TIBT G4604 Second Year Modern Colloquial Tibetan II. 4 points.

For those whose knowledge is equivalent to a student who's completed the First Year course. The course focuses on the further development of their skills in using the language to engage with practical topics and situations, such as seeing a doctor, reading news, writing letters, and listening to music.

Spring 2016: TIBT G4604

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 4604	001/11163	M W 2:40pm - 3:55pm 352b International Affairs Bldg	Sonam Tsering	4	7/15

TIBT G4611 Third Year Modern Colloquial Tibetan I. 4 points.

For those whose knowledge is equivalent to a student who's completed the Second Year course. The course develops students' reading comprehension skills through reading selected modern Tibetan literature. Tibetan is used as the medium of instruction and interaction to develop oral fluency and proficiency.

Fall 2015: TIBT G4611

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 4611	001/64895	T Th 10:10am - 11:25am Room TBA	Sonam Tsering	4	4/20

TIBT G4612 Third Year Modern Colloquial Tibetan II. 4 points.

For those whose knowledge is equivalent to a student who's completed the Second Year course. The course develops students'

reading comprehension skills through reading selected modern Tibetan literature. Tibetan is used as the medium of instruction and interaction to develop oral fluency and proficiency.

Spring 2016: TIBT G4612

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 4612	001/72879	T Th 10:10am - 11:25am Room TBA	Sonam Tsering	4	3/15

VIETNAMESE LANGUAGE COURSES

VIET W1101 First Year Vietnamese I. 4 points.

Not offered during 2015-16 academic year.

The objective of this course is to help students acquire the basic grammar and writing system of modern Vietnamese and a core vocabulary through emphasis on integrated skills, including speaking, listening, writing, and reading comprehension.

VIET W1102 First Year Vietnamese II. 4 points.

Not offered during 2015-16 academic year.

The objective of this course is to help students acquire the basic grammar and writing system of modern Vietnamese and a core vocabulary through emphasis on integrated skills, including speaking, listening, writing, and reading comprehension.

VIET W1201 Second Year Vietnamese I. 4 points.

Prerequisites: both *VIET W1101* and *VIET W1102*, or equivalent.

The objective of this course is to help students strengthen their listening, speaking, reading, and writing skills in Vietnamese. Students will be thoroughly grounded in communicative activities such as conversations, performance simulations, drills, role-plays, games, etc. and improve their reading and writing abilities by developing their vocabulary and grammar. Each lesson includes dialogue, vocabulary, grammar practice and development, task-based activities, narratives and situation dialogues.

VIET W1202 Second Year Vietnamese II. 4 points.

Prerequisites: both *VIET W1101* and *VIET W1102*, or equivalent.

The objective of this course is to help students strengthen their listening, speaking, reading, and writing skills in Vietnamese. Students will be thoroughly grounded in communicative activities such as conversations, performance simulations, drills, role-plays, games, etc. and improve their reading and writing abilities by developing their vocabulary and grammar. Each lesson includes dialogue, vocabulary, grammar practice and development, task-based activities, narratives and situation dialogues.

Spring 2016: VIET W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 1202	001/63780	T Th 12:00pm - 1:40pm	James Lap	4	4

101 Kent Hall

OF RELATED INTEREST

Art History and Archaeology

AHIS V3201	Arts of China
AHIS BC3976	Japanese Photography
AHIS BC3990	Japanese Prints: Images of Japan's Floating World
AHIS G4102	Chinese Art Under the Mongols
AHIS G4108	Painting of the Edo Period
AHIS G4112	Chinese Painting of the Ming Dynasty
AHIS G4113	Chinese Painting of the Northern Song Period
AHIS G4116	Chinese Painting of the Qing Dynasty
AHIS G4117	Chinese Painting of the Southern Song Period
AHIS G4119	Early Chinese Painting: Han Through Tang
AHIS G4121	Art and Architecture of the Heian and Kamakura Periods
AHIS G4123	Japanese Screen Painting

Anthropology

ANTH V2020	Chinese Strategies: Cultures in Practice
ANTH V2015	Chinese Society and Culture
ANTH V3015	Chinese Society
ANTH V3035	Religion in Chinese Society
ANTH V3106	Post-Socialist China: State, Society, and Globalization
ANTH V3876	Chinese Science and Medicine in East Asia and Beyond
ANTH V3912	Ethnographic China
ANTH G4018	Taiwan: History, Polity, Society
ANTH G4055	Buddhism and the visionary experience: a comparative study
ANTH G4151	Late Imperial China
ANTH G4156	The Korean Shaman Lens: Anthropology, Medicine, Popular Religion & Performance
ANTH G4620	Women, Power and the State In East Asian Society
ANTH G4643	Politics, Culture and Identity in Contemporary Taiwan
ANTH G4995	Contemporary Japan: Aesthetics, Politics, Technology

Colloquia, Interdepartmental Seminars, and Professional School Offerings

COCI C1102	Introduction To Contemporary Civilization
INSM W3950	Friendship in Asian and Western Civilization

Economics

ECON G4527	Economic Organization and Development of China
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History (Barnard)

HIST BC3861	Chinese Cultural History, 1500-1800
HIST BC3865	Gender and Power in China
HIST BC3866	Fashion in China
HIST BC4879	Feminist Traditions in China

History

HIST W3943	Cultures of Empire
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Religion (Barnard)

RELI W4011	The Lotus Sutra in East Asian Buddhism
RELI W4401	Mountains and Sacred Space in Japan

Religion

RELI V2005	Buddhism: Indo-Tibetan
RELI V2008	Buddhism: East Asian
RELI V2405	Chinese Religious Traditions
RELI V2415	Japanese Religious Traditions
RELI V3000	Buddhist Ethics
RELI V3017	Buddhism and Violence
RELI V3410	Daoism
RELI V3411	Tantra in South Asia, East Asia & the West
RELI W4006	Japanese Religion through Manga and Film
RELI W4010	Chan/Zen Buddhism
RELI W4011	The Lotus Sutra in East Asian Buddhism
RELI W4012	Buddhist Auto/Biography
RELI W4013	Buddhism and Neuroscience
RELI W4018	Interpreting Buddhism: Hermeneutics East and West
RELI W4020	Liberation and Embodiment in Indo-Tibetan Yoga Traditions
RELI W4030	Topics in Tibetan Philosophy
RELI W4035	Buddhist Contemplative Sciences
RELI W4040	Women and Buddhism in China
RELI W4401	Mountains and Sacred Space in Japan
RELI W4402	Shinto in Japanese History
RELI W4403	Bodies and Spirits in East Asia
RELI W4405	Ghosts and Kami
RELI W4406	Interactions of Buddhism and Daoism in China
RELI W4412	Material Culture and the Supernatural in East Asia

ECOLOGY, EVOLUTION, AND ENVIRONMENTAL BIOLOGY

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The Department of Ecology, Evolution & Environmental Biology (E3B) at Columbia University was established in 2001. Although we are a relatively new department, we have grown rapidly in the past decade. We now have an internationally diverse student body and a broad network of supporters at Columbia and throughout New York City. Our affiliated faculty members come from departments at Columbia as well as from the American Museum of Natural History (<http://www.amnh.org>), the New York Botanical Garden (<http://www.nybg.org>), the Wildlife Conservation Society (<http://www.wcs.org>), and the EcoHealth Alliance (<http://www.ecohealthalliance.org>). Together, we provide an unparalleled breadth and depth of research opportunities for our students.

In creating E3B, Columbia University recognized that the fields of ecology, evolutionary biology, and environmental biology constitute a distinct subdivision of the biological sciences with its own set of intellectual foci, theoretical foundations, scales of analysis, and methodologies.

E3B's mission is to educate a new generation of scientists and practitioners in the theory and methods of ecology, evolution, and environmental biology. Our educational programs emphasize a multi-disciplinary perspective to understand life on Earth from the level of organisms to global processes that sustain humanity and all life.

To achieve this multi-disciplinary perspective, the department maintains close ties to over 70 faculty members beyond its central core. Thus, many faculty members who teach, advise, and train students in research are based in other departments on the Columbia campus or at the partner institutions. Through this collaboration, the department is able to tap into a broad array of scientific and intellectual resources in the greater New York City area. The academic staff covers the areas of plant and animal systematics; evolutionary and population

genetics; ecosystem science; demography and population biology; behavioral and community ecology; and related fields of epidemiology, ethnobiology, public health, and environmental policy. Harnessing the expertise of this diverse faculty and the institutions of which they are a part, E3B covers a vast area of inquiry into the evolutionary, genetic, and ecological relationships among all living things.

FACILITIES AND COLLABORATIVE INSTITUTIONS

The Department of Ecology, Evolution, and Environmental Biology (E3B)

In addition to the off-campus facilities detailed below, the Columbia community offers academic excellence in a range of natural and social science disciplines that are directly related to biodiversity conservation including: evolution, systematics, genetics, behavioral ecology, public health, business, economics, political science, anthropology, and public and international policy. These disciplines are embodied in world-class departments, schools, and facilities at Columbia. The divisions that bring their resources to bear on issues most relevant to E3B's mission are: the Lamont-Doherty Earth Observatory, the School of International and Public Affairs, the Goddard Institute for Space Studies, the International Research Institute for Climate Prediction, the Black Rock Forest Reserve in New York State, the Rosenthal Center for Alternative/Complementary Medicine, the Division of Environmental Health Sciences at the School of Public Health, and the Center for International Earth Science Information Network (CIESIN). Several of these units of the University are networked through the Earth Institute at Columbia, a division of the University that acts as an intramural network of environmental programs and supplies logistical support for constituent programs, through planning, research, seminars, and conferences. All of the above schools, centers, and institutes contribute to finding solutions for the world's environmental challenges.

The Earth Institute Center for Environmental Sustainability (EICES)

The Earth Institute Center for Environmental Sustainability (EICES), formerly known as the Center for Environmental Research and Conservation (CERC), is actively involved in protecting biodiversity and ecosystems. The Earth Institute Center for Environmental Sustainability is dedicated to the development of a rich, robust, and vibrant world within which we can secure a sustainable future. Through a diverse array of strategic partners in science, education, and outreach, the center builds unique programs that promote human well-being through the preservation, restoration, and management of biodiversity, and the services our ecosystems provide.

The Center for Environmental Research and Conservation (CERC), a leading provider of cutting-edge environmental research, education, and training, since its inception in 1994, has grown into two institutions—an Earth institute center and a

Secretariat for a major environmental consortium. The center's new name is the Earth Institute Center for Environmental Sustainability (EICES, pronounced "i-sees"). EICES also continues, however, as the Secretariat for the Consortium for Environmental Research and Conservation, continuing 15 years of collaborations between the Earth Institute, the American Museum of Natural History, the New York Botanical Garden, The Wildlife Conservation Society, and EcoHealth Alliance on biodiversity conservation.

American Museum of Natural History

The American Museum of Natural History is one of the world's preeminent scientific, educational, and cultural institutions. Since its founding in 1869, the Museum has advanced its global mission to discover, interpret, and disseminate information about human cultures, the natural world, and the universe through a wide-reaching program of scientific research, education, and exhibitions. The institution comprises 45 permanent exhibition halls, state-of-the-art research laboratories, one of the largest natural history libraries in the Western Hemisphere, and a permanent collection of 32 million specimens and cultural artifacts. With a scientific staff of more than 200, the Museum supports research divisions in anthropology, paleontology, invertebrate and vertebrate zoology, and the physical sciences. The Museum's scientific staff pursues a broad agenda of advanced scientific research, investigating the origins and evolution of life on Earth, the world's myriad species, the rich variety of human culture, and the complex processes that have formed and continue to shape planet Earth and the universe beyond.

The Museum's Center for Biodiversity and Conservation (CBC) was created in June 1993 to advance the use of scientific data to mitigate threats to biodiversity. CBC programs integrate research, education, and outreach so that people, a key force in the rapid loss of biodiversity, will become participants in its conservation. The CBC works with partners throughout the world to build professional and institutional capacities for biodiversity conservation and heightens public understanding and stewardship of biodiversity. CBC projects are under way in the Bahamas, Bolivia, Madagascar, Mexico, Vietnam, and the Metropolitan New York region.

The Museum's scientific facilities include: two molecular systematics laboratories equipped with modern high-throughput technology; the interdepartmental laboratories, which include a state-of-the-art imaging facility that provides analytical microscopy, energy dispersive spectrometry, science visualization, and image analysis to support the Museum's scientific activities; a powerful parallel-computing facility, including a cluster of the world's fastest computers, positioned to make significant contributions to bioinformatics; and a frozen tissue facility with the capacity to store one million DNA samples.

New York Botanical Garden

The New York Botanical Garden (NYBG), with its 7 million specimen herbarium, the largest in the Western Hemisphere,

and its LuEsther T. Mertz Library, the largest botanical and horticultural reference collection on a single site in the Americas, comprises one of the very best locations in the world to study plant science. NYBG's systematic botanists discover, decipher, and describe the world's plant and fungal diversity; and its economic botanists study the varied links between plants and people. The Enid A. Haupt Conservatory, the largest Victorian glasshouse in the United States, features some 6,000 species in a newly installed "Plants of the World" exhibit. The new International Plant Science Center stores the Garden collection under state-of-the-art environmental conditions and has nine study rooms for visiting scholars. All specimens are available for on-site study or loan.

In recent years, NYBG has endeavored to grow and expand its research efforts, supporting international field projects in some two dozen different countries, ranging from Brazil to Indonesia. In 1994, AMNH and NYBG established the Lewis and Dorothy Cullman Program for Molecular Systematics Studies to promote the use of molecular techniques in phylogenetic studies of plant groups. This program offers many opportunities for research in conservation genetics. NYBG operates both the Institute for Economic Botany (IEB) and the Institute of Systematic Botany (ISB). The ISB builds on the Garden's long tradition of intensive and distinguished research in systematic botany—the study of the kinds and diversity of plants and their relationships—to develop the knowledge and means for responding effectively to the biodiversity crisis.

The Garden has also established a molecular and anatomical laboratory program, which includes light and electron microscopes, and has made enormous advances in digitizing its collection. There is currently a searchable on-line library catalog and specimen database collection with some half million unique records. Field sites around the world provide numerous opportunities for work in important ecosystems of unique biodiversity.

Wildlife Conservation Society

The Wildlife Conservation Society (WCS), founded in 1895 as the New York Zoological Society, works to save wildlife and wild lands throughout the world. In addition to supporting the nation's largest system of zoological facilities—the Bronx Zoo; the New York Aquarium; the Wildlife Centers in Central Park, Prospect Park, and Flushing Meadow Park; and the Wildlife Survival Center on St. Catherine's Island, Georgia—WCS maintains a commitment to field-based conservation science. With 60 staff scientists and more than 100 research fellows, WCS has the largest professional field staff of any U.S.-based international conservation organization. Currently, WCS conducts nearly 300 field projects throughout the Americas, Asia, and Africa. The field program is supported by a staff of conservation scientists based in New York who also conduct their own research.

WCS's field-based programs complement the organization's expertise in veterinary medicine, captive breeding, animal care,

genetics, and landscape ecology, most of which are based at the Bronx Zoo headquarters. WCS's Conservation Genetics program places an emphasis on a rigorous, logical foundation for the scientific paradigms used in conservation biology and is linked to a joint Conservation Genetics program with the American Museum of Natural History. The Wildlife Health Sciences division is responsible for the health care of more than 17,000 wild animals in the five New York parks and wildlife centers. The departments of Clinical Care, Pathology, Nutrition, and Field Veterinary Programs provide the highest quality of care to wildlife.

EcoHealth Alliance

EcoHealth Alliance is an international organization of scientists dedicated to the conservation of biodiversity. For more than 40 years, EcoHealth Alliance has focused its efforts on conservation. Today, they are known for innovative research on the intricate relationships between wildlife, ecosystems, and human health.

EcoHealth Alliance's work spans the U.S. and more than 20 countries in Central and South America, the Caribbean, Africa, and Asia to research ways for people and wildlife to share bioscapes for their mutual survival. Their strength is built on innovations in research, education, and training and accessibility to international conservation partners.

Internationally, EHA programs support conservationists in over a dozen countries at the local level to save endangered species and their habitats, and to protect delicate ecosystems for the benefit of wildlife and humans.

ACADEMIC PROGRAMS

The Department of Ecology, Evolution, and Environmental Biology runs two undergraduate majors/concentrations. The primary major is in environmental biology and the second is evolutionary biology of the human species. The foci and requirements vary substantially and are intended for students with different academic interests.

The environmental biology major emphasizes those areas of biology and other disciplines essential for students who intend to pursue careers in the conservation of Earth's living resources. It is designed to prepare students for graduate study in ecology and evolutionary biology, conservation biology, environmental policy and related areas, or for direct entry into conservation-related or science teaching careers.

Interdisciplinary knowledge is paramount to solving environmental biology issues, and a wide breadth of courses is thus essential, as is exposure to current work. Conservation internships are available through partner institutions and serve as research experience leading to the development of the required senior thesis.

Declaration of the environmental biology major must be approved by the director of undergraduate studies and filed in the

departmental office located on the 10th floor of Schermerhorn Extension.

The major in evolutionary biology of the human species provides students with a foundation in the interrelated spheres of behavior, ecology, genetics, evolution, morphology, patterns of growth, adaptation, and forensics. Using the framework of evolution and with attention to the interplay between biology and culture, research in these areas is applied to our own species and to our closest relatives to understand who we are and where we came from. This integrated biological study of the human species is also known as biological anthropology. As an interdisciplinary major, students are also encouraged to draw on courses in related fields including biology, anthropology, geology, and psychology as part of their studies.

FACULTY PROFESSORS

- Walter Bock (*emeritus*; Biological Sciences)
- Steve Cohen (International and Public Affairs)
- Marina Cords (also Anthropology)
- Ruth DeFries
- Kevin Griffin (also Earth and Environmental Sciences)
- Paul Hertz (Barnard)
- Ralph Holloway (Anthropology)
- Darcy Kelley (Biological Sciences)
- Don Melnick (also Anthropology and Biological Sciences)
- Brian Morton (Barnard)
- Shahid Naeem
- Paul Olsen (Earth and Environmental Sciences)
- Robert Pollack (Biological Sciences)
- Maria Uriarte
- Paige West (Barnard)

ASSOCIATE PROFESSORS

- Hilary Callahan (Barnard)
- Maria Diuk-Wasser
- Dustin Rubenstein

ASSISTANT PROFESSORS

- Krista McGuire (also Barnard)
- Duncan Menge

LECTURERS

- Joshua Drew
- Matthew Palmer
- Jill Shapiro

ADJUNCT FACULTY/RESEARCH SCIENTISTS

Columbia University

- Natalie Boelman (Lamont-Doherty)
- Cheryl Palm (Earth Institute Agriculture & Food Security Center)
- Dorothy Peteet (Lamont-Doherty)
- Miguel Pinedo-Vásquez (Center for Environmental Research and Conservation)
- Pedro Antonio Sanchez (Earth Institute Agriculture & Food Security Center)
- William Schuster (Center for Environmental Research and Conservation)

American Museum of Natural History

- George Amato
- Mary Blair
- Daniel Brumbaugh
- James Carpenter
- Joel Cracraft
- Rob DeSalle
- Eunsoo Kim
- Christopher Raxworthy
- Mark Siddall
- Nancy Simmons
- Brian Smith
- John Sparks
- Eleanor Sterling
- Melanie Stiassny
- Ward Wheeler

The New York Botanical Garden

- Michael Balick
- Roy Halling
- Charles Peters
- Dennis Stevenson

Wildlife Conservation Society

- Carter Ingram
- Martin Mendez
- Robert Rose
- Howard Rosenbaum
- Eric Sanderson
- Scott Silver
- Patrick R. Thomas

Ecohealth Alliance

- Peter Daszak
- Parvies Hosseini

- Kevin Olival
- Melinda Rostal

Cary Institute of Ecosystem Studies

Joshua Ginsberg

NYC Audubon

- Susan Elbin

Woods Hole

- Michael T. Coe

REQUIREMENTS

GUIDELINES FOR ALL ECOLOGY, EVOLUTION, AND ENVIRONMENTAL BIOLOGY MAJORS AND CONCENTRATORS

The grade of D is not accepted for any course offered in fulfillment of the requirements toward the majors or concentrations.

MAJOR IN ENVIRONMENTAL BIOLOGY

The major in environmental biology requires 50 points, distributed as follows:

Lower Division Courses

Two terms of introductory or environmental biology such as the following:

EEEB W2001 - EEEB W2002	Environmental Biology I: Elements to Organisms and Environmental Biology II: Organisms to the Biosphere
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Two terms of environmental science such as the following:

EESC W2100	Earth's Environmental Systems: The Climate System
EESC W2200	Earth's Environmental Systems: The Solid Earth System

Two terms of chemistry such as the following:

CHEM W1403 - CHEM W1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
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One term of physics such as the following:

PHYS W1201	General Physics I (or higher)
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One term of statistics such as the following:

BIOL BC2286	Statistics and Research Design
EEEB W3005	Introduction to Statistics for Ecology and Evolutionary Biology
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

One term of calculus such as the following:

MATH V1101	Calculus I
MATH V1102	Calculus II
MATH V1201	Calculus III
MATH V1202	Calculus IV

Upper Division Courses

Students must complete five advanced elective courses (generally 3000-level or above) satisfying the following distribution. At least one of these courses must include a laboratory component. For more information and a list of appropriate courses, contact the director of undergraduate studies.

1. Ecology, behavior, or conservation biology;
2. Evolution or genetics;
3. Morphology, physiology, or diversity;
4. Policy or economics;
5. One additional course from the preceding four groups.

Students must also complete a senior thesis, which involves completing a research internship (generally in the summer before the senior year) and completing at least one semester of the thesis research seminar, EEEB W3991- EEEB W3992 Senior Seminar. Enrollment in both semesters of the seminar, starting in the spring of the junior year, is recommended.

Students planning on continuing into graduate studies in environmental biology or related fields are encouraged to take organic chemistry and genetics.

ECOLOGY AND EVOLUTION TRACK WITHIN THE ENVIRONMENTAL BIOLOGY MAJOR

The ecology and evolution track within the environmental biology major requires 50 points, distributed as follows:

Lower Division Courses

Two terms of introductory or environmental biology such as the following:

EEEB W2001	Environmental Biology I: Elements to Organisms
- EEEB W2002	and Environmental Biology II: Organisms to the Biosphere

Two terms of chemistry such as the following:

CHEM W1403	General Chemistry I (Lecture)
- CHEM W1404	and General Chemistry II (Lecture)

Chemistry laboratory such as the following:

CHEM W1500	General Chemistry Laboratory
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Two terms of physics such as the following:

PHYS W1201	General Physics I
- PHYS W1202	and General Physics II

One term of statistics such as the following:

BIOL BC2286	Statistics and Research Design
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EEEB W3005	Introduction to Statistics for Ecology and Evolutionary Biology
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

Two terms of calculus, or one term of calculus and second advanced course in math or statistics such as the following:

MATH V1101	Calculus I
MATH V1102	Calculus II
MATH V1201	Calculus III
MATH V1202	Calculus IV

Upper Division Courses

Students must complete five advanced elective courses (generally 3000-level or above) satisfying the following distribution. At least one of these courses must include a laboratory component. For more information and a list of appropriate courses, contact the director of undergraduate studies.

1. Three courses in ecology, evolution, conservation biology, or behavior;
2. One course in genetics. BIOL W3031 Genetics or BIOL BC2100 Molecular and Mendelian Genetics is recommended;
3. One course in morphology, physiology, or diversity.

Students must also complete a senior thesis, which involves completing a research internship (generally in the summer before the senior year) and completing at least one semester of the thesis research seminar, EEEB W3991-EEEB W3992 Senior Seminar. Enrollment in both semesters of the seminar, starting in the spring of the junior year, is recommended.

Students planning on continuing into graduate studies in ecology or evolutionary biology are encouraged to take organic chemistry.

MAJOR IN EVOLUTIONARY BIOLOGY OF THE HUMAN SPECIES

The major in evolutionary biology of the human species requires 36 points, distributed as described below. Students must take a minimum of 20 points from approved biological anthropology courses.

The additional courses may be taken in other departments with adviser's approval. (These include up to 6 points of biology/chemistry or calculus.) Please speak with the major adviser about the extended list of courses from related areas including archaeology; anthropology; biology; biomedical engineering; ecology, evolution and environmental biology; earth and environmental science; and psychology that may be acceptable.

For example, students interested in focusing on paleoanthropology would complement the requirements with courses focusing on the specifics of human evolution

and morphology, evolutionary biology and theory, geology, systematics, and statistics.

Required Courses

EEEB W1010	Human Origins and Evolution
EEEB W1011	Behavioral Biology of the Living Primates

Conservation Courses

EEEB W3087	Conservation Biology (alternatively, students may participate in SEE-U in Brazil, Jordan, or India in fulfillment of this course requirement)
EEEB W3240	Challenges and Strategies of Primate Conservation

Theoretical Foundation from Related Fields

Alternate options may be possible for all courses other than EEEB W1010 Human Origins and Evolution and EEEB W1011 Behavioral Biology of the Living Primates, on an individual basis in consultation with the major/concentration adviser.

Select one course from each subset below:

Cultural Anthropology

ANTH V1002	The Interpretation of Culture
ANTH V2004	Introduction to Social and Cultural Theory
ANTH V3040	Anthropological Theory I
ANTH V3041	Anthropological Theory II

Archaeology

ANTH V1007	The Origins of Human Society
ANTH V2028	Pasts, Presents and Futures: An Introduction to 21st Century Archaeology
ANTH V3064	Death and the Body

Breadth Requirement

A minimum of 9 points, four of which may count toward the seminar requirement:

Genetics/Human Variation

ANTH V3970	Biological Basis of Human Variation
BIOL BC2100	Molecular and Mendelian Genetics
BIOL W3031	Genetics
EEEB W4340	Human Adaptation
EEEB W4700	Race: The Tangled History of a Biological Concept

Primate Behavioral Biology and Ecology

BIOL BC2280	Animal Behavior
EEEB W3030	The Biology, Systematics, and Evolutionary History of the 'Apes' (if needed)

EEEB W3940	Current Controversies in Primate Behavior and Ecology
EEEB W4010	The Evolutionary Basis of Human Behavior
EEEB G4134	Behavioral Ecology
PSYC BC1119	Systems and Behavioral Neuroscience
PSYC W2420	Animal Behavior
PSYC W2450	Behavioral Neuroscience
PSYC W3450	Evolution of Intelligence and Consciousness (Seminar)
PSYC W3470	Brain Evolution: Becoming Human (Seminar)

Human Evolution/Morphology

ANTH G4147	Human Skeletal Biology I
ANTH G4148	The Human Skeletal Biology II
ANTH W4200	Fossil Evidence of Human Evolution
BIOL BC2262	Vertebrate Biology
BIOL BC2278	Evolution
BIOL W3002	Introduction to Animal Structure and Function
BIOL W3006	Physiology
EEEB W3030	The Biology, Systematics, and Evolutionary History of the 'Apes'
EEEB W3204	Dynamics of Human Evolution
EEEB W3208	Explorations in Primate Anatomy
EEEB W3215	Forensic Osteology
EEEB W3220	The Evolution of Human Growth and Development
EEEB W3910	The Neandertals

Additional courses in the student's area of focus to complete the required minimum of 20 points of approved biological anthropology courses.

Seminar

At least one of the following four-point seminars which may also count toward the breadth requirement.

EEEB W3204	Dynamics of Human Evolution
EEEB W3910	The Neandertals
EEEB W3940	Current Controversies in Primate Behavior and Ecology
ANTH V3970	Biological Basis of Human Variation
EEEB W3993 - EEEB W3994	EBHS Senior Seminar and EBHS Senior Seminar

It is strongly suggested that students intending to pursue graduate study in this field broaden their foundation by taking an introductory biology course (optimally EEEB W2001 Environmental Biology I: Elements to Organisms) or advanced evolution course, a 2000- or 3000-level genetics course, and a quantitative methods course. Students interested in forensic anthropology should take chemistry in lieu of biology (though

the latter is recommended as a foundation course for all students). The adviser makes additional recommendations dependent on the student's area of focus.

CONCENTRATION IN ENVIRONMENTAL BIOLOGY

The concentration in environmental biology differs from the major in omitting calculus and physics from the lower division, requiring three advanced electives rather than five, and omitting the senior seminar with thesis project. It requires 35 points, distributed as follows:

Lower Division Courses

Two terms of introductory or environmental biology such as the following:

EEEB W2001 - EEEB W2002	Environmental Biology I: Elements to Organisms and Environmental Biology II: Organisms to the Biosphere (or equivalents)
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Two terms of environmental science such as the following:

EESC W2100 - EESC W2200	Earth's Environmental Systems: The Climate System and Earth's Environmental Systems: The Solid Earth System
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Two terms of chemistry such as the following:

CHEM W1403 - CHEM W1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
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One term of statistics. Select one of the following:

BIOL BC2286 EEEB W3005	Statistics and Research Design Introduction to Statistics for Ecology and Evolutionary Biology
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

Upper Division Courses

EEEB W3087	Conservation Biology
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Two other 3000- or 4000- level courses from the advanced environmental biology courses listed for the major.

CONCENTRATION IN EVOLUTIONARY BIOLOGY OF THE HUMAN SPECIES

The concentration in evolutionary biology of the human species requires 20 points including the required courses EEEB W1010 Human Origins and Evolution, EEEB W1011 Behavioral Biology of the Living Primates, EEEB W3087 Conservation Biology, and three courses for the biological anthropology breadth distribution requirements as described for the major. Students must take a minimum of 15 points from biological

anthropology courses as described for the major. The additional courses may be taken in other departments with adviser's approval.

Concentrators do not have to complete the theoretical foundation courses from cultural anthropology/archaeology or a seminar, though the latter is recommended.

Approved Biological Anthropology Courses

Paleoanthropology and Morphology

ANTH G4147 - ANTH G4148	Human Skeletal Biology I and The Human Skeletal Biology II
ANTH G4200	Fossil Evidence of Human Evolution

EEEB W1010	Human Origins and Evolution
EEEB W3204	Dynamics of Human Evolution
EEEB W3208	Explorations in Primate Anatomy
EEEB W3215	Forensic Osteology
EEEB W3910	The Neandertals

Primate Behavioral Ecology and Evolution

EEEB W1011	Behavioral Biology of the Living Primates
EEEB W3030	The Biology, Systematics, and Evolutionary History of the 'Apes'
EEEB W3940	Current Controversies in Primate Behavior and Ecology
EEEB W4010	The Evolutionary Basis of Human Behavior

Human Variation

ANTH V3970	Biological Basis of Human Variation
EEEB W4340	Human Adaptation
EEEB W4700	Race: The Tangled History of a Biological Concept

Additional Courses

EEEB W3993 - EEEB W3994	EBHS Senior Seminar and EBHS Senior Seminar
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SPECIAL CONCENTRATION IN ENVIRONMENTAL SCIENCE FOR ENVIRONMENTAL BIOLOGY MAJORS

The Department of Earth and Environmental Sciences sponsors a special concentration which must be done in conjunction with the environmental biology major. Students should be aware that they must complete the environmental biology major in order to receive credit for the special concentration.

The special concentration in environmental science requires a minimum of 31.5 points, distributed as follows:

Introductory Environmental Science (13.5 points)

EESC W2100	Earth's Environmental Systems: The Climate System
EESC W2200	Earth's Environmental Systems: The Solid Earth System
EESC W2300	Earth's Environmental Systems: The Life System

Introductory Science (6 points)

Two courses in chemistry, physics, mathematics, or environmental biology from the supporting mathematics and science list for the environmental science major.

Advanced Environmental Science (12 points)

Select four of the following:

EESC W3015	The Earth's Carbon Cycle
EESC BC3017	Environmental Data Analysis
EESC BC3025	Hydrology
EESC W4008	Introduction to Atmospheric Science
EESC W4050	Global Assessment and Monitoring Using Remote Sensing
EESC W4223	Sedimentary Geology
EESC W4550	Plant Ecophysiology
EESC W4835	Wetlands and Climate Change
EESC W4885	The Chemistry of Continental Waters
EESC W4917	Earth/Human Interactions
EESC W4926	Principles of Chemical Oceanography

Advanced courses used to fulfill requirements in the environmental biology major cannot count toward requirements for the special concentration.

SPECIAL CONCENTRATION IN ENVIRONMENTAL BIOLOGY FOR ENVIRONMENTAL SCIENCE MAJORS

The Department of Ecology, Evolution, and Environmental Biology sponsors a special concentration which must be done in conjunction with the environmental science major. Students should be aware that they must complete the environmental science major in order to receive credit for the special concentration.

The special concentration in environmental biology requires a minimum of 39 points, distributed as follows:

Introductory Environmental Biology and Environmental Science (17 points)

EEEB W2001	Environmental Biology I: Elements to Organisms
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EEEB W2002	Environmental Biology II: Organisms to the Biosphere (equivalent to EESC V2300)
EESC W2100	Earth's Environmental Systems: The Climate System
EESC W2200	Earth's Environmental Systems: The Solid Earth System

Introductory Science (13 points)

Select one of the following chemistry sequences:

CHEM W1403 - CHEM W1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
CHEM W1604 - CHEM W2507	Intensive General Chemistry (Lecture) and Intensive General Chemistry Laboratory
One term of statistics such as the following:	
BIOL BC2286	Statistics and Research Design
EEEB W3005	Introduction to Statistics for Ecology and Evolutionary Biology
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)
EEEB W3087	Conservation Biology

Advanced Environmental Biology (9 points)

Three additional advanced environmental biology courses (3000-level and above), each chosen from a different curricular area (evolution/genetics, ecology/behavior/conservation, anatomy/physiology/diversity, biology laboratory courses).

COURSES FALL 2015

EEEB W1010 Human Origins and Evolution. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Lab fee: \$25. Taught every fall.

This is an introductory course in human evolution. Building on a foundation of evolutionary theory, students explore primate behavioral morphology and then trace the last 65 million years of primate evolution from the earliest Paleocene forms to the fossil remains of earliest humans and human relatives. Along with Behavioral Biology of the Living Primates this serves as a core required class for the EBHS program.

Fall 2015: EEEB W1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 1010	001/75530	M W 11:40am - 12:55pm 603 Hamilton Hall	Jill Shapiro	3	49

EEEB W2001 Environmental Biology I: Elements to Organisms. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Introductory biology course for majors in biology or environmental biology, emphasizing the ecological and evolutionary context of modern biology.

Fall 2015: EEEB W2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 2001	001/11774	T Th 1:10pm - 2:25pm 517 Hamilton Hall	Shahid Naeem, Dustin Rubenstein	3	28/60

EEEB W3005 Introduction to Statistics for Ecology and Evolutionary Biology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: some background in ecology, evolutionary biology, and/or statistics is recommended.

An introduction to the theoretical principles and practical application of statistical methods in ecology and evolutionary biology. The course will cover the conceptual basis for a range of statistical techniques through a series of lectures using examples from the primary literature. The application of these techniques will be taught through the use of statistical software in computer-based laboratory sessions.

Fall 2015: EEEB W3005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3005	001/63930	T 1:10pm - 2:25pm 503 Hamilton Hall	David Madigan	3	40/40

EEEB W3204 Dynamics of Human Evolution. 4 points.

CC/GS: Partial Fulfillment of Science Requirement

Enrollment limited to 13. Priority is given to EBHS majors/concentrators.

Prerequisites: *EEEB W1010* Human Species/HO&E, *ANTH V1007* Origins of Human Society, or the equivalent. Seminar focusing on recent advances in the study of human evolution. Topics include changing views of human evolution with respect to early hominin behavior, morphology, culture and evolution. [Either Dynamics of Human Evolution or Neandertals is taught every other year.]

Fall 2015: EEEB W3204

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3204	001/20221	W 4:10pm - 6:00pm 951 Schermerhorn Hall	Jill Shapiro	4	12/13

EEEB W3240 Challenges and Strategies of Primate Conservation. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Enrollment limited to 20. Priority given to EBHS students.

Prerequisites: *EEEB W1010* Human Species or *EEEB W1011* Behavioral Biology of Living Primates or the instructor's permission.

Throughout their range, numerous primate species are on the brink of extinction. This course examines the central issues relating to conservation of wild primates and explores strategies and solutions for preserving these endangered populations. Through the analysis of the ecological and social traits linked to vulnerability and the direct and indirect threats from human activities, students will gain a practical understanding of how to develop successful, sustainable, and practical conservation strategies.

Fall 2015: EEEB W3240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3240	001/72107	M W 10:10am - 11:25am 407 Mathematics Building	Alba Lucia Morales Jimenez	3	12

EEEB W3656 Quantitative Methods in Biodiversity and Conservation. 3 points.

Enrollment limited to 12.

Prerequisites: there are no prerequisites, but a basic understanding of the principles of conservation biology and some experience in the R programming environment and/or ArcGIS are recommended.

This course will introduce students to a suite of quantitative approaches essential to managing our dwindling resources and will provide students with a toolbox of quantitative methods geared toward scientists and managers that are applicable within a wide range of systems. The course will cover the theory behind and practice of several key components of quantitative analysis in the field of conservation biology, including measuring biodiversity and abundance, population density analysis, detecting trends and extinctions from sighting data, population viability analysis, remote sensing, species distribution modeling, spatial conservation prioritization, conservation trade-offs and co-benefits on the landscape; corridors, and spatial network processes on the landscape.

Spring 2016: EEEB W3656

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3656	001/26501	Th 1:10pm - 2:25pm 252 Engineering Terrace	Megan Cattau	3	4
EEEB 3656	001/26501	T 1:10pm - 2:25pm 425 Pupin Laboratories	Megan Cattau	3	4

EEEB W3940 Current Controversies in Primate Behavior and Ecology. 4 points.

CC/GS: Partial Fulfillment of Science Requirement

Taught every two years. Enrollment limited to 15.

Prerequisites: *EEEB W1011* or the equivalent.

Critical in-depth evaluation of selected issues in primate socioecology, including adaptationism, sociality, sexual competition, communication, kinship, dominance, cognition, and politics. Emphasizes readings from original literature.

Fall 2015: EEEB W3940

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3940	001/27595	M 2:10pm - 4:00pm 1015 Ext Schermerhorn Hall	Marina Cords	4	10/15

EEEB W3991 Senior Seminar. 3 points.

Open only to seniors.

Guided, independent, indepth research experience culminating in the senior essay. Weekly meetings are held to review work in progress, to share results through oral and written reports, and to consider career options for further work in this field.

Fall 2015: EEEB W3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3991	001/24045	Th 4:10pm - 6:00pm 530 Altschul Hall	Matthew Palmer, Jenna Lawrence	3	4

Spring 2016: EEEB W3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3991	001/61232	Th 4:10pm - 6:00pm Room TBA	Matthew Palmer, Jenna Lawrence	3	14

EEEB W3992 Senior Seminar. 3 points.

Open only to seniors.

Guided, independent, indepth research experience culminating in the senior essay. Weekly meetings are held to review work in progress, to share results through oral and written reports, and to consider career options for further work in this field.

Fall 2015: EEEB W3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3992	001/70007	Th 4:10pm - 6:00pm 530 Altschul Hall	Matthew Palmer, Jenna Lawrence	3	14

Spring 2016: EEEB W3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3992	001/16037	Th 4:10pm - 6:00pm Room TBA	Matthew Palmer, Jenna Lawrence	3	4

EEEB W3993 EBHS Senior Seminar. 4 points.

Four points for the year-long course.

Prerequisites: the instructor's permission and senior standing as a major in The Evolutionary Biology of the Human Species (EBHS).

Year-long seminar in which senior EBHS majors develop a research project and write a senior thesis. Regular meetings are held to discuss research and writing strategies, review work in progress, and share results through oral and written reports.

Fall 2015: EEEB W3993

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3993	001/66585	Th 6:10pm - 8:00pm 865 Schermerhorn Hall	Jill Shapiro	4	5

EEEB W3997 Independent Study. 1-3 points.

CC/GS: Partial Fulfillment of Science Requirement

Students conduct research in environmental biology under supervision of a faculty mentor. The topic and scope of the research project must be approved before the student registers for the course.

EEEB W4111 Ecosystem Ecology and Global Change. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Discussion Section Required

This course will provide an introduction to ecosystem ecology. Topics include primary production carbon storage, nutrient cycling, and ecosystem feedbacks to climate change. By the end of the course, students will be well versed in the basics of ecosystem ecology and have exposure to some current areas of research. Topics covered will include some aspects that are well established and others that are hotly debated among scientists. Throughout the course, students will be encouraged to think independently and act like research scientists.

Fall 2015: EEEB W4111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4111	001/22454	M W 10:10am - 11:25am 424 Pupin Laboratories	Duncan Menge	3	19

EEEB W4112 Ichthyology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Fish are an incredibly diverse group with upwards of 27,000 named species. They are important ecologically, represent one of the major vertebrate lineages and face numerous conservation threats. This course will provide students with the tools to understand how the evolution, systematics, anatomy, and diversity of fishes influence their conservation status.

Fall 2015: EEEB W4112

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4112	001/13159	W 1:10pm - 4:00pm 1015 Ext Schermerhorn Hall	Joshua Drew	3	18/20

EEEB W4122 Fundamentals of Ecology and Evolution. 4 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.Prerequisites: *EEEB W2001* and *EEEB W2002* or equivalent or the instructor's permission.

An advanced survey of the basic concepts and theories of ecology and evolution, with particular emphasis on topics relevant to conservation biology. By the end of the course students will have (1) gained a thorough knowledge of the intellectual history and intersections of these two disciplines, (2) forged some clear links between conservation, ecology, and evolution, and (3) gained quantitative confidence in the use of some basic models in ecology and evolution.

EEEB G4127 Disease Ecology. 3 points.

Enrollment limited to 25.

Prerequisites: the instructor's permission.

Introduction to the ecology and epidemiology of infectious diseases of humans and wildlife.

Fall 2015: EEEB G4127

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4127	001/75796	T 10:10am - 12:00pm 1015 Ext Schermerhorn Hall	Maria Diuk-Wasser	3	11/25

EEEB W4240 Animal Migration in Theory and Practice. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Enrollment limited to 25. Field trips will be scheduled.

This course presents an overview of migration, from the selective pressures animals face in migrating to the mechanisms of navigation and orientation. We will explore migration in a variety of animal taxa. Bird migration will be studied in-depth, as birds exhibit some of the most spectacular long distance migrations and are the most well-studied of animal migrators. The challenges of global climate change and changing land use patterns, and how species are coping with them, will also be explored.

Fall 2015: EEEB W4240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4240	001/87748	W 5:10pm - 7:00pm 1015 Ext Schermerhorn Hall	Susan Elbin	3	6

EEEB W4321 Human Identity. 4 points.

The course focuses on human identity, beginning with the individual and progressing to communal and global viewpoints using a framework of perspectives from biology, genetics, medicine, psychiatry, religion and the law.

Fall 2015: EEEB W4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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EEEB 4321	001/69898	W 2:10pm - 4:00pm 309 Hamilton Hall	Robert Pollack, Marya Pollack	4	14
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Spring 2016: EEEB W4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4321	001/22892	W 2:10pm - 4:00pm 309 Hamilton Hall	Robert Pollack, Marya Pollack	4	13

EEEB G4910 Field Botany and Plant Systematics. 4 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

Course fee: \$50. Enrollment limited to 14. Priority given to E3B graduate students.

Prerequisites: introductory biology sequence, including organismal biology.

A survey of vascular plants with emphasis on features of greatest utility in identifying plants in the field to the family level. This will be coupled with a survey of the major plant communities of northeastern North America and the characteristic species found in each. The course will consist of one lecture and one laboratory per week with several lab sessions extended to accommodate field trips to local and regional natural areas.

Fall 2015: EEEB G4910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4910	001/64529	Th 10:10am - 11:25am 1015 Ext Schermerhorn Hall	Matthew Palmer	4	13/14
EEEB 4910	001/64529	F 9:00am - 1:00pm 1015 Ext Schermerhorn Hall	Matthew Palmer	4	13/14

SPRING 2016**EEEB W1011 Behavioral Biology of the Living Primates. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement, Discussion Section Required

Corequisites: *EEEB W1111*.

Study of non-human primate behavior from the perspective of phylogeny, adaptation, physiology and anatomy, and life history. Focuses on the four main problems primates face: finding appropriate food, avoiding being eaten themselves, reproducing in the face of competition, and dealing with social partners. Along with **Human Origins & Evolution**, this serves as a core required class for the EBHS program.

Spring 2016: EEEB W1011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 1011	001/13282	M W 2:40pm - 3:55pm 516 Hamilton Hall	Marina Cords	3	22

EEEB W2002 Environmental Biology II: Organisms to the Biosphere. 4 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

Prerequisites: *EEEB W2001*.

Second semester of introductory biology sequence for majors in environmental biology and environmental science, emphasizing the ecological and evolutionary aspects of biology. Also intended for those interested in an introduction to the principles of ecology and evolutionary biology.

Spring 2016: EEEB W2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 2002	001/11642	M W 1:10pm - 2:25pm 702 Hamilton Hall	Matthew Palmer	4	23

EEEB W3001 The Saga of Life. 4 points.

CC/GS: Partial Fulfillment of Science Requirement
Enrollment limited to 20.

A survey of the origin and end of life on Earth as seen through three different lenses: natural science (physics, chemistry, biology), social science (environmental biology, sustainability science), and the humanities (film, literature, and religion). The primary objective of this course is to come to a fundamental understanding of the significance of Earth's extraordinary diversity of plants, animals, and microorganisms, and its magnificent array of ecosystems, from rainforests and grasslands to the abyssal plains of the oceans, and to do so through synthetic and integrative thinking that transcends the traditional boundaries of scholarship.

Spring 2016: EEEB W3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3001	001/10006	T Th 10:10am - 11:25am 558 Ext Schermerhorn Hall	Shahid Naeem	4	25

EEEB W3011 Behavioral Biology of the Living Primates. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Discussion Section Required

Prerequisites: introductory biology course in organismal biology and the instructor's permission.

Corequisites: *EEEB W3111*.

Survey of non-human primate behavior from the perspective of phylogeny, adaptation, physiology and anatomy, and life history. Focus on the four main problems primates face: finding appropriate food, avoid being eaten themselves, reproducing in the face of competition, and dealing with social partners.

Spring 2016: EEEB W3011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3011	001/10399	M W 2:40pm - 3:55pm	Marina Cords	3	2

516 Hamilton Hall

EEEB W3087 Conservation Biology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Prerequisites: introductory organismal biology course, ideally *EEEB W2002*.

Applications of biological principles to the conservation of biodiversity. Because conservation biology is a cross-disciplinary field, some of the social, philosophical, and economic dimensions of biological conservation are also addressed.

Spring 2016: EEEB W3087

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3087	001/73704	M 4:10pm - 6:00pm 1015 Ext Schermerhorn Hall	Sacha Spector	3	7

EEEB W3215 Forensic Osteology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Taught every other year. Enrollment limited to 15. Priority given at first class session to EBHS majors/concentrators.

Prerequisites: no prior experience with skeletal anatomy required. Not appropriate for students who have already taken either *EEEB G4147* or *EEEB G4148*.

An exploration of the hidden clues in your skeleton. Students learn the techniques of aging, sexing, assessing ancestry, and the effects of disease, trauma and culture on human bone.

EEEB W3656 Quantitative Methods in Biodiversity and Conservation. 3 points.

Enrollment limited to 12.

Prerequisites: there are no prerequisites, but a basic understanding of the principles of conservation biology and some experience in the R programming environment and/or ArcGIS are recommended.

This course will introduce students to a suite of quantitative approaches essential to managing our dwindling resources and will provide students with a toolbox of quantitative methods geared toward scientists and managers that are applicable within a wide range of systems. The course will cover the theory behind and practice of several key components of quantitative analysis in the field of conservation biology, including measuring biodiversity and abundance, population density analysis, detecting trends and extinctions from sighting data, population viability analysis, remote sensing, species distribution modeling, spatial conservation prioritization, conservation trade-offs and co-benefits on the landscape; corridors, and spatial network processes on the landscape.

Spring 2016: EEEB W3656

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3656	001/26501	Th 1:10pm - 2:25pm 252 Engineering Terrace	Megan Cattau	3	4

EEEB 3656 001/26501 T 1:10pm - 2:25pm Megan 3 4
425 Pupin Cattau
Laboratories

EEEB W3919 Trading Nature: A Conservation Biology Perspective. 4 points.

This course explores the scientific and theoretical conceptualization of nature as a market commodity, through the lens of conservation biology. Students will engage in critical analysis of the 'traditional' forms in which biodiversity has been appropriated as inputs into markets such as fisheries, resource extraction, bushmeat and medicine, as well as new market environmentalism.

Spring 2016: EEEB W3919

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3919	001/25784	W 10:10am - 12:00pm 963 Ext Schermerhorn Hall	Mary Blair	4	6/12

EEEB W3991 Senior Seminar. 3 points.

Open only to seniors.

Guided, independent, indepth research experience culminating in the senior essay. Weekly meetings are held to review work in progress, to share results through oral and written reports, and to consider career options for further work in this field.

Fall 2015: EEEB W3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3991	001/24045	Th 4:10pm - 6:00pm 530 Altschul Hall	Matthew Palmer, Jenna Lawrence	3	4

Spring 2016: EEEB W3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3991	001/61232	Th 4:10pm - 6:00pm Room TBA	Matthew Palmer, Jenna Lawrence	3	14

EEEB W3992 Senior Seminar. 3 points.

Open only to seniors.

Guided, independent, indepth research experience culminating in the senior essay. Weekly meetings are held to review work in progress, to share results through oral and written reports, and to consider career options for further work in this field.

Fall 2015: EEEB W3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3992	001/70007	Th 4:10pm - 6:00pm 530 Altschul Hall	Matthew Palmer, Jenna Lawrence	3	14

Spring 2016: EEEB W3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3992	001/16037	Th 4:10pm - 6:00pm Room TBA	Matthew Palmer, Jenna Lawrence	3	4

EEEB W3994 EBHS Senior Seminar. 4 points.

Four points for the year-long course.

Prerequisites: the instructor's permission and senior standing as a major in The Evolutionary Biology of the Human Species (EBHS).

Year-long seminar in which senior EBHS majors develop a research project and write a senior thesis. Regular meetings are held to discuss research and writing strategies, review work in progress, and share results through oral and written reports.

Spring 2016: EEEB W3994

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3994	001/18103	Th 6:10pm - 8:00pm 865 Schermerhorn Hall	Jill Shapiro	4	5

EEEB W3998 Independent Study. 1-3 points.

CC/GS: Partial Fulfillment of Science Requirement

Students conduct research in environmental biology under supervision of a faculty mentor. The topic and scope of the research project must be approved before the student registers for the course.

EEEB G4086 Ethnobotany: the Study of People and Plants. 3 points.

Priority given to students with backgrounds in ecology or plant systematics.

A survey of the relationships between people and plants in a variety of cultural settings. Sustainability of resource use, human nutrition, intellectual property rights, and field methodologies are investigated.

Spring 2016: EEEB G4086

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4086	001/70417	W 12:10pm - 2:00pm 1015 Ext Schermerhorn Hall	Michael Balick, Charles Peters	3	16

EEEB G4135 Urban Ecology and Design. 3 points.

Prerequisites: One year of introductory biology or permission from the instructor

Urban Ecology and Design will explore and evaluate the ecological potential of the designed urban environment.

Students will work in interdisciplinary groups to study and evaluate the relationships between urban design and ecological performance through a series of case studies, field explorations, and studio visits. New York City will be used as a test site for analysis and students will work together to evaluate urban systems with regards to vegetation, wildlife, sediment management, water, energy, and pollution using

techniques of visual mapping and the application of quantitative scientific criteria over multiple scales. The course offers a deeper understanding of the relationships that drive urban ecosystems, a critical evaluation of commonly used urban design techniques, and insights into how to better design functional ecosystems within the urban context.

Spring 2016: EEEB G4135

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4135	001/83596	F 11:00am - 1:00pm 309 Hamilton Hall	Matthew Palmer	3	11/25

EEEEB W4160 Landscape Ecology. 3 points.

Prerequisites: Introductory background in ecology (EEEE W2001, EEEB W2002 or similar course, e.g. EEEB 4110, BC2272) or permission from the instructor. Basic knowledge of R statistical software.

Landscape ecology is a sub-discipline of ecology that examines the development, causes and attributes of spatial patterns of landscapes and their implications for ecological processes. By its nature, landscape ecology draws from many other areas within ecology. The course will consider ecological processes at the individual, population, community, and ecosystem level. The ecology of landscapes is also critical to the development of management and restoration schemes that take into account biodiversity conservation, provision of ecosystem services, and human land use. The course will cover the conceptual underpinnings of landscape ecology and will introduce students to some of the tools used to analyze the structure and dynamics of landscapes. Students will also examine consequences of landscape patterns and dynamics for organisms and for the management and sustainability of landscapes. These skills prepare students to ask questions from a landscape perspective.

Spring 2016: EEEB W4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4160	001/61397	T Th 8:40am - 9:55am 1015 Ext Schermerhorn Hall	Maria Uriarte	3	4/20

EEEEB W4192 Introduction to Landscape Analysis. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

Prerequisites: *SDEV W3390* or *EESC W4050* or the instructor's permission.

This class provides basic theory in landscape analysis and training in methods for analyzing landscapes, focusing on interpretation of satellite images. The class covers approaches and definitions in landscape analysis, data sources, land cover classification, change detection, accuracy assessment, projections of future land cover change, and techniques to interpret results of these analyses. Students will obtain hands-on experience working with data from a landscape related to his/her research or a landscape chosen by the instructors.

Spring 2016: EEEB W4192

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4192	001/69472	M W 1:10pm - 2:25pm 558 Ext Schermerhorn Hall	Ruth DeFries	3	15/18

EEEEB W4195 Marine Conservation Ecology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *EEEE G6110*, *EEEE G6112*, or *EEEE G6990*, basic statistics, or the instructor's permission.

This course provides an overview of marine ecology, introducing processes and systems from which the marine environment is formed and the issues and challenges which surround its future conservation. Coursework will be evaluated using debates, oral presentations and more traditional metrics. Topics to be covered include fisheries, invasive species, habitat alteration, climate change. While we will focus on general threats there will be special emphasis placed on coral reef ecosystems.

Spring 2016: EEEB W4195

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4195	001/29327	T Th 10:10am - 11:25am 1015 Ext Schermerhorn Hall	Joshua Drew	3	21

EEEEB G4200 Natural History of the Mammals. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: introductory course in Biology or Evolution.

This taxon-based course provides students with a basic understanding of the diversity and natural history of the mammals. Broad coverage of mammalian biology includes: morphological adaptations, evolutionary history, ecology, social behavior, biogeography, and conservation.

Spring 2016: EEEB G4200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4200	001/63213	T 6:10pm - 8:00pm 1015 Ext Schermerhorn Hall	Scott Silver	3	9/18

EEEEB W4321 Human Identity. 4 points.

The course focuses on human identity, beginning with the individual and progressing to communal and global viewpoints using a framework of perspectives from biology, genetics, medicine, psychiatry, religion and the law.

Fall 2015: EEEB W4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4321	001/69898	W 2:10pm - 4:00pm 309 Hamilton Hall	Robert Pollack, Marya Pollack	4	14

Spring 2016: EEEB W4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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EEEB 4321 001/22892 W 2:10pm - 4:00pm Robert 4 13
 309 Hamilton Hall Pollack,
 Marya
 Pollack

EEEB W4340 Human Adaptation. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *EEEB W1010* Human Species or *ANTH V1007* Origins of Human Society or the instructor's permission. This course explores human adaptation from a biological, ecological and evolutionary perspective. From our earliest hominin ancestors in Africa to our own species' subsequent dispersal throughout the world, our lineage has encountered innumerable environmental pressures. Using morphological, physiological and behavioral/cultural evidence, we will examine the responses to these pressures that helped shape our unique lineage and allowed it to adapt to a diverse array of environments.

Spring 2016: EEEB W4340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4340	001/76198	T Th 11:40am - 12:55pm 717 Hamilton Hall	Jessica Manser	3	13/20

COURSES TYPICALLY OFFERED, BUT NOT IN ACADEMIC YEAR 2015-2016

EEEB W1001 Biodiversity. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Not offered during 2015-16 academic year.

In this course we will use genetics, evolutionary biology, and ecology to address three simple questions: What is biological diversity? Where can we find it? How can we conserve it? No previous knowledge of science or mathematics is assumed.

EEEB W2010 Tropical Biology. 4 points.

Enrollment limited to 9. **Not offered during 2015-16 academic year.**

Prerequisites: the instructor's permission. One CU biology course recommended.

Study ecology, evolution, and conservation biology in one of the world's most biologically spectacular settings, the wildlife-rich savannas of Kenya. The class will meet weekly in the second half of the spring semester, but the majority of the coursework will be completed during a three week field trip to Kenya occurring May/June. Students will spend their time immersed in an intensive field experience gaining sophisticated training in fieldwork and biological research. There is a \$1,500-2,000 lab fee to cover all in-country expenses, and students are also responsible for the cost of airfare to and from Kenya.

EEEB W3030 The Biology, Systematics, and Evolutionary History of the 'Apes'. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Usually taught every other year. Enrollment limited to 25. **Not offered during 2015-16 academic year.**

Prerequisites: open to undergraduates who have had *EEEB W1010*, *EEEB W1011*, or the equivalent. Other students who are interested should speak with the instructor.

This course focuses on our closest relatives, the extant apes of Africa and Asia. We will explore the nature and extent of the morphological, genetic, and behavioral variability within and among these forms. Using this framework, we will then analyze questions of systematics and trace the evolutionary development of the hominoids during the Miocene, the epoch that saw the last common ancestor of today's gibbons, orang utans, gorillas, chimpanzees and humans. Timing note: The course meets for 2 hours twice a week. Films are screened during the last 30 minute of each class and students must be able to stay for the entire time if they want to take the class.

EEEB W3230 Late Pleistocene Paleoanthropology of Southeast Asia and Australia. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Taught intermittently. **Not offered during 2015-16 academic year.**

Prerequisites: *EEEB W1010* or *ANTH V1007* or the instructor's permission.

Given recent intriguing insights into Southeast Asian and Australian human evolution, this course presents a topical and comprehensive analysis of the region's paleoanthropological record. Issues of origins, isolation and extinctions are explored using evidence from morphology, archaeology, and genetics.

EEEB W3250 Method and Theory in Biological Anthropology. 4 points.

CC/GS: Partial Fulfillment of Science Requirement

Taught intermittently. Enrollment limited to 13. **Not offered during 2015-16 academic year.**

Prerequisites: *EEEB W1010* Human Species or *EEEB W1011* Behavioral Biology of Living Primates.

This course examines what it means to *do* scientific research, using the three main foci of the field of biological anthropology—paleoanthropology, primate behavioral biology, and human variation/adaptation—to understand how questions are developed and how different methods are used to examine hypotheses. Through structured discussion and critical analysis of primary literature, students will move beyond learning the facts of biological anthropology to an understanding of the process of developing and interpreting research.

EEEB W3910 The Neandertals. 4 points.

CC/GS: Partial Fulfillment of Science Requirement

Offered every other year/rotating with Dynamics of Human Evolution. Enrollment limited to 13. Priority given at first class session to EBHS majors/concentrators. **Not offered during 2015-16 academic year.**

Prerequisites: *EEEB W1010* Human Species or *ANTH V1007*.

One hundred and fifty years after discovery Neandertals remain one of the most enigmatic hominin taxa. What do we understand today about their biology, subsistence, culture, cognitive abilities and eventual fate? Are they simply extinct relatives or do their genes continue in many of us today? In this seminar students critically examine the primary research as we attempt to find answers to some of these questions.

EEEB W3915 Comparative Social Evolution. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: the instructor's permission

This collaborative course co-taught with experts from four universities will explore the diversity of social life on earth. Weekly course meetings will connect undergraduate students from around the country to explore social evolution in a comparative context. Through a combination of primary literature, lectures by leaders in the field, inter-collegiate discussions using social media, and student-led data analysis and comparative projects, students will gain different perspectives on social evolution from some of the world's leaders in the field.

EEEB W3920 Biology of African Animals and Ecosystems. 4 points.

Course consists of 6 separate modules, offered in rotation of four, each worth 4 points. **Not offered during 2015-16 academic year.**

Prerequisites: *EEEB W2001* and *EEEB W2002* Environmental Biology I and II, or the instructor's permission.

This course offers a small group of students the unique opportunity to study the ecology, evolution, and behavior of African animals and ecosystems in one of the world's most biologically spectacular settings, the wildlife-rich savannas of Kenya. In addition to gaining sophisticated training in fieldwork, hypothesis-driven biological research, statistics, and scientific writing and presentation, the course gives participants many opportunities to observe and study a diversity of plants, animals and their interactions. Lectures include core topics in ecology and evolution with emphasis on the African animals and ecosystems that students will see in Kenya. **This course is part of a semester abroad program in Tropical Biology and Sustainability based in Kenya and cannot be taken separately on campus.**

EEEB W4010 The Evolutionary Basis of Human Behavior. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Offered intermittently. **Not offered during 2015-16 academic year.**

Prerequisites: introductory course in evolutionary biology, e.g., *EEEB W1010*, *EEEB W1011* or *EEEB W2001*, or the instructor's permission.

This course addresses the role of evolution in contemporary human social behavior, including such topics as kin selection, sexual selection, parenting, altruism, and conflict. Populations explored will include both industrialized and traditional societies,

with an emphasis on the interaction between evolutionarily-influenced behavior and the local ecological context.

EEEB W4015 Animal Communication: A Primate

Perspective. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Offered intermittently. Enrollment limited to 20. Priority given to EBHS students. **Not offered during 2015-16 academic year.**

Prerequisites: *EEEB W1010* Human Species or *EEEB W1011* Behavioral Biology of Living Primates or Animal Behavior or the instructor's permission.

Animals employ a staggering diversity of sounds, gestures, and chemicals to communicate. This course examines the four primary signal systems--vocal, visual, chemical, and tactile--used by primates and the various ecological, social, and physiological factors that relate to their evolution. Using current research, historical perspectives, and hands-on lab exercises, students will explore the central issues of animal communication as they relate to primates.

EEEB W4060 Invasion Biology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: a course in Environmental Biology or the instructor's permission.

This course examines the spread of non-indigenous species to habitats and areas outside their home range, and the effects, both negative and positive, that establishment of new species may have in different environments. Using lectures, class discussions and student presentations, we will examine the processes and major vectors that can lead to the introduction of non-indigenous species, the interaction between species' and habitat characteristics in determining the success of a potential invader, and the political and economic consequences of invasive species management actions. Two proposed day trips will also expose students to some practical methods that aim to limit the introduction and spread of potentially damaging invasive species in local terrestrial and marine environments.

EEEB G4100 Forest Ecology. 4 points.

Lab Required

Not offered during 2015-16 academic year.

Prerequisites: one year of college biology.

EEEB G4100 Forest Ecology focuses on interpreting and understanding pattern and process in forested ecosystems. These ecosystems include the assemblages of trees and the biological communities and environments in which they exist. The complex interactions among the organisms and the physical environment are a major focus of this course. The course involves lecture, literature discussion, and field laboratory components, with an emphasis on the analysis and interpretation of student-collected data.

EEEB W4110 Coastal and Estuarine Ecology. 4 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: Environmental Biology I or the equivalent.
 Environments close to shore are hugely ecologically important, not least in terms of their contributions to biodiversity, primary and secondary productivity. Coastal and Estuarine Ecology introduces students to a range of nearshore habitats and biota, the processes that operate in these environments, and potential threats through, for example, habitat destruction and alteration, overfishing, and climate change. Field research makes up a large component of the course and its assessment, with students given the opportunity to build proficiency in field observation and enquiry through either several short field trips or a week-long trip to a dedicated marine station. The specific structure of the trip(s) will be determined during the fall, with more details and regular updates listed on the Courseworks site. Please note: occasional field trips on Fridays and Saturdays are required for this course.

EEEB G4134 Behavioral Ecology. 4 points.
Not offered during 2015-16 academic year.

Prerequisites: graduate students: *EEEB 6110* and the instructor's permission. Undergraduate students: *PSYCH W2420* or *BIOL BC3280* and the instructor's permission.
 An examination of evolutionary and behavioral ecological theory. The course will focus on natural selection, kin selection, and sexual selection, as well as related topics including cooperation, conflict, cooperative breeding, signaling, sex allocation, reproductive skew, and alternative mating strategies among others. Emphasis will be placed on understanding the theoretical bases of these theories, as well as empirical tests of these concepts.
 The course is writing intensive and written assignments will encourage critical assessment of theory, experimental design, and data analysis.

EEEB G4138 Molecular Ecology. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: courses in genetics, cell/molecular biology, evolutionary biology, and the instructor's permission.
 This course will explore various methods of statistical inference of ecological patterns and processes using molecular data. Students will learn the foundations for the molecular identification of populations to species, and apply various analytical methods to real data sets. The course will use real data for the inference of population structure and migration, growth and decline, detection of demographic bottlenecks and natural selection. Species-level issues will focus on issues of divergence and diversity. We will end up with a view of the future techniques and approaches in the field.

EEEB G4140 Ornithology. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: *EEEB W2001*, *EEEB W2002*, or equivalent.
 This basic ornithology class lays the foundation for more in-depth study as it presents an overview of avian evolution, ecology, and current conservation issues.

EEEB W4150 Theoretical Ecology. 2 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

Not offered during 2015-16 academic year.

Prerequisites: Calculus, Introductory Biology.
 This course will provide an introduction to theoretical ecology. Topics will include population, community, ecosystem, disease, and evolutionary ecology. Lectures will cover classic and current concepts and mathematical approaches. The numerical analysis laboratory will cover computational tools for numerical and graphical analysis of the models we cover in lecture, using MATLAB. By the end of the course, students will be well versed in the basics of theoretical ecology and will be able to read theoretical ecology literature, analyze and simulate mathematical models, and construct and analyze their own simple models.

EEEB G4165 Pathogen Evolution: Genes, Organisms, Populations, & Ecosystems. 3 points.
Not offered during 2015-16 academic year.

A seminar-based course aimed at examining the pathogenic virulence, emergence in new host species, co-evolution of pathogens and multi-host disease dynamics from an evolutionary perspective.

EEEB G4180 The Other Greenhouse Gases. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: graduate standing in E3B or DEES or the instructor's permission.
 Methane and nitrous oxide trap ~25 and ~300 times as much heat per molecule as carbon dioxide, and their atmospheric concentrations have risen sharply due to anthropogenic activity, yet they have received much less attention than carbon dioxide in the popular press as well as the scientific literature. In this seminar course we will learn about the current state of ecological knowledge and explore cutting-edge ecological questions surrounding these fascinating gases. By the end of the course, students will have a current understanding of the ecology and biogeochemistry of methane and nitrous oxide, and will hopefully have some ideas about where the field should head.

EEEB W4248 Introduction to Population Genetics. 3 points.
 CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2015-16 academic year.

At its root, evolution can be described as changes in the genetic composition of populations and other higher order taxonomic grouping. The course traces the effects of individual and population phenomena on the processes of genetic change.

EEEB G4250 Understanding Nature Through Observation and Experiment. 3 points.
 Discussion Section Required
Not offered during 2015-16 academic year.

Prerequisites: statistics, core E3B graduate courses, or the instructor's permission.

An exploration of how contemporary scientific research in the natural sciences uses observation, experiment, and statistics to evaluate ecological and evolutionary theory.

EEEB W4601 Biological Systematics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: evolution or organismal survey course. Phylogenetic systematics, particularly the molecular and analytical aspects of phylogeny reconstruction. Theory of systematics, character evaluation, molecular data types, methods of phylogeny reconstruction, optimality criteria, tree evaluation and comparison, and use of phylogenies in comparative biology.

EEEB G4645 Cultural and Biological Diversity. 3 points.

Enrollment limited to 20. **Not offered during 2015-16 academic year.**

Prerequisites: the instructor's permission. This course examines the articulation of biological, linguistic, and cultural diversity.

EEEB G4655 Biodiversity, Natural Resources and Conflict. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Environmental programs worldwide are fraught with disputes between groups of people over natural resources. Such conflict can be highly complex, may undermine or deter environmental conservation efforts, and may even foster violence. These conflicts often involve disagreements between different human parties that are divided by culture, social values, and perceptions about the ethics and appropriateness of how resources should be allocated or used. Combining specific case studies, ecological and social theory, and a complex systems approach, this course will enhance the proficiency of participants to understand, study, and manage natural resource-based conflicts. The course is designed for conservation scientists, environmental policymakers, rural development specialists, political ecologists, and conflict/peace workers.

EEEB G4666 Insect Diversity. 4 points.

Lab Required

Enrollment limited to 25. Priority given to undergraduate environmental biology majors. **Not offered during 2015-16 academic year.**

Introduction to phylogenetic relationships, evolution, and ecology of the major groups of arthropods, with emphasis on insects. Lab: identification of common families of spiders and insects of the northeastern United States.

EEEB W4700 Race: The Tangled History of a Biological Concept. 4 points.

Discussion Section Required

Enrollment limited to 15. Priority given to EBHS majors/concentrators. **Not offered during 2015-16 academic year.**

From Aristotle to the 2020 US census, this course examines the history of race as a biological concept. It explores the complex relationship between the scientific study of biological differences—real, imagined, or invented and the historical and cultural factors involved in the development and expression of "racial ideas." Scientific background not required. [Additional hour for film screenings weekly in second half of the semester—attendance at films is mandatory.] Please note that this course DOES NOT fulfill the SC requirement at the College or GS.

EEEB G4789 Biogeography. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: degree in biological sciences or the instructor's permission. Detailed review of modern biogeography from both an ecological and evolutionary perspective. Island biogeography, speciation, extinction, centers of origin and dispersal, cladistic vicariance biogeography, endemism, environmental change, and earth history and conservation applications.

OF RELATED INTEREST

Economics

ECON W4625	Economics of the Environment
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Earth and Environmental Sciences

EESC W2330	Science for Sustainable Development
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EESC W4050	Global Assessment and Monitoring Using Remote Sensing
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EESC W4550	Plant Ecophysiology
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EESC W4835	Wetlands and Climate Change
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Political Science

POLS W4209	Game Theory and Political Theory
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ECONOMICS

Departmental Office: 1022 International Affairs Building;
212-854-3680
<http://www.columbia.edu/cu/economics/>

Director of Undergraduate Studies: Dr. Susan Elmes, 1006 International Affairs Building; 212-854-9124; se5@columbia.edu

Director of Departmental Honors Program: Dr. Susan Elmes, 1006 International Affairs Building; 212-854-9124; se5@columbia.edu

Departmental Advisers: For a list of Economics Department advisers for the major, concentration, and interdepartmental majors, please see the departmental website (<http://www.columbia.edu/cu/economics/>).

Economics is the study of the ways in which society allocates its scarce resources among alternative uses and the consequences of these decisions. The areas of inquiry deal with a varied range of topics such as international trade, domestic and international financial systems, labor market analysis, and the study of less developed economies. Broadly speaking, the goal of an economics major is to train students to think analytically about social issues and, as such, provide a solid foundation for not only further study and careers in economics, but also for careers in law, public service, business, and related fields.

The Economics Department offers a general economics major in addition to five interdisciplinary majors structured to suit the interests and professional goals of a heterogeneous student body. All of these programs have different specific requirements but share the common structure of core theoretical courses that provide the foundation for higher-level elective courses culminating in a senior seminar. Students are urged to carefully look through the details of each of these programs and to contact an appropriate departmental adviser to discuss their particular interests.

ADVANCED PLACEMENT

Tests must be taken in **both** microeconomics and macroeconomics, with a score of 5 on one test and at least a 4 on the other. Provided that this is achieved, the department grants 4 credits for a score of 4 and 5 on the AP Economics exam along with exemption from *ECON W1105 Principles of Economics*.

ADVISING

The Department of Economics offers a variety of advising resources to provide prospective and current undergraduate majors and concentrators with the information and support needed to successfully navigate through the program. These resources are described below.

Frequently Asked Questions

Please see: <http://econ.columbia.edu/frequently-asked-questions-0>

As a first step, students are encouraged to visit the department's FAQ page, which provides comprehensive information and answers to the most frequently asked questions about the departmental majors and requirements. This page also includes a section that answers specific questions of first-years, sophomores, and non-majors.

Graduate Student Advisers

For answers to the most common questions that students have about the majors, the department has graduate student advisers, who are available by e-mail at econ-advising@columbia.edu, or during weekly office hours to meet with students.

Students should direct all questions and concerns about their major to the graduate student advisers either in person or via e-mail. The graduate student advisers can discuss major requirements, scheduling, and major course selection, as well as review student checklists and discuss progress in the major. Occasionally, graduate student advisers may refer a student to someone else in the department (such as the director of undergraduate studies) or in the student's school for additional advising.

Contact information and office hours for the graduate student advisers are posted on the *Advisers* page of the departmental website (<http://www.columbia.edu/cu/economics/>) in the week prior to the beginning of the semester. Students considering one of the interdepartmental majors should speak to both a graduate student adviser from the Economics Department and the adviser from the other department early in the sophomore year.

Faculty Advisers

Faculty advisers are available to discuss students' academic and career goals, both in terms of the undergraduate career and post-graduate degrees and research. Students wishing to discuss these types of substantive topics may request a faculty adviser by completing the form available on the *Advisers* page of the departmental website (<http://www.columbia.edu/cu/economics/>) and depositing it in the mailbox of the director of undergraduate studies in the department's main office, 1022 International Affairs Building.

The department does its best to match students with faculty members that share similar academic interests. While faculty advisers do not discuss major requirements—that is the role of the graduate student advisers—they do provide guidance in course selection as it relates to meeting a student's intellectual goals and interests, as well as advise on career and research options. It is recommended that students who plan on attending a Ph.D. program in economics or are interested in pursuing economics research after graduation request a faculty adviser.

ON-LINE INFORMATION

Students can access useful information on-line, including: a comprehensive FAQ page; requirement changes to the major and concentration; sample programs and checklists; faculty office hours; contact information and fields of specialization; adviser information; teaching assistant information; research assistant opportunities; list of tutors; and Columbia-Barnard Economics Society information.

DEPARTMENTAL HONORS

Economics majors and economics joint majors who wish to be considered for departmental honors in economics must:

1. Have at least a 3.7 GPA in their major courses;
2. Take ECON W4999 Senior Honors Thesis (a one-year course);
3. Receive at least a grade of A- in ECON W4999 Senior Honors Thesis.

Students must consult and obtain the approval of the departmental undergraduate director in order to be admitted to the workshop. Please note that ECON W4999 Senior Honors Thesis may be taken to fulfill the **seminar requirement** for the economics major and all economics joint majors. Students who wish to write a senior thesis (ECON W4999 Senior Honors Thesis) must have completed the core major requirements and spoken with the director of undergraduate studies in the spring semester of their junior year. Normally no more than 10% of graduating majors receive departmental honors in a given academic year. Please see the departmental honors section in the department FAQ page for more information.

UNDERGRADUATE PRIZES

All prize recipients are announced at the end of the spring semester each academic year.

Sanford S. Parker Prize

Established in 1980, this prize is awarded annually to a Columbia College graduating student who majored or concentrated in economics and plans on continuing his or her studies in an economics Ph.D. program within the two years following his or her graduation.

Romine Prize

Established in 1997, this prize is awarded annually to two students (Columbia College or General Studies) majoring in economics: one for the best honors thesis paper, and the other for the best economics seminar paper.

FACULTY PROFESSORS

- Jushan Bai
- Jagdish N. Bhagwati
- Patrick Bolton (also Business School)

- André Burgstaller (Barnard)
- Alessandra Casella
- Yeon-Koo Che
- Pierre-André Chiappori
- Graciela Chichilnisky
- Richard Clarida
- Donald Davis (Chair)
- Padma Desai (*emerita*)
- Prajit Dutta
- Glenn Hubbard (also Business School)
- Navin Kartik
- Wojciech Kopczuk (also School of International and Public Affairs)
- W. Bentley McLeod (also School of International and Public Affairs)
- Perry Mehrling (Barnard)
- Massimo Morelli (also Political Science)
- Robert Mundell (*emeritus*)
- Serena Ng
- Brendan O'Flaherty
- Edmund S. Phelps
- Ricardo Reis
- Michael Riordan
- Jeffrey Sachs (also Earth Institute)
- Xavier Sala-i-Martin
- Bernard Salanié
- José A. Scheinkman
- Stephanie Schmitt-Grohé
- Rajiv Sethi (Barnard)
- Joseph Stiglitz (also Business School)
- Martín Uribe
- Miguel Urquiola (also School of International and Public Affairs)
- David Weiman (Barnard)
- David Weinstein
- Michael Woodford

ASSOCIATE PROFESSORS

- Douglas Almond (also School of International and Public Affairs)
- Lena Edlund
- Katherine Ho
- Qingmin Liu
- Emi Nakamura (also Business School)
- Pietro Ortoleva
- Jón Steinsson
- Eric Verhoogen (also School of International and Public Affairs)
- Jonathan Vogel

ASSISTANT PROFESSORS

- Christopher Conlon
- Mark Dean
- Francois Gerard
- Adam Kapor
- Supreet Kaur
- Jennifer La'O
- Suresh Naidu
- Jaromir Nosal
- Miikka Rokkanen
- Christoph Rothe

LECTURERS

- Tri Vi Dang
- Sally Davidson
- Susan Elmes
- Seyhan Erden
- Sunil Gulati
- Caterina Musatti

ADJUNCT FACULTY

- Ozge Akinci
- Jasmina Arifovic
- Sara Avila
- Jason Barr
- Edward Lincoln
- Neal Masia
- Waseem Noor
- Carl Riskin

ON LEAVE

- Profs. Kaur, Morelli, Nakamura, Reis, Salanié, Steinsson, Verhoogen, Weinstein (*2015-2016*)
- Profs. MacLeod, Rothe (*Fall 2015*)
- Prof. Bai (*Spring 2016*)

REQUIREMENTS

GUIDELINES FOR ALL ECONOMICS MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

Economics Core Courses

All of the core courses must be completed **no later than the spring semester** of the student's **junior year** and must be taken at Columbia. *Students who take any core course during the fall semester of their senior year must obtain written permission from the department's director of undergraduate studies.* Unless otherwise specified below, all students must complete the following core courses:

ECON W1105 Principles of Economics

ECON W3211	Intermediate Microeconomics (it is recommended that this course be completed no later than the fall semester of the junior year)
ECON W3213	Intermediate Macroeconomics (it is recommended that this course be completed no later than the fall semester of the junior year)
ECON W3412	Introduction To Econometrics

Prerequisites

Course prerequisites are strictly enforced. Prerequisites must be taken before the course, not after or concurrently.

Economics courses taken before the completion of any of its prerequisites, even with instructor approval, are **not** counted toward the major, concentration, or interdepartmental majors. Exemptions from a prerequisite requirement may only be made, in writing, by the department's director of undergraduate studies. Credits from a course taken *prior* to the completion of its prerequisites are **not** counted towards the major requirements. As a consequence, students are required to complete **additional**, specific courses in economics at the direction of the director of undergraduate studies.

The prerequisites for required courses are as follows:

Course	Prerequisites
ECON W1105 Principles of Economics	None
MATH V1101 Calculus I	
STAT W1211 Introduction to Statistics (with calculus)	MATH V1101 Calculus I
ECON W3213 Intermediate Macroeconomics	ECON W1105 Principles of Economics MATH V1101 Calculus I
ECON W3211 Intermediate Microeconomics	MATH V1201 Calculus III ECON W1105 Principles of Economics
ECON W3412 Introduction To Econometrics	ECON W3211 Intermediate Microeconomics or W3213 MATH V1201 Calculus III STAT W1211 Introduction to Statistics (with calculus)
ECON 2000-level electives	ECON W1105 Principles of Economics
ECON W4370 Political Economy	ECON W3213 Intermediate Macroeconomics ECON W3211 Intermediate Microeconomics STAT W1211 Introduction to Statistics (with calculus) or POLS W4910

ECON W4211 Advanced Microeconomics	ECON W3211 Intermediate Microeconomics MATH V2010 Linear Algebra Corequisites: MATH V2500 Analysis and Optimization or W4061 ECON W3213 Intermediate Macroeconomics
ECON W4213 Advanced Macroeconomics	ECON W3211 Intermediate Microeconomics
ECON W4412 Advanced Econometrics	ECON W3213 Intermediate Macroeconomics ECON W3412 Introduction To Econometrics MATH V2010 Linear Algebra
ECON W4413 Econometrics of Time Series and Forecasting	ECON W3211 Intermediate Microeconomics ECON W3412 Introduction To Econometrics ECON W3213 Intermediate Macroeconomics Corequisite: MATH V2010 Linear Algebra
ECON W4700 Financial Crises	ECON W3211 Intermediate Microeconomics
ECON W4280 Corporate Finance	ECON W3213 Intermediate Macroeconomics
ECON V3025 Financial Economics	STAT W1211 Introduction to Statistics (with calculus)
ECON W4020 Economics of Uncertainty and Information	
All other ECON 3000- and 4000-level electives	ECON W3213 Intermediate Macroeconomics ECON W3211 Intermediate Microeconomics
ECON W4913 Seminar In Macroeconomics	ECON W3211 Intermediate Microeconomics
ECON W4918 Seminar In Econometrics	ECON W3412 Introduction To Econometrics
ECON W4911 Seminar In Microeconomics	ECON W3213 Intermediate Macroeconomics
ECPS W4921 Seminar In Political Economy	ECON W3211 Intermediate Microeconomics ECON W3412 Introduction To Econometrics or POLS W4911 ECON W3213 Intermediate Macroeconomics ECON W4370 Political Economy
ECPH W4950 Economics and Philosophy Seminar	STAT W1211 Introduction to Statistics (with calculus) ECON W3213 Intermediate Macroeconomics ECON W3211 Intermediate Microeconomics

Barnard electives

See Barnard bulletin

It is **strongly recommended** that students take ECON W3412 Introduction To Econometrics in the semester **immediately** following the completion of the statistics course.

Grading

No course with a grade of D or lower, including calculus and statistics courses, can count toward the major, concentration, or interdepartmental majors. Economics core courses with a grade of D or F must be retaken and completed with a grade of C- or better.

Students who receive a grade of D or F in a core course are permitted to take a higher-level elective course that has that core course as a prerequisite, so long as it is taken concurrently with the retaking of that core course. For example, if a student fails ECON W3211 Intermediate Microeconomics, the student must retake it and, in the same semester, may enroll in an elective course for which it is a prerequisite, provided that all other prerequisites for the elective have been completed. The same rule applies to the required math and statistics courses. For example, if a student fails *MATH V1201 Calculus III*, the student may retake calculus III concurrently with *Intermediate Microeconomics*. Students who must retake any core economics or math course may not retake it concurrently with a senior seminar; the economics core courses *ECON W3211 Intermediate Microeconomics*, *ECON W3213 Intermediate Macroeconomics*, and *ECON W3412 Introduction To Econometrics* must be successfully completed before a student may enroll in a seminar.

A grade of W is not equivalent to a grade of D or F; it does not qualify a student to retake the course concurrently with a higher level course that lists the course as a prerequisite. Students who receive a grade of W in a core course must complete the course with a grade of C- or better before taking a course that lists it as a prerequisite.

Only ECON W1105 Principles of Economics may be taken for a grade of Pass/D/Fail, and the student must receive a grade of P for it to count towards the requirements for the major, concentration, or interdepartmental majors.

Economics Electives

Only those courses identified in the Economics Department listings in this Bulletin may be taken for elective credit. All 3000-level or higher electives offered by the Economics Department have ECON W3211 Intermediate Microeconomics and ECON W3213 Intermediate Macroeconomics as prerequisites. However, some electives have additional prerequisites and students should ensure that all prerequisites have been completed (see the table of prerequisites printed above). *Seminars do not count as electives.*

Seminars

Seminars can be taken only after all of the required core courses in economics have been completed. ECON W3412 Introduction

To Econometrics may not be taken or retaken concurrently with a senior seminar. *Seminars do not count as electives*. Each seminar is limited to sixteen students, with priority given to seniors. For ECPS W4921 Seminar In Political Economy and ECON W4950, priority is given to economics–political science and economics–philosophy majors, respectively.

For seminar registration details, read the information posted on the department's *Senior Seminar Registration* page: <http://econ.columbia.edu/senior-seminars-registration>.

Mathematics

Students must consult with the Mathematics Department for the appropriate placement in the calculus sequence. Students must complete one of the following sequences:

Select one of the following sequences:

MATH V1101 - MATH V1201	Calculus I and Calculus III
MATH V1207 - MATH V1208	Honors Mathematics A and Honors Mathematics B

In addition:

1. Students who receive a grade of D or F in MATH V1201 Calculus III must retake the course but may enroll in ECON W3211 Intermediate Microeconomics.
2. Students who receive a grade of D or F in MATH V1207 Honors Mathematics A may either retake the course or take MATH V1201 Calculus III and enroll in ECON W3211 Intermediate Microeconomics concurrently.

Statistics

Unless otherwise specified below, all students must take STAT W1211 Introduction to Statistics (with calculus), or a higher level course such as SIEO W3600 Introduction to Probability and Statistics, SIEO W4150 Introduction to Probability and Statistics, or STAT W4107 Introduction to Statistical Inference.

Barnard Courses

A limited number of Barnard economics electives may count toward the major, concentration, and interdepartmental majors. Students should pay careful attention to the limit of Barnard electives indicated in their program requirements. Please see the *Transfer Credit* section below for information on the number of Barnard electives that may be taken to fulfill major requirements. In addition, students may receive credit for the major, concentration, and interdepartmental majors only for those Barnard economics courses listed in this Bulletin. However, students may not receive credit for two courses whose content overlaps. Barnard and Columbia economics electives with overlapping content include but are not limited to:

ECON BC3029 - ECON W4321	Development Economics and Economic Development
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ECON BC3038 - ECON W4505	International Money and Finance and International Macroeconomics
ECON BC3019 - ECON W4400	Labor Economics and Labor Economics
ECON BC3047 - ECON W4500	International Trade and International Trade
ECON BC3039 - ECON W4625	Environmental and Natural Resource Economics and Economics of the Environment
ECON BC3041 - ECON G4235	Theoretical Foundations of Political Economy and Historical Foundations of Modern Economics: Adam Smith to J.M. Keynes

Students should always first consult with *econ-advising* to confirm that the Barnard elective they wish to take does not overlap with a Columbia elective that they have already taken or plan to take. Students may *not* take the Barnard core economics, math, statistics, or seminar courses for credit towards the completion of major requirements.

Continuing Education Courses

The Department of Economics does not accept *any* of the courses offered through the School of Continuing Education for credit towards the economics major, concentration, or interdepartmental majors with the exception of the courses offered by the Economics Department during the summer session at Columbia.

Other Department and School Courses

Please note that with the exception of the above Barnard courses and the specific courses listed below for the financial economics major, no other courses offered through the different departments and schools at Columbia count toward the economics majors or concentration.

Transfer Credits

Students are required to take a minimum number of courses in the Columbia Economics Department. For all majors and interdepartmental majors other than the *economics-philosophy major*, students must complete a minimum of *five* lecture courses in the Columbia department. Students in the economics-philosophy major who declared prior to spring 2014 and economics concentration must complete a minimum of four lecture courses. Students in the economics-philosophy major who declare in or after spring 2014 are required to take a minimum of five lecture courses. Students may fulfill their remaining requirements for economics lecture courses through AP (or IB or GCE) credits, Barnard electives, transfer courses, and study abroad courses (the latter two are subject to the approval of the Economics Department). The following table summarizes the new rules:

Program	Number of required economics lecture courses	Minimum number which must be taken in the department	Maximum number of outside allowed
Economics major	9	5	4
Financial economics	8	5	3
Economics-mathematics	7	5	2
Economics-political science	7	5	2
Economics-statistics (declared prior to Spring 2014)	6	5	1
Economics-statistics (declared in Spring 2014 and beyond)	7	5	2
Economics-philosophy (declared prior to Spring 2014)	5	4	1
Economics-philosophy (declared in Spring 2014 and beyond)	7	5	2
Economics concentration	7	4	3

1. **Lecture courses** do not include seminars, which must be taken in the Columbia Economics Department. The lecture course counts are counts of economics courses only and do **not** include math, statistics, or courses in other departments;
2. At least two of the three 3000-level economics core courses must be taken in the department and no corresponding Barnard courses are accepted. ECON V3025 Financial Economics and ECON V3265 The Economics of Money and Banking are counted as departmental courses regardless of the instructor;
3. **Outside courses** include AP (or IB or GCE) credits, transfer credits, Barnard 2000- and 3000-level elective courses and transfer credits from other universities. In the case where two or more courses taken outside of Columbia are used as the equivalent of ECON W1105 Principles of Economics, those courses are counted as one transfer course.

Approval of transfer credits to fulfill economics requirements must be obtained in writing from the Department of Economics

(see the departmental website (<http://www.columbia.edu/cu/economics>) or speak with your advising dean for information regarding applications for transfer credit). Approval is granted only for courses that are considered to be comparable to those offered at Columbia.

Summer courses taken at other institutions must be approved in writing by the department's transfer credit adviser before the course is taken. Summer courses taken from the department of economics at Columbia University do not need approval.

Guidelines and instructions on how to request transfer credit approval can be found in the *Transfer Credit Information* page of the departmental website (<http://www.columbia.edu/cu/economics>).

MAJOR IN ECONOMICS

Please read *Guidelines for all for Economics Majors, Concentrators, and Interdepartmental Majors* (p.) above.

The economics major requires a minimum of 32 points in economics, 6 points in mathematics, and 3 points in statistics, for a total of 41 points as follows:

Economics Core Courses

All economics core courses

Mathematics

Select a mathematics sequence

Statistics

Select a statistics course

Economics Electives

Select at least five electives, of which no more than one may be taken at the 2000-level (including Barnard courses)

Economics Seminar

Select one economics seminar course

CONCENTRATION IN ECONOMICS

Please read *Guidelines for all for Economics Majors, Concentrators, and Interdepartmental Majors* (p.) above.

The economics concentration requires a minimum of 22 points in economics, 6 points in mathematics, and 3 points in statistics, for a total of 31 points as follows:

Economics Core Courses

All economics core courses

Mathematics

Select a mathematics sequence

Statistics

Select a statistics course

Economics Electives

Select at least three electives, of which no more than one may be taken at the 2000-level (including Barnard courses)

MAJOR IN FINANCIAL ECONOMICS

Please read *Guidelines for all for Economics Majors, Concentrators, and Interdepartmental Majors* (p.) above.

The Department of Economics, in collaboration with the Business School, offers the major in financial economics, which provides an academic framework to explore the role of financial markets and intermediaries in the allocation (and misallocation) of capital. Among the topics studied in financial economics are financial markets, banks and other financial intermediaries, asset valuation, portfolio allocation, regulation and corporate governance.

The financial economics major requires 23 points in economics, 6 points in mathematics, 3 points in statistics, 3 points in business, and 12 points from a list of selected courses for a total of 47 points as follows:

Economics Core Courses

All economics core courses

Finance Core Courses *

ECON V3025	Financial Economics
ECON W4280	Corporate Finance
BUSI W3013	Financial Accounting
or IEOR E2261	Introduction to Accounting and Finance

*NOTE: The department considers BUSI W3013 and IEOR E2261 as overlapping courses. Students who take both courses shall be credited with one course only. Financial economics majors who are also in the Business Management concentration program (CNBUMG) must take an additional elective from either the financial economics prescribed elective list (below) or from the CNBUMB prescribed list.

Mathematics

Select a mathematics sequence

Statistics

Select a statistics course

Electives

Select four of the following, of which two must be from the Columbia or Barnard economics departments, or equivalent economics transfer credits:

ECON BC3014	Entrepreneurship
ECON BC3017	Economics of Business Organization
ECON V3265	The Economics of Money and Banking
ECON W4020	Economics of Uncertainty and Information
ECON W4213	Advanced Macroeconomics
ECON W4251	Industrial Organization
ECON W4260	Market Design
ECON W4412	Advanced Econometrics
ECON W4415	Game Theory
ECON W4465	Public Economics
ECON W4505	International Macroeconomics
or ECON BC3038	International Money and Finance

ECON G4526	Transition Reforms, Globalization and Financial Crisis
ECON W4700	Financial Crises
ECON W4850	Cognitive Mechanisms and Economic Behavior
BIOT W4180	Entrepreneurship in Biotechnology
BUSI W3021	Marketing Management
BUSI W3701	Strategy Formulation
BUSI W3703	Leadership in Organizations
COMS W1002	Computing in Context
HIST W3904	History of Finance
IEOR E3106	Introduction to Operations Research: Stochastic Models
IEOR E4700	Introduction to Financial Engineering
MATH V3050	Discrete Time Models in Finance
MATH W4071	Introduction to the Mathematics of Finance
POLS W3630	Politics of International Economic Relations
STAT W3051	Math Finance in Continuous Time
STAT W4290	Statistical Methods in Finance
STAT W4606	Elementary Stochastic Processes
STAT W4635	Stochastic Processes for Finance
STAT W4840	Theory of Interest **

Seminar

The seminar must be chosen from a list of seminars eligible for the financial economics major. The department indicates which seminars are eligible for the major on the Senior Seminars page of the departmental website.

Students must have completed at least one of ECON V3025 or ECON W4280 prior to taking their senior seminar.

* Students must complete the finance core no later than fall of their senior year.

** Beginning in Spring 2016, STAT W4840 Theory of Interest will no longer be accepted as an elective for the financial economics major.

MAJOR IN ECONOMICS-MATHEMATICS

Please read *Guidelines for all for Economics Majors, Concentrators, and Interdepartmental Majors* (p.) above.

The major in economics and mathematics provides students with a grounding in economic theory comparable to that provided by the general economics major and exposes students to rigorous and extensive training in mathematics. The program is recommended for any student planning to do graduate work in economics.

The Department of Economics has graduate student advisers with whom students may consult on economics requirements. The Department of Mathematics has an assigned adviser with whom students may consult on mathematics requirements. The

economics adviser can only advise on economics requirements; the mathematics adviser can only advise on mathematics requirements.

The economics-mathematics major requires a total of 53 points: 26 points in economics and 27 points in mathematics and statistics as follows:

Economics Core Courses

All economics core courses

Economics Electives

Select three electives at the 3000-level or above

Mathematics

Select one of the following sequences:

MATH V1101 Calculus I
 - MATH V1102 and Calculus II
 - MATH V1201 and Calculus III
 - MATH V2010 and Linear Algebra

MATH V1207 Honors Mathematics A
 - MATH V1208 and Honors Mathematics B

MATH V2500 Analysis and Optimization

Select three of the following:

MATH V1202 Calculus IV
 MATH V2030 Ordinary Differential Equations
 Any mathematics course at the 3000-level or above

Statistics

Select one of the following:

SIEO W4150 Introduction to Probability and Statistics
 STAT W3105 Introduction to Probability
 - STAT W3107 and Introduction to Statistical Inference
 STAT W4105 Introduction to Probability
 - STAT W4107 and Introduction to Statistical Inference

Economics Seminar

Select an economics seminar

NOTE:

1. Students who fulfill the statistics requirement with STAT W3105 and STAT W3107, or with STAT W4105 and STAT W4107, may count STAT W3105 or STAT W4105 as one of the three required mathematics electives.
2. Students who choose either of the one year sequence (STAT W3105/ STAT W3107 or STAT W4105/STAT W4107), must complete the year long sequence *prior* to taking ECON W3412. Students receive elective credit for the probability course.

MAJOR IN ECONOMICS-PHILOSOPHY

Please read *Guidelines for all for Economics Majors, Concentrators, and Interdepartmental Majors* (p.) above.

Economics-philosophy is an interdisciplinary major that introduces students to basic methodologies of economics and philosophy and stresses areas of particular concern to both, e.g. rationality and decision making, justice and efficiency, freedom and collective choice, logic of empirical theories and testing. Many issues are dealt with historically. Classic texts of Plato, Kant, Mill, Marx, and Smith are reviewed.

The Department of Economics has graduate student advisers with whom students may consult on economics requirements. The Department of Philosophy has an assigned adviser with whom students may consult on philosophy requirements. The economics adviser can only advise on economics requirements; the philosophy adviser can only advise on philosophy requirements.

Students who declared prior to Spring 2014:

The economics-philosophy major requires a total of 44 points: 16 points in economics, 15 points in philosophy, 6 points in mathematics, 3 points in statistics, and 4 points in the interdisciplinary seminar as follows:

Economics Core Courses

ECON W1105 Principles of Economics
 ECON W3211 Intermediate Microeconomics
 ECON W3213 Intermediate Macroeconomics

Mathematics

Select a mathematics sequence

Statistics

Select a statistics course

Economics Electives

Select two of the following:

ECON W4020 Economics of Uncertainty and Information

ECON W4080

ECON W4211 Advanced Microeconomics

ECON W4213 Advanced Macroeconomics

ECON W4228 Urban Economics

ECON G4235 Historical Foundations of Modern Economics: Adam Smith to J.M. Keynes

or ECON BC3041 Theoretical Foundations of Political Economy

ECON W4230 Economics of New York City

ECON G4301 Economic Growth and Development

ECON W4321 Economic Development

ECON W4370 Political Economy

ECON W4400 Labor Economics

or ECON BC3019 Labor Economics

ECON W4415	Game Theory
ECON W4438	Economics of Race in the U.S.
ECON W4465	Public Economics
ECON W4480	Gender and Applied Economics
ECON W4500	International Trade
or ECON BC3047	International Trade
ECON W4615	Law and Economics
ECON W4625	Economics of the Environment
or ECON BC3039	Environmental and Natural Resource Economics
ECON W4750	Globalization and Its Risks
ECON W4850	Cognitive Mechanisms and Economic Behavior
ECON BC3011	Inequality and Poverty
Philosophy Courses	
PHIL C1010	Methods and Problems of Philosophical Thought
PHIL V3411	Symbolic Logic
PHIL V3701	Ethics (or another adviser-approved course in moral or political philosophy)
PHIL V3551	Philosophy of Science
or PHIL W3960	Epistemology
PHIL G4561	Probability and Decision Theory
or PHIL G4565	Rational Choice
Seminar	
ECPH W4950	Economics and Philosophy Seminar (or another seminar in philosophy or economics approved by advisers in both department)

Students who declare in Spring 2014 and beyond:

In addition to the above requirements, students are required to take:

1. ECON W3412 Introduction To Econometrics
2. A third economics elective; two of the three electives must be from the prescribed list above, and the remaining economics elective may be *any* elective at the 3000-level or above.

MAJOR IN ECONOMICS–POLITICAL SCIENCE

Please read *Guidelines for all for Economics Majors, Concentrators, and Interdepartmental Majors* (p.) above.

Political economy is an interdisciplinary major that introduces students to the methodologies of economics and political science and stresses areas of particular concern to both. This program is particularly beneficial to students planning to do graduate work in schools of public policy and international affairs.

The Department of Economics has graduate student advisers with whom students may consult on economics requirements.

The Department of Political Science has an assigned adviser with whom students may consult on political science requirements. The economics adviser can only advise on economics requirements; the political science adviser can only advise on political science requirements.

Students who declared prior to Spring 2014:

The economics–political science major requires a total of 54 points: 19 points in economics, 15 points in political science, 6 points in mathematics, 6 points in statistical methods, 4 points in a political science seminar, and 4 points in the interdisciplinary seminar as follows.

The political science courses are grouped into three areas, i.e. subfields: (1) American politics, (2) comparative politics, and (3) international relations. For the political science part of the major, students are required to select one area as a major subfield and one as a minor subfield. The corresponding introductory courses in both subfields must be taken, plus two electives in the major subfield, and one in the minor subfield.

Economics Core Courses

ECON W1105	Principles of Economics
ECON W3211	Intermediate Microeconomics
ECON W3213	Intermediate Macroeconomics
ECON W4370	Political Economy

Mathematics

Select a mathematics sequence

Statistical Methods

Select one of the following:

ECON W3412	Introduction To Econometrics (and one of the statistics courses listed under Guidelines for all Economics Majors, Concentrators, and Interdepartmental Major)
POLS W4911	Analysis of Political Data (and one of the statistics course listed under Guidelines for all Economics Majors, Concentrators, and Interdepartmental Majors)
POLS W4911 - POLS W4910	Analysis of Political Data and Principles of Quantitative Political Research

Economics Electives

Select two electives (6 points) at the 3000-level or above

Political Science Courses

Major subfield (9 points) - including the introductory course, all in one of the three subfields of American politics, comparative politics, or international relations, coordinated with the economics electives and approved in advance by the adviser

Minor subfield (6 points) - including the introductory course in another subfield, coordinated with the economics electives and approved by the adviser

Seminars

A Political Science Department seminar, to be approved in advance by the adviser, in the major subfield

ECPS W4921

Seminar In Political Economy

NOTE: POLS W4910 Principles of Quantitative Political Research is not equivalent to STAT W1211 Introduction to Statistics (with calculus) and as such cannot be used to fulfill the prerequisite requirements of courses that require STAT W1211 Introduction to Statistics (with calculus), such as ECON W3412 Introduction To Econometrics, ECON V3025 Financial Economics, ECON W4280 Corporate Finance, and ECON W4020 Economics of Uncertainty and Information.

Students who declare in Spring 2014 and beyond:

In addition to the above requirements, students are required to take STAT W1211 Introduction to Statistics (with calculus) to satisfy the statistics requirement. POLS W4910 Principles of Quantitative Political Research will no longer be an accepted alternative course for the statistics requirement.

Students will still have the option to take ECON W3412 Introduction To Econometrics or POLS W4911 Analysis of Political Data to complete the statistical methods requirement.

MAJOR IN ECONOMICS-STATISTICS

Please read *Guidelines for all for Economics Majors, Concentrators, and Interdepartmental Majors* (p.) above.

The major in economics-statistics provides students with a grounding in economic theory comparable to that provided by the general economics major, but also exposes students to a significantly more rigorous and extensive statistics training than is provided by the general major. This program is recommended for students with strong quantitative skills and for those contemplating graduate studies in economics.

The Department of Economics has graduate student advisers with whom students may consult on economics requirements. The Department of Statistics has an assigned adviser with whom students may consult on statistics requirements. The economics adviser can only advise on economics requirements; the statistics adviser can only advise on statistics requirements.

Students who declared prior to Spring 2014:

The economics-statistics major requires a total of 53 points: 23 in economics, 15 points in statistics, 12 points in mathematics, 3 points in computer science as follows:

Economics Core Courses

All economics core courses

Economics Electives

Select two electives at the 3000-level or above

Mathematics

Select one of the following sequences:

MATH V1101
- MATH V1102
- MATH V1201
- MATH V2010

Calculus I
and Calculus II
and Calculus III
and Linear Algebra

MATH V1207
- MATH V1208

Honors Mathematics A
and Honors Mathematics B

Statistics

STAT W1211 Introduction to Statistics (with calculus)

STAT W3105 Introduction to Probability

STAT W3107 Introduction to Statistical Inference

STAT W4315 Linear Regression Models

One elective (excluding STAT W1001, STAT W1111, STAT W2110 and SIEO W4150)

Computer Science

Select one of the following:

COMS W1004 Introduction to Computer Science and Programming in Java

COMS W1005 Introduction to Computer Science and Programming in MATLAB

COMS W1007 Honors Introduction to Computer Science

Economics Seminar

ECON W4918 Seminar In Econometrics

Students who declare in Spring 2014 and beyond:

In addition to the above requirements, students are required to take:

1. A third elective in Economics at the 3000-level or above (bringing the total to three electives).

COURSES

ECONOMICS

ECON W1105 Principles of Economics. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., Recitation Section Required, BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

Corequisites: *ECON W1155* recitation section with the same instructor.

How a market economy determines the relative prices of goods, factors of production, and the allocation of resources and the circumstances under which it does it efficiently. Why such an economy has fluctuations and how they may be controlled.

Fall 2015: ECON W1105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1105	001/27311	T Th 8:40am - 9:55am 501 Schermerhorn Hall	Sunil Gulati	4	192/210
ECON 1105	002/71246	T Th 11:40am - 12:55pm 417 International Affairs Bldg	Caterina Musatti	4	201/210

ECON 1105	003/16570	M W 4:10pm - 5:25pm 301 Pupin Laboratories	Nicola Zaniboni	4	172/220
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Spring 2016: ECON W1105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1105	001/73209	M W 8:40am - 9:55am 501 Schermerhorn Hall	Sunil Gulati	4	212/220
ECON 1105	002/67855	M W 4:10pm - 5:25pm 501 Schermerhorn Hall	Caterina Musatti	4	187/189
ECON 1105	003/62374	T Th 4:10pm - 5:25pm 501 Northwest Corner	Brendan O'Flaherty	4	122/189

ECON W2105 The American Economy. 3 points.Prerequisites: *ECON W1105*.

The course surveys issues of interest in the American economy, including economic measurement, well-being and income distribution, business cycles and recession, the labor and housing markets, saving and wealth, fiscal policy, banking and finance, and topics in central banking. We study historical issues, institutions, measurement, current performance and recent research.

Fall 2015: ECON W2105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2105	001/69321	M W 10:10am - 11:25am 633 Seeley W. Mudd Building	Sally Davidson	3	59/65

ECON W2257 Global Economy. 3 points.Prerequisites: *ECON W1105*.

Covers five areas within the general field of international economics: (i) microeconomic issues of why countries trade, how the gains from trade are distributed, and protectionism; (ii) macroeconomic issues such as exchange rates, balance of payments and open economy macroeconomic adjustment, (iii) the role of international institutions (World Bank, IMF, etc); (iv) economic development and (v) economies in transition.

Spring 2016: ECON W2257

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2257	001/10089	T Th 11:40am - 12:55pm 501 Northwest Corner	Ronald Miller	3	141/220

ECON W2290 India in Transition. 3 points.**Not offered during 2015-16 academic year.**Prerequisites: *ECON W1105*.

This course focuses on the growth and development of the Indian economy from the late 16th century to the present, and considers the changes as the region came in contact with the

global economy. The course begins with the transition from the Mughal empire to the British and the experience of colonial rule. The course will then turn to the experience of post-independence India and the subsequent changes in the economy. There will be particular emphasis on the service sector led growth of recent years.

ECON W3211 Intermediate Microeconomics. 3 points.Prerequisites: *ECON W1105* or the equivalent; *MATH V1101*, *MATH V1201* (or *MATH V1207*).

The determination of the relative prices of goods and factors of production and the allocation of resources.

Fall 2015: ECON W3211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/22668	T Th 11:40am - 12:55pm 310 Fayerweather	Susan Elmes	3	68/86
ECON 3211	002/71067	T Th 2:40pm - 3:55pm 209 Havemeyer Hall	Susan Elmes	3	70/110
ECON 3211	003/64468	M W 8:40am - 9:55am 501 Northwest Corner	Prajit Dutta	3	122/125

Spring 2016: ECON W3211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/14452	M W 10:10am - 11:25am 614 Schermerhorn Hall	Qingmin Liu	3	78/110
ECON 3211	002/12270	T Th 5:40pm - 6:55pm 313 Fayerweather	Qingmin Liu	3	48/110
ECON 3211	003/14723	M W 4:10pm - 5:25pm 207 Mathematics Building	Mark Dean	3	124/110

ECON W3213 Intermediate Macroeconomics. 3 points.Prerequisites: *ECON W1105* or the equivalent; *MATH V1101* or *MATH V1207*.

This course covers the determination of output, employment, inflation and interest rates. Topics include economic growth, business cycles, monetary and fiscal policy, consumption and savings and national income accounting.

Fall 2015: ECON W3213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3213	001/66364	M W 11:40am - 12:55pm 501 Northwest Corner	Danilo Guaitoli	3	109/125
ECON 3213	002/13639	T Th 2:40pm - 3:55pm 614 Schermerhorn Hall	Irasema Alonso	3	88/120
ECON 3213	003/71004	T Th 10:10am - 11:25am 209 Havemeyer Hall	Jasmina Arifovic	3	96/110

Spring 2016: ECON W3213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3213	001/63849	T Th 2:40pm - 3:55pm 209 Havemeyer Hall	Irasema Alonso	3	112/110
ECON 3213	002/70519	M W 8:40am - 9:55am 717 Hamilton Hall	Martin Uribe	3	85/86
ECON 3213	003/62112	M W 10:10am - 11:25am 717 Hamilton Hall	Martin Uribe	3	87/86

ECON W3412 Introduction To Econometrics. 3 points.

Prerequisites: *ECON W3211* or *W3213*; *STAT W1211* or *SIEO W4150*; and *MATH V1201* or *V1207*.

Modern econometric methods; the general linear statistical model and its extensions; simultaneous equations and the identification problem; time series problems; forecasting methods; extensive practice with the analysis of different types of data.

Fall 2015: ECON W3412

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3412	001/64870	M W 2:40pm - 3:55pm 209 Havemeyer Hall	Seyhan Erden	3	89/96
ECON 3412	002/25472	T Th 1:10pm - 2:25pm 301 Pupin Laboratories	Seyhan Erden	3	91/96
ECON 3412	003/72238	T Th 8:40am - 9:55am 517 Hamilton Hall	Mikka Rokkanen	3	52/86

Spring 2016: ECON W3412

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3412	001/60579	M W 5:40pm - 6:50pm 702 Hamilton Hall	Christopher Conlon	3	43/86
ECON 3412	002/14855	M W 4:10pm - 5:25pm 702 Hamilton Hall	Christopher Conlon	3	58/86
ECON 3412	003/18580	T Th 1:10pm - 2:25pm 501 Northwest Corner	Seyhan Erden	3	127/110

ECON W4020 Economics of Uncertainty and Information. 3 points.

Prerequisites: *ECON W3211*, *W3213* and *STAT W1211*.

Topics include behavior uncertainty, expected utility hypothesis, insurance, portfolio choice, principle agent problems, screening and signaling, and information theories of financial intermediation.

Spring 2016: ECON W4020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4020	001/23170	T Th 2:40pm - 3:55pm 516 Hamilton Hall	Pierre-Andre Chiappori	3	20/110

ECON W4211 Advanced Microeconomics. 3 points.

Prerequisites: *ECON W3211*, *W3213*, and *MATH V2010*.

Corequisites: *MATH V2500* or *MATH W4061*.

The course provides a rigorous introduction to microeconomics. Topics will vary with the instructor but will include consumer theory, producer theory, general equilibrium and welfare, social choice theory, game theory and information economics. This course is strongly recommended for students considering graduate work in economics.

Spring 2016: ECON W4211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4211	001/18262	M W 4:10pm - 5:25pm 516 Hamilton Hall	Susan Elmes	3	18/64

ECON W4213 Advanced Macroeconomics. 3 points.

Prerequisites: *ECON W3211*, *W3213*, *W3412* and *MATH V2010*.

An introduction to the dynamic models used in the study of modern macroeconomics. Applications of the models will include theoretical issues such as optimal lifetime consumption decisions and policy issues such as inflation targeting. This course is strongly recommended for students considering graduate work in economics.

Fall 2015: ECON W4213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4213	001/24469	M W 4:10pm - 5:25pm 313 Fayerweather	Irasema Alonso	3	24

ECON W4228 Urban Economics. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

Congestion and other games, and the pricing of transit services. Location theory and land rents. Segregation and discrimination. The fiscal structure of American cities. Zoning and the taking issue. Abandonment and city-owned property. Economic development, abatements, subsidies, and eminent domain. Crime, deadweight losses, and the allocation of police services.

Fall 2015: ECON W4228

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4228	001/72094	T Th 2:40pm - 3:55pm 310 Fayerweather	Jason Barr	3	67/86

ECON W4230 Economics of New York City. 3 points.

Prerequisites: *ECON W3211*, *W3213* and *STAT W1211*.

This course takes New York as our laboratory. Economics is about individual choice subject to constraints and the ways that choices sum up to something often much more than the parts. The fundamental feature of any city is the combination of those forces that bring people together and those that push them apart. Thus both physical and social space will be central to our discussions. The underlying theoretical and empirical analysis will touch on spatial aspects of urban economics, regional, and even international economics. We will aim to see these features in New York City taken as a whole, as well as in specific neighborhoods of the city. We will match these theoretical and

empirical analyses with readings that reflect close observation of specific subjects. The close observation is meant to inspire you to probe deeply into a topic in order that the tools and approaches of economics may illuminate these issues in a fresh way.

Spring 2016: ECON W4230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4230	001/68225	T Th 10:10am - 11:25am 614 Schermerhorn Hall	Donald Davis	3	90/120

ECON W4251 Industrial Organization. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

The study of industrial behavior based on game-theoretic oligopoly models. Topics include pricing models, strategic aspects of business practice, vertical integration, and technological innovation.

Fall 2015: ECON W4251

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4251	001/21226	M W 4:10pm - 5:25pm 602 Hamilton Hall	Katherine Ho	3	73/86

Spring 2016: ECON W4251

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4251	001/74644	T Th 10:10am - 11:25am 310 Fayerweather	Michael Riordan	3	64/96

ECON W4260 Market Design. 3 points.

Prerequisites: *ECON W3211*, *ECON W3213* and *STAT W1211*.

This course uses modern microeconomic tools for understanding markets for indivisible resources and exploring ways to improve their design in terms of stability, efficiency and incentives.

Lessons of market design will be applied to developing internet platforms for intermediating exchanges, for auctions to allocate sponsored search advertising, to allocate property rights such as public lands, radio spectrums, fishing rights, for assigning students to public schools, and for developing efficient kidney exchanges for transplantation.

Spring 2016: ECON W4260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4260	001/82746	M W 1:10pm - 2:25pm 310 Fayerweather	Yeon-Koo Che	3	46/96

ECON W4280 Corporate Finance. 3 points.

Prerequisites: *ECON W3211*, *ECON W3213* and *STAT W1211*.

An introduction to the economics principles underlying the financial decisions of firms. The topics covered include bond and stock valuations, capital budgeting, dividend policy, market efficiency, risk valuation, and risk management. For information regarding REGISTRATION for this course, go to: <http://econ.columbia.edu/registration-information>.

Fall 2015: ECON W4280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/71770	M W 11:40am - 12:55pm 403 International Affairs Bldg	Mauricio Larrain	3	61/74
ECON 4280	002/13662	T Th 4:10pm - 5:25pm 702 Hamilton Hall	Tri Vi Dang	3	73/75

Spring 2016: ECON W4280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/70517	T Th 1:10pm - 2:25pm 517 Hamilton Hall	Gailen Hite	3	64/70
ECON 4280	002/11664	T Th 4:10pm - 5:25pm 403 International Affairs Bldg	Tri Vi Dang	3	81/75

ECON W4308 Comparative Economic History of the Americas. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *ECON W3211* and *W3213*.

A visiting faculty member to the Institute for Latin American Studies will offer a course on the economic history of the Americas. The course examines the evolution of the economic structure and economic performance of the Americas from the Colonial times until the most recent past. The course will be carried out in chronological order, comparing North America and Latin America as a whole and sub regions within the larger regions: Canada and the United States in North America and México, Central America, the Caribbean, the Andes, Brazil and the Southern Cone in Latin America. Econ-philosophy joint majors and Financial Economics majors may not take this course for elective credit.

ECON W4321 Economic Development. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

Historical comparative examination of the economic development problems of the less developed countries; the roles of social institutions and human resource development; the functions of urbanization, rural development, and international trade.

Spring 2016: ECON W4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4321	001/13430	M W 11:40am - 12:55pm 702 Hamilton Hall	Caterina Musatti	3	72/100

ECON W4325 Economic Organization and Development of Japan. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: *ECON W3211* and *W3213*.

The growth and structural changes of the post-World War II economy; its historical roots; interactions with cultural, social,

and political institutions; economic relations with the rest of the world.

Fall 2015: ECON W4325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4325	001/19578	T Th 8:40am - 9:55am 614 Schermerhorn Hall	Edward Lincoln	3	62/110

ECON W4370 Political Economy. 3 points.

Prerequisites: *ECON W3211*, *W3213*, *STAT W1211* (or *POLS W4910* for those who declared prior to Spring 2014).

The course studies the interaction between government and markets. The first part discusses market failures and the scope and limits of government intervention, including the use of modified market-type tools (for example, cap-and-trade regulations for pollution). The second part discusses collective decision-making, in particular voting and its properties and pathologies. The final part discusses economic inequality and government's role in addressing it.

Fall 2015: ECON W4370

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4370	001/61636	M W 8:40am - 9:55am 602 Hamilton Hall	Alessandra Casella	3	49/86

ECON W4400 Labor Economics. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

The labor force and labor markets, educational and manpower training, unions and collective bargaining, mobility and immobility, sex and race discrimination, unemployment.

Spring 2016: ECON W4400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4400	001/16408	T Th 8:40am - 9:55am 503 Hamilton Hall	Lena Edlund	3	20/54

ECON W4412 Advanced Econometrics. 3 points.

Prerequisites: *ECON W3211*, *ECON W3213*, *ECON W3412*, *MATH V2010*.

The linear regression model will be presented in matrix form and basic asymptotic theory will be introduced. The course will also introduce students to basic time series methods for forecasting and analyzing economic data. Students will be expected to apply the tools to real data.

Fall 2015: ECON W4412

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4412	001/71905	T Th 1:10pm - 2:25pm 603 Hamilton Hall	Serena Ng	3	26/54

ECON W4413 Econometrics of Time Series and Forecasting. 3 points.

Prerequisites: *W3211*, *W3213*, *W3412*.

Corequisites: *MATH V2010*.

This course focuses on the application of econometric methods to time series data; such data is common in the testing of macro and financial economics models. It will focus on the application of these methods to data problems in macro and finance.

ECON W4415 Game Theory. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

Introduction to the systematic treatment of game theory and its applications in economic analysis.

Fall 2015: ECON W4415

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/10143	M W 10:10am - 11:25am 501 Northwest Corner	Prajit Dutta	3	92/96

Spring 2016: ECON W4415

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/25614	T Th 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Qingmin Liu	3	69/120

ECON W4438 Economics of Race in the U.S.. 3 points.

Prerequisites: *ECON W3211* and *ECON W3213*. *ECON W4400* is strongly recommended.

What differences does race make in the U.S. economy? Why does it make these differences? Are these differences things we should be concerned about? If so, what should be done? The course examines labor markets, housing markets, capital markets, crime, education, and the links among these markets. Both empirical and theoretical contributions are studied.

Fall 2015: ECON W4438

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4438	001/70230	T Th 4:10pm - 5:25pm 717 Hamilton Hall	Brendan O'Flaherty	3	61/86

ECON W4465 Public Economics. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

Types of market failures and rationales for government intervention in the economy. Benefit-cost analysis and the theory of public goods. Positive and normative aspects of taxation. The U.S. tax structure.

Fall 2015: ECON W4465

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4465	001/16618	M W 2:40pm - 3:55pm 413 Kent Hall	Wojciech Kopczuk	3	39/71

Spring 2016: ECON W4465

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4465	001/22219	M W 10:10am - 11:25am 413 Kent Hall	Francois Gerard	3	50/96

ECON W4480 Gender and Applied Economics. 3 points.

Prerequisites: *ECON W3211, W3213.*

This course studies gender gaps, their extent, determinants and consequences. The focus will be on the allocation of rights in different cultures and over time, why women's rights have typically been more limited and why most societies have traditionally favored males in the allocation of resources.

Spring 2016: ECON W4480

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4480	001/71503	T Th 1:10pm - 2:25pm 516 Hamilton Hall	Lena Edlund	3	24/54

ECON W4500 International Trade. 3 points.

Prerequisites: *ECON W3211 and W3213.*

The theory of international trade, comparative advantage and the factor endowments explanation of trade, analysis of the theory and practice of commercial policy, economic integration. International mobility of capital and labor; the North-South debate.

Fall 2015: ECON W4500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4500	001/60391	T Th 10:10am - 11:25am 703 Hamilton Hall	Waseem Noor	3	38/54

ECON W4505 International Macroeconomics. 3 points.

Prerequisites: *ECON W3211 and W3213.*

Introduction to monetary problems in international trade. Topics include macroeconomics of the open economy under fixed and flexible exchange rates, international adjustment under the gold standard, monetary problems of the interwar period, the Breton Woods agreement, transition to flexible exchange rates, planned reforms of the international monetary system and the Eurocurrency markets.

Spring 2016: ECON W4505

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4505	001/70533	M W 8:40am - 9:55am 702 Hamilton Hall	Stephanie Schmitt-Grohe	3	71/86

ECON W4615 Law and Economics. 3 points.

Prerequisites: *ECON W3211 and W3213.*

The course is intended to provide an economic framework for understanding the law and legal institutions. Topics covered include property law, contract theory and torts.

ECON W4625 Economics of the Environment. 3 points.

Prerequisites: *ECON W3211 and W3213.*

Microeconomics is used to study who has an incentive to protect the environment. Government's possible and actual role in protecting the environment is explored. How do technological change, economic development, and free trade affect the

environment? Emphasis on hypothesis testing and quantitative analysis of real-world policy issues.

Fall 2015: ECON W4625

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4625	001/11350	T Th 11:40am - 12:55pm 233 Seeley W. Mudd Building	Sara Avila	3	36/70

ECON W4700 Financial Crises. 3 points.

Prerequisites: *ECON W3211, W3213 and STAT W1211.*

This course uses economic theory and empirical evidence to study the causes of financial crises and the effectiveness of policy responses to these crises. Particular attention will be given to some of the major economic and financial crises in the past century and to the crisis that began in August 2007.

Fall 2015: ECON W4700

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4700	001/25124	M W 11:40am - 12:55pm 310 Fayerweather	Jose Scheinkman	3	50/86

ECON W4750 Globalization and Its Risks. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *ECON W3211 and W3213.*

The world is being transformed by dramatic increases in flows of people, goods and services across nations. Globalization has the potential for enormous gains but is also associated to serious risks. The gains are related to international commerce where the industrial countries dominate, while the risks involve the global environment, poverty and the satisfaction of basic needs that affect in great measure the developing nations. Both are linked to a historical division of the world into the North and the South-the industrial and the developing nations. Key to future evolution are (1) the creation of new markets that trade privately produced public goods, such as knowledge and greenhouse gas emissions, as in the Kyoto Protocol; (2) the updating of the Breton Woods Institutions, including the creation of a Knowledge Bank and an International Bank for Environmental Settlements.

ECON W4850 Cognitive Mechanisms and Economic Behavior. 3 points.

Prerequisites: *ECON W3211, W3213; STAT W1211.*

Standard economic theory seeks to explain human behavior (especially in "economic" settings, such as markets) in terms of rational choice, which means that the choices that are made can be predicted on the basis of what would best serve some coherent objective, under an objectively correct understanding of the predictable consequences of alternative actions. Observed behavior often seems difficult to reconcile with a strong form of this theory, even if incentives clearly have some influence on behavior; and the course will discuss empirical evidence (both from laboratory experiments and observations "in the field") for some well-established "anomalies." But beyond simply cataloguing anomalies for the standard theory, the course

will consider the extent to which departures from a strong version of rational choice theory can be understood as reflecting cognitive processes that are also evident in other domains such as sensory perception; examples from visual perception will receive particular attention. And in addition to describing what is known about how the underlying mechanisms work (something that is understood in more detail in sensory contexts than in the case of value-based decision making), the course will consider the extent to which such mechanisms --- while "suboptimal" from a normative standpoint that treats perfect knowledge of one's situation as costless and automatic --- might actually represent efficient uses of the limited information and bounded information-processing resources available to actual people (or other organisms). Thus the course will consider both ways in which the realism of economic analysis may be improved by taking into account cognitive processes, and ways in which understanding of cognitive processes might be advanced by considering the "economic" problem of efficient use of limited (cognitive) resources.

Spring 2016: ECON W4850

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4850	001/71942	T Th 10:10am - 11:25am 207 Mathematics Building	Michael Woodford	3	58/116

ECON W4911 Seminar In Microeconomics. 4 points.

Prerequisites: *ECON W3211, W3213, W3412*. Registration information is posted on the department's Seminar Sign-up webpage.

Selected topics in microeconomics. Selected topics will be posted on the department's webpage.

Fall 2015: ECON W4911

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4911	001/75381	T 4:10pm - 6:00pm 1102 International Affairs Bldg	Sunil Gulati	4	16/16
ECON 4911	002/69932	Th 12:10pm - 2:00pm 1027 International Affairs Bldg	Neal Masia	4	14/16
ECON 4911	003/66693	T 10:10am - 12:00pm 1102 International Affairs Bldg	Tri Vi Dang	4	16/16
ECON 4911	004/27488	M 2:10pm - 4:00pm 1027 International Affairs Bldg	Caterina Musatti	4	15/16
ECON 4911	005/14463	M 4:10pm - 6:00pm 1102 International Affairs Bldg	Michael Riordan	4	8/16

Spring 2016: ECON W4911

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4911	001/11766	W 2:10pm - 4:00pm 1027 International Affairs Bldg	Francois Gerard	4	13/16
ECON 4911	002/74758	W 4:10pm - 6:00pm	Sunil Gulati	4	16/16

ECON 4911	004/75437	T 4:10pm - 6:00pm 1027 International Affairs Bldg	Navin Kartik	4	16/16
ECON 4911	005/71879	T 2:10pm - 4:00pm 1027 International Affairs Bldg	Alessandra Casella	4	11/16
ECON 4911	006/65456	Th 4:10pm - 6:00pm 1102 International Affairs Bldg	W. Bentley MacLeod	4	15/16
ECON 4911	007/93633	Th 10:10am - 12:00pm 1102 International Affairs Bldg	Tri Vi Dang	4	16/16

ECON W4913 Seminar In Macroeconomics. 4 points.

Prerequisites: *ECON W3211, W3213, W3412*. Registration information is posted on the department's Seminar Sign-up webpage.

Selected topics in macroeconomics. Selected topics will be posted on the department's webpage.

Fall 2015: ECON W4913

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4913	001/61613	Th 6:10pm - 8:00pm 1102 International Affairs Bldg	Ozge Akinci	4	12/16
ECON 4913	002/11611	Th 4:10pm - 6:00pm 1102 International Affairs Bldg	Richard Clarida	4	12/16
ECON 4913	003/10976	T 7:00pm - 8:50pm 1102 International Affairs Bldg	Mauro Roca	4	14/16

Spring 2016: ECON W4913

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4913	001/70217	M 2:10pm - 4:00pm 1102 International Affairs Bldg	Edmund Phelps	4	16/16
ECON 4913	002/29826	W 12:10pm - 2:00pm 1102 International Affairs Bldg	Sally Davidson	4	15/16
ECON 4913	003/71361	T 6:10pm - 8:00pm 1102 International Affairs Bldg	George Lentzas	4	15/16
ECON 4913	004/77506	T 10:10am - 12:00pm 1027 International Affairs Bldg	Edouard Challe	4	11/16

ECON W4918 Seminar In Econometrics. 4 points.

Prerequisites: *ECON 3211, W3213, W3412*, and sign-up in the department's office. Registration information is posted on the department's Seminar Sign-up webpage.

Analyzing data in a more in-depth fashion than in *ECON W3412*. Additional estimation techniques include limited dependent variable and simultaneous equation models. Go to the

department's undergraduate *Seminar Description* webpage for a detailed description.

Fall 2015: ECON W4918

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4918	001/70967	W 4:10pm - 6:00pm 1102 International Affairs Bldg	Jushan Bai	4	15/16

ECON W4996 Research Course. 1-2 points.

May NOT be used as an elective.

Prerequisites: the director of undergraduate studies' permission. Provides students with the experience of participating in the research process by matching them to a faculty mentor who will put them to work on one of his or her current research projects. A list of available research positions is distributed each semester on the major listserv.

ECON W4997 Independent Study. 1-4 points.

May NOT be used as an elective.

Prerequisites: the director of undergraduate studies' permission.

ECON W4998 Independent Study. 1-4 points.

May NOT be used as an elective.

Prerequisites: the director of undergraduate studies' permission.

ECON W4999 Senior Honors Thesis. 6 points.

3 points per semester.

Prerequisites: *ECON W3211*, *W3213*, *W3412*, and the director of the departmental honors program's permission. Students must have a minimum GPA of 3.7 in all required major courses, including calculus and statistics, prior to enrollment. The honors thesis seminar is a year-long course, beginning in the fall semester and ending in the spring semester. Students who have been approved to enter the workshop will be registered for both semesters by the department during the first two weeks of classes; 3 points are earned per semester. This workshop may only be taken by students applying for departmental honors, and it also fulfills the economics seminar requirement for the economics major and all joint majors. Students must see the director during mid-semester registration in the spring to discuss their proposed thesis topic, at which time they will be matched with appropriate faculty who will act as their thesis adviser. Students will meet their adviser over the course of the year at mutually agreed upon times. A rough draft of the thesis will be due during the first week of February in the spring semester, and the final draft will be due three weeks before the last day of classes. Please note that for those joint majors that require two seminars, one in economics and one in the other discipline (i.e., Political Science), the economics senior honors thesis seminar only fulfills the economics seminar requirement.

Fall 2015: ECON W4999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4999	001/20940	W 10:10am - 12:00pm	Lena Edlund	6	10

1027 International Affairs Bldg

Spring 2016: ECON W4999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4999	001/64474	W 10:10am - 12:00pm 1027 International Affairs Bldg	Lena Edlund	6	6

ECON V2029 FED Challenge Workshop. 1 point.

Prerequisites: *ECON W1105*.

The workshop prepares students to compete in the annual College Fed Challenge sponsored by the Federal Reserve. Topics covered include macroeconomic and financial conditions, monetary policy, financial stability and the Federal Reserve System.

Fall 2015: ECON V2029

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2029	001/76261	W 6:10pm - 8:00pm 410 International Affairs Bldg	Sally Davidson	1	31

ECON V3025 Financial Economics. 3 points.

Prerequisites: For R. Sethi: *ECON BC3035* and *ECON BC2411* or the equivalent. For S. Davidson: *ECON BC3033*, *ECON BC3035*, and *ECON BC2411* or the equivalent.

Institutional nature and economic function of financial markets. Emphasis on both domestic and international markets (debt, stock, foreign exchange, Eurobond, Eurocurrency, futures, options, and other). Principles of security pricing and portfolio management; the Capital Asset Pricing Model and the Efficient Markets Hypothesis.

Fall 2015: ECON V3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	001/23175	T Th 11:40am - 12:55pm 833 Seeley W. Mudd Building	Sally Davidson	3	99/125
ECON 3025	002/07392	M W 10:10am - 11:25am 405 Milbank Hall	Rajiv Sethi	3	81/104

Spring 2016: ECON V3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	002/11922	T Th 11:40am - 12:55pm 301 Pupin Laboratories	Sally Davidson	3	149/150

ECON V3265 The Economics of Money and Banking. 3 points.

Prerequisites: *ECON BC3033* and *ECON BC3035* or the equivalent.

Introduction to the principles of money and banking. The intermediary institutions of the American economy and their historical developments, current issues in monetary and financial reform.

Fall 2015: ECON V3265

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3265	001/05362	M W 6:10pm - 7:25pm 202 Altschul Hall	Perry Mehrling	3	115

Spring 2016: ECON V3265

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3265	001/24393	M W 4:10pm - 5:25pm 301 Pupin Laboratories	Tri Vi Dang	3	131/110

ECON G4235 Historical Foundations of Modern Economics: Adam Smith to J.M. Keynes. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

A survey of some of the major intellectual developments that have created the discipline of economics. Particular attention to the works of Adam Smith, Alfred Marshall, Irving Fisher, and J. M. Keynes.

Spring 2016: ECON G4235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4235	001/02473	T 6:10pm - 8:00pm LI103 Diana Center	Andre Burgstaller	3	48/60

ECON G4301 Economic Growth and Development. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

Empirical findings on economic development, theoretical development models; problems of efficient resource allocation in a growing economy; balanced and unbalanced growth in closed and open economic systems; the role of capital accumulation and innovation in economic growth.

Fall 2015: ECON G4301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4301	001/17284	T Th 11:40am - 12:55pm 413 Kent Hall	Ronald Miller	3	16/70

ECON G4311 Economic History of the United States. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2015-16 academic year.

Economic development of the U.S., with special attention to the forces and factors responsible for economic growth: innovation, capital formation, transportation, banking, international trade and capital movements, immigration, and the labor supply. The interactions of public policy and private decision making.

ECON G4313 Economic History of Europe. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *ECON W3211* or the equivalent.

The economic development of Europe from 1700 to the present, with emphasis on those factors responsible for modern economic growth and its pace; technical change, capital formation,

labor supply, national and international finance, distribution, international trade, social structure, and the role of public policy.

ECON G4526 Transition Reforms, Globalization and Financial Crisis. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *ECON W3211* and *W3213*.

Covers reform issues in transition economies such as price liberalization, currency reform, asset privatization, macroeconomic stabilization, trade liberalization and exchange rate policies, and foreign resource flows with suitable examples from the experience of the transition economies of Russia, the post-Soviet states, East-central Europe, China and Vietnam.

ECON G4527 Economic Organization and Development of China. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

An analytical survey of the economic organization of China, with reference to population and land resources, agriculture, industries, transportation, trade, and finance. The social and cultural forces affecting economic development.

Spring 2016: ECON G4527

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4527	001/27301	T 4:10pm - 6:00pm 410 International Affairs Bldg	Carl Riskin	3	43/40

ECONOMICS - PHILOSOPHY**ECPH W4950 Economics and Philosophy Seminar. 4 points.**

Open only to economics-philosophy majors who are in their senior year.

Prerequisites: *ECON W3211*, *ECON W3213*, *ECON W3412*.

Students will be contacted by the Economics department for pre-enrollment.

Explores topics in the philosophy of economics such as welfare, social choice, and the history of political economy. Sometimes the emphasis is primarily historical and sometimes on analysis of contemporary economic concepts and theories.

Spring 2016: ECPH W4950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECPH 4950	001/76244	M 10:10am - 12:00pm 1027 International Affairs Bldg	Prajit Dutta, John Collins	4	9

ECONOMICS - POLITICAL SCIENCE**ECPS W4921 Seminar In Political Economy. 4 points.**

Priority is given to economics-political science majors who are in their senior year, but any available space is open to students who have taken the elective course in political economy.

Prerequisites: *ECON W3211*, *W3213*, *W3412* (or *POLS W4911*), *W4370*. Registration information is posted on the department's Seminar Sign-up webpage.

Required for majors in the joint program between political science and economics. Provides a forum in which students can integrate the economics and political science approach to political economy. The theoretical tools learned in political economy are applied: the analysis of a historical episode and the empirical relation between income distribution and politics on one side and growth on the other.

Spring 2016: ECPS W4921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECPS 4921	001/61147	Th 2:10pm - 4:00pm 1027 International Affairs Bldg	Johannes Urpelainen	4	12/15

ECPS W4921 (Section 2) Seminar in Political Economy. 4 points.

Priority given to economics-political science majors who are in his/her senior year, but any available space is open to students who have taken the elective course in political economy.

Prerequisites: *ECON W3211*, *W3213*, *W3412* (or *POLS W4911*), *W4370*. Registration information is posted on the department's Seminar Sign-up webpage.

Provides a forum in which students can integrate the economics and political science approach to political economy. The theoretical tools learned in political economy are applied: the analysis of a historical episode and the empirical relation between income distribution and politics on one side and growth on the other. Required for majors in the joint program between political science and economics.

Spring 2016: ECPS W4921 (Section 2)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECPS 4921	002/22818	T 4:10pm - 6:00pm 412 Pupin Laboratories	Micael Castanheira-De Moura	4	16/16

OF RELATED INTEREST

Note: Barnard economic *core* courses

(ECON BC1003, ECON BC1007, ECON BC2411, ECON BC3018, ECON BC3033, ECON BC3035)

and *seminars* do not count towards the Columbia economics major and concentration.

Economics (Barnard)

ECON BC1003	Introduction to Economic Reasoning
ECON BC1007	Mathematical Methods for Economics
ECON BC2010	The Economics of Gender
ECON BC2012	Economic History of Western Europe
ECON BC2075	Logic and Limits of Economic Justice
ECON BC2411	Statistics for Economics
ECON BC3011	Inequality and Poverty
ECON BC3012	Economics of Education

ECON BC3013	Economic History of the United States
ECON BC3014	Entrepreneurship
ECON BC3017	Economics of Business Organization
ECON BC3018	Econometrics
ECON BC3019	Labor Economics
ECON BC3022	Economic History of Europe
ECON BC3023	Topics in Economic History
ECON V3025	Financial Economics
ECON BC3029	Development Economics
ECON BC3033	Intermediate Macroeconomic Theory
ECON BC3035	Intermediate Microeconomic Theory
ECON BC3038	International Money and Finance
ECON BC3039	Environmental and Natural Resource Economics
ECON BC3041	Theoretical Foundations of Political Economy
ECON BC3045	Business Cycles
ECON BC3047	International Trade
ECON BC3049	Economic Evaluation of Social Programs
ECON V3265	The Economics of Money and Banking
ECON BC3270	Topics in Money and Finance

EDUCATION

335-336 Milbank Hall

212-854-7072

education.barnard.edu (<http://education.barnard.edu>)

Department Assistant: Patricia Argueta

The Barnard Education Program is committed to strengthening public education and addressing issues of equity and social justice, particularly in urban schools. We offer two tracks in Education: Urban Teaching and Educational Studies. In both tracks students develop a critical lens for looking at the issues facing public schooling and consider ways to promote fair and inclusive policies and practices for all children in our public system. The program is open to all undergraduates at Columbia (BC, SEAS, GS, CC) who are interested in becoming certified teachers, working with young people in human service agencies, or preparing for careers related to education.

Urban Teaching Track: Our goal is to prepare students to become skilled and reflective teachers who can effectively respond to the learning needs of diverse learners, and create supportive and intellectually stimulating classroom communities. Students learn to create innovative curriculum, gain experience observing, tutoring and teaching a diverse range of children and young people, develop confidence in their role as teachers who can promote fair and inclusive school practices, and graduate with certification to teach in New York. (Note: we are part of an interstate agreement for reciprocal certification with 41 other states.)

This program is registered by the New York State Department of Education and accredited by the Teacher Education Accreditation Council (TEAC). This track prepares students to obtain a teaching position as a certified teacher upon graduation and/or to pursue graduate studies in education, public policy, sociology, youth studies, and other related fields.

Educational Studies Track: This track prepares students to pursue graduate studies or positions in public policy, sociology, history, youth studies, philosophy, psychology and other areas where K-12 education is frequently a focus of coursework and scholarship. Students learn to think deeply and knowledgeably about the manner in which schools socialize as well as educate citizens, and examine how the interests of different stakeholders are privileged or neglected. The courses are linked by a focus on educational inequality and youth studies. This track does not lead to certification.

Both tracks are special concentrations and are intended to complement a major's disciplinary specialization and methodological training. In addition to the requirements of either special concentration, students must complete a major or a full concentration.

Student Learning Outcomes

1. **Knowledge of Self:** Students investigate how educational experiences in and out of school affect their vision for teaching and learning, use that knowledge to reflect upon and critique their practice, and set goals for continuing growth as equitable, multicultural educators.
2. **Knowledge of Students:** Students understand the importance of getting to know the children and youth in their classrooms; develop specific strategies that aid in understanding students' needs, capacities, interests, funds of knowledge, and social identities; and construct learning experiences that are responsive and relevant to their students.
3. **Knowledge of Content:** Students develop knowledge and skills to critique the social, political, cultural, and historical forces that construct traditional content knowledge and design academic content that is dynamic, inquiry-based, and encompasses multiple literacies, and cultural perspectives.
4. **Knowledge of Pedagogy:** Students experience, practice, evaluate, and reflect on a range of constructivist, inclusive, critical, collaborative, and authentic methods for engaging students in learning and in assessing learning outcomes
5. **Knowledge of Context:** Students investigate the complex ways in which social, political, cultural, and historical forces shape school contexts, including students' opportunities in schools, teacher empowerment, effective leadership, roles of parents and the community, and patterns of similarity and difference across schools.

The Education Program is accredited by Teacher Education Accreditation Council (TEAC) to recommend students who complete the program for Initial Certification in either Childhood Education (Grades 1-6) or Adolescent Education (Grades 7-12). Graduates of the program are also eligible for membership in the Interstate Certification Agreement, a reciprocal certification among forty-one states. We provide ongoing support to those who teach in the New York City area through our New Teacher Network.

To apply, visit our website (<http://education.barnard.edu/program-education>). Students are encouraged to apply for admission by March of the sophomore year but no later than the first Monday in October of the junior year. Those who plan to study abroad during junior year should apply by December of the sophomore year and take the Methods and Practicum courses in the spring of sophomore year. Admission criteria include good academic standing; evidence of commitment to the field of education; interest in issues of social justice issues as they affect education, particularly in urban schools; and capacity for growth as an intellectually resourceful and reflective teacher. Enrollment is limited.

FACULTY

Chair: Maria Rivera Maulucci

Associate: Daniela Kempf

Associate: Lisa Edstrom

Advisory Committee on Education: Peter Balsam (Professor, Psychology), Lesley Sharp (Ann Whitney Olin Associate Professor, Anthropology), Herbert Sloan (Professor, History), Kathryn Yatrakis (Dean of Academic Affairs, Columbia College)

REQUIREMENTS

REQUIREMENTS FOR THE URBAN TEACHING TRACK

Childhood Education Urban Teaching Program (To Teach Grades 1-6)

This program leads to New York State Initial Certification in Childhood Education (Grades 1- 6). In addition to the liberal arts major, students must complete a total of 26-28 credits as follows:

Pedagogical Core (Education Program)

EDUC BC2052	Seminar in Multicultural Elementary Pedagogy	4
EDUC BC2055	Urban School Practicum (sec 1)	3
EDUC BC3063	Student Teaching in Urban Schools	6
EDUC BC3064	Seminar on Issues in Urban Teaching	4

Educational Foundations

Select one of the following: 3-4

EDUC BC2032	Contemporary Issues in Education
ECON BC3012	Economics of Education
PHIL V2100	Philosophy of Education
SOCI W3225	Sociology of Education

Psychology

PSYC BC1001 Introduction to Psychology 3

Select one of the following: 3-4.5

PSYC BC1107	Psychology of Learning
PSYC BC1115	Cognitive Psychology
PSYC BC1129	Developmental Psychology
PSYC BC2134	Educational Psychology
PSYC W1420	Experimental Psychology: Human Behavior *
PSYC W2220	Cognition: Memory and Stress *
PSYC W2280	Introduction to Developmental Psychology *

Education Electives

Open to all education students. One course may be counted as a second Foundations course for Childhood Education Program only.

EDUC BC3050	Science in the City	4
EDUC BC3052	Math and the City	4

Additional Course

A third course selected from either of the foundations, psychology and education electives categories above. 3

* Courses offered at Columbia

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., PSYC BC3465 Field Work and Research Seminar: The Barnard Toddler Center, PSYC BC3466 Field Work and Research Seminar: The Barnard Toddler Center). Students with these interests should arrange their schedules accordingly.

Adolescent Education Urban Teaching Program (To Teach Grades 7-12)

This program leads to the New York State Initial Certification in Adolescent Education (Grades 7-12) in the fields of English, Foreign and Ancient Languages, Mathematics, the Sciences, and Social Studies. Students must complete a total of 23-26 credits from the following course of study:

Pedagogical Core (Education Program)

EDUC BC2052	Seminar in Multicultural Elementary Pedagogy	4
EDUC BC2055	Urban School Practicum	3
EDUC BC3063	Student Teaching in Urban Schools	6
EDUC BC3064	Seminar on Issues in Urban Teaching	4

Educational Foundations

Select one of the following: 3-4

PHIL V2100	Philosophy of Education
SOCI W3225	Sociology of Education
EDUC BC2032	Contemporary Issues in Education
HIST BC4543	Higher Learning in America
ECON BC3012	Economics of Education

Psychology

PSYC BC1001 Introduction to Psychology 3

Select one of the following: 3-4.5

PSYC BC1107	Psychology of Learning
PSYC BC1115	Cognitive Psychology
PSYC BC1129	Developmental Psychology
PSYC BC2134	Educational Psychology
PSYC W1420	Experimental Psychology: Human Behavior *
PSYC W2220	Cognition: Memory and Stress *
PSYC W2280	Introduction to Developmental Psychology *
PSYC BC3382	Adolescent Psychology

Content Core (Major or Concentration)

Students seeking certification in Adolescent Education must also complete 36 credits in the content area for which they seek certification. Typically students major in the subject area for which they are seeking certification. Students must earn a grade of C or better for each course taken in the content core.

English:

A total of 36 credits of English.

Foreign Languages:

A total of 36 credits in French, German, Greek, Italian, Latin, Russian, or Spanish.

Mathematics:

A total of 36 credits of Mathematics.

Science:

A total of 36 credits in sciences including a minimum of 18 credits of collegiate-level study in the science or each of the sciences for which certification is sought: Biology, Chemistry, Physics, or Earth Science. Please note that psychology does not count as a science for NYS Teacher Certification.

Social Studies:

A total of 36 credits, including 6 credits of American History; 6 credits of European or World History; 3 credits of non-Western study; and any other distribution to make 36 credits, chosen from credits in History, Political Science, Anthropology, Sociology, and Economics.

* Courses offered at Columbia

** Please note that some applied science courses will not be accepted.

Certification Requirements

Certification is based on demonstrated quality in fieldwork and academic coursework, requisite hours of practice in the field, completing sessions on state-mandated topics, fingerprinting, and passing three New York State Teacher Certification Exams (NYSTCE). Students fulfill 100 hours of pre-student teaching fieldwork experience (60 hours in practicum plus 40 hours of independent fieldwork), and complete 200 hours of student teaching (100 hours of teaching plus 100 hours of observation at two grade levels within the certification age range). Students are required to complete sessions in Identifying and Reporting Child Abuse, Prevention of School Violence, Drug and Alcohol Abuse Prevention, and Inclusion of Students with Special Needs. Graduates of the Education Program have a 100 percent pass rate on the NYSTCE.

REQUIREMENTS FOR THE EDUCATIONAL STUDIES TRACK

To complete the Minor (BC) or Special Concentration (CC/GS) in Educational Studies, students must complete 21-24 points of course work, listed below.

The Educational Studies track requires a minimum of six courses:

Required Courses

EDUC BC2032	Contemporary Issues in Education	4
EDUC BC2055	Urban School Practicum	3
EDUC BC3050	Science in the City	4
or EDUC BC3052	Math and the City	

Educational / Psychology Foundations

Select two of the following:		6
ECON BC3012	Economics of Education	
PHIL V2100	Philosophy of Education	
PSYC BC2134	Educational Psychology	
PSYC BC3382	Adolescent Psychology	

SOCI BC3260

Sociology of Education

Additional Course

Students must take a minimum of one course where content can be applied to issues facing schooling in the US and/or the experiences of children and youth in school and community settings (to be approved in advance by Education Adviser). Suggested courses are listed on our website (<http://education.barnard.edu/courses>).

REQUIREMENTS FOR THE URBAN STUDIES SPECIALIZATION IN EDUCATION

Urban Studies majors who wish to pursue certification should apply to the Education Program in the fall of their junior year. We encourage students to plan carefully if they wish to pursue this option.

Urban Studies majors who have selected education as their area of specialization within the major should complete the following:

EDUC BC2032	Contemporary Issues in Education	4
PSYC BC2134	Educational Psychology	3
or PSYC BC3382	Adolescent Psychology	
ECON BC3012	Economics of Education	3
EDUC BC2052	Seminar in Multicultural Elementary Pedagogy	4
or EDUC BC2062	Seminar in Multicultural Secondary Pedagogy	
EDUC BC2055	Urban School Practicum	3

COURSES

EDUC BC2032 Contemporary Issues in Education. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Prerequisites: Open to all students, preference given to Urban Teaching, Ed Studies and Urban Studies. Enrollment limited to 15 students for each section. Permission of instructor required. Contemporary Issues in Education is an introduction to the range of intellectual dilemmas that are a part of American schooling through the illumination of the various social, philosophical, economic, and institutional forces that shape the learning environment. The topics serve to promote critical thought of educational dilemmas stemming from issues such as power and authority, the intersection of race, gender, socio-economic inequity, and challenges that confront students such as identity, marginalization and resiliency. This course is open to all students interested in investigating one's best "fit" in the education realm, which may include classroom teaching, educational policy, reform, and NGO-based involvement.

Fall 2015: EDUC BC2032

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 2032	001/06162	M 2:10pm - 4:00pm 222 Milbank Hall	Kelly Zuckerman	4	21

Spring 2016: EDUC BC2032

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 2032	001/06110	W 2:10pm - 4:00pm 530 Altschul Hall	Kelly Zuckerman	4	24

EDUC BC2045 Colloquium: Current Issues in STEM Education. 1 point.

Prerequisites: Required for Barnard NOYCE Scholars.

Enrollment is open to all, including first year students

This course introduces students to current topics in mathematics education through the Barnard College STEM Colloquium

Series and discussion sessions. Students will explore the sociopolitical contexts in which STEM education takes place, and consider the implication of these contexts for mathematics teaching and learning in light of the topics presented.

Fall 2015: EDUC BC2045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 2045	001/06439	T 6:00pm - 9:00pm 306 Milbank Hall	Lisa Edstrom	1	16

Spring 2016: EDUC BC2045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 2045	001/03197	T 6:10pm - 9:00pm Room TBA	Lisa Edstrom	1	35

EDUC BC2052 Seminar in Multicultural Elementary Pedagogy. 4 points.

Prerequisites: This course is a pre-requisite for student teaching in elementary schools; Grade of B or better required to continue. Open to Education Program participants; others only with permission of instructor.

Corequisites: This course must be taken in the spring term of the junior year with corequisite EDUC BC2055, Elementary Urban School Practicum.

Provides prospective teachers with theory and methods for teaching elementary school subjects (grades 1-6) to meet intellectual, social and emotional needs of diverse learners. Topics include foundations of multicultural, student-centered and critical pedagogies, all aspects of literacy, utilizing literacy across content areas, constructivist mathematics instruction, authentic assessment, diversity and inclusion.

Spring 2016: EDUC BC2052

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 2052	001/06321	M 2:10pm - 4:00pm 318 Milbank Hall	Lisa Edstrom	4	7

EDUC BC2055 Urban School Practicum. 3 points.

Prerequisites: This course is a prerequisite for student teaching; Grade of B or better required to continue. Enrollment is limited to students accepted into the Education Program (Urban Teaching or Educational Studies). NYCDOE Fingerprinting will be required.

Corequisites: Section 1, Elementary, EDUC BC2052; Section 2, Secondary, EDUC BC2062 for Urban Teaching program participants. Education Studies students should contact the

department for which section to take. Meets for two hours per week, plus a minimum of six hours per week in the field.

Consists of weekly class meetings combined with elementary, middle or high school classroom internship (depending on desired certification level). Students observe and apply theoretical principles of pedagogy to teaching and learning. Class meetings provide opportunities to reflect on internship and focus on instructional strategies and classroom management techniques.

Section 1: Elementary Urban Teaching Section 2: Secondary Urban Teaching

Spring 2016: EDUC BC2055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 2055	001/06477	W 2:10pm - 4:00pm 306 Milbank Hall	Lisa Edstrom	3	7
EDUC 2055	002/00161	Th 2:10pm - 4:00pm 306 Milbank Hall	Maria Rivera Maulucci	3	12

EDUC BC2062 Seminar in Multicultural Secondary Pedagogy. 4 points.

Prerequisites: This course is a prerequisite for student teaching in secondary schools; grade of B or better required to continue.

Corequisites: This course should be taken in the spring term of the junior year with corequisite EDUC BC2055. Open to Education Program students; others only with permission of instructor.

Prospective teachers explore methods for teaching English, social studies, the sciences (biology, physics, earth science and chemistry), mathematics, ancient and foreign languages (Grades 7-12). Topics include multicultural, critical pedagogical methods appropriate to specific content areas, content area standards and literacy, diversity, inclusion, and assessment.

Spring 2016: EDUC BC2062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 2062	001/06496	T 2:10pm - 4:00pm 306 Milbank Hall	Maria Rivera Maulucci	4	9

EDUC BC3050 Science in the City. 4 points.

Prerequisites: Permission of instructor.

In partnership with the American Museum of Natural History students investigate science, science pedagogical methods, and ways to use New York City as a resource for science teaching and learning. Sessions will be held at Barnard and the museum. Field trips and fieldwork required. Non-science majors pre-service elementary students and first year students, welcome. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective.

Spring 2016: EDUC BC3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3050	001/04696	Th 4:30pm - 6:20pm 203 Diana Center	Stephanie MacAluso	4	13

EDUC BC3052 Math and the City. 4 points.

Prerequisites: Permission of instructor.

In partnership with NYC public school teachers, students will have opportunities to engage in mathematical learning, lesson study, curriculum development, and implementation, with a focus on using the City as a resource. Students will explore implications for working with diverse populations. Non-math majors, pre-service elementary students and first-year students welcome. Fieldwork and field trips required. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective.

Fall 2015: EDUC BC3052

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3052	001/02422	W 4:10pm - 6:00pm 318 Milbank Hall	Lisa Edstrom, Steven Pi	4	12

EDUC BC3058 Science in the City II: Preparing Future Scientists Now. 4 points.

Prerequisites: Open to Non-science majors, pre-service elementary students, and first year students. Permission of instructor.

Students investigate the science of learning, the Next Generation Science Standards, scientific inquiry and engineering design practices, and strategies to include families in fostering student achievement and persistence in science. Fieldwork required. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective.

Fall 2015: EDUC BC3058

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3058	001/04403	Th 4:30pm - 6:20pm 222 Milbank Hall	Stephanie MacAluso	4	6

EDUC BC3063 Student Teaching in Urban Schools. 6 points.

Prerequisites: Completion of EDUC BC2052 or EDUC BC2062 and EDUC BC2055, with grades of B or better. NYCDOE Fingerprinting.

Corequisites: EDUC BC3064. Enrollment limited.

Supervised student teaching in elementary or secondary schools includes creating lesson plans, involving students in active learning, using cooperative methods, developmentally appropriate assessment, and meeting the needs of diverse learners in urban schools. Teaching skills developed through weekly individual and/or group supervision meetings (to be scheduled at the beginning of the semester), conferences, and portfolio design. Requires 100 hours of teaching at two different grade levels, **full-time for one semester**. Note: Students are only permitted to leave their student teaching placements early twice a week, once for EDUC BC3064 and one other day for one additional course having a start time of 2 pm or later. Students are only permitted to take one additional course while enrolled in EDUC BC3063 and EDUC BC3064

Fall 2015: EDUC BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3063	001/07750	M 6:10pm - 7:00pm 306 Milbank Hall	Lisa Edstrom	6	10
EDUC 3063	002/04248	M 6:10pm - 7:00pm 318 Milbank Hall	Maria Rivera Maulucci, Stephanie MacAluso	6	4

EDUC BC3064 Seminar on Issues in Urban Teaching. 4 points.

Corequisites: EDUC BC3063. Enrollment limited to student teachers enrolled in the Education Program.

Designed to help student teachers develop as reflective practitioners who can think critically about issues facing urban schools, particularly how race, class and gender influence schooling; and to examine the challenges and possibilities for providing intellectually engaging, meaningful curriculum to all students in urban classrooms.

Fall 2015: EDUC BC3064

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3064	001/01248	T 4:10pm - 6:00pm 306 Milbank Hall	Maria Rivera Maulucci	4	14

CROSS-LISTED COURSES**ECON BC3012 Economics of Education. 3 points.**

Prerequisites: ECON BC3035 and ECON BC2411 or permission of the instructor.

Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs, and (6) urban public school reforms.

Fall 2015: ECON BC3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/04244	M W 2:40pm - 3:55pm 903 Altschul Hall	Randall Reback	3	23

PHIL V2100 Philosophy of Education. 3 points.

BC: Fulfillment of General Education Requirement: Ethics and Values.

Drawing on classical and contemporary sources, this course will introduce students to a variety of texts that address the philosophical consideration of education, including its role in the development of the individual and the development of a democratic society. Readings from Plato, Rousseau, Dewey, and others.

Spring 2016: PHIL V2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2100	001/02575	T Th 4:10pm - 5:25pm	Kiersten Nieuwejaar	3	53

L1103 Diana Center

PSYC BC2134 Educational Psychology. 3 points.

Prerequisites: BC1001 or permission of the instructor.

Through a participative classroom model, the major theories of child and adolescent development and learning fundamental to the educative process are examined. Analysis of applications and implications of psychological knowledge for classroom teaching through observations and research in elementary and secondary school classes. Examines models of instruction and assessment; motivation, teaching, and learning strategies; and gender, economic, and racial issues.

Fall 2015: PSYC BC2134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2134	001/05687	T Th 2:40pm - 3:55pm 328 Milbank Hall	Danielle Sussan	3	47

PSYC BC3382 Adolescent Psychology. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

Prerequisites: BC1001 and BC1129 Developmental Psychology or permission of the instructor. Enrollment limited to 20 senior majors. Barnard students receive priority.

Examines adolescent development in theory and reality. Focuses on individual physiological, sexual, cognitive, and affective development and adolescent experiences in their social context of family, peers, school, and community. Critical perspectives of gender, race and ethnicity, sexuality, and "teen culture" explored.

Spring 2016: PSYC BC3382

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3382	001/00721	T 2:10pm - 4:00pm 318 Milbank Hall	Susan Sacks	4	16

ENGLISH AND COMPARATIVE LITERATURE

Departmental Office: 602 Philosophy; 212-854-3215
<http://www.english.columbia.edu>

Director of Undergraduate Studies: Prof. Michael Golston, 407 Philosophy; 212-854-4707; mg2242@columbia.edu

Departmental Advisers:

Prof. Michael Golston, 407 Philosophy; mg2242@columbia.edu
Prof. Farah Griffin, 508B Philosophy; fjg8@columbia.edu
Prof. David Yerkes, 615 Philosophy; dmy1@columbia.edu
Prof. Eleanor Johnson, 408J Philosophy; ebj2117@columbia.edu

The program in English fosters the ability to read critically and imaginatively, to appreciate the power of language to shape thought and represent the world, and to be sensitive to the ways in which literature is created and achieves its effects. It has several points of departure, grounding the teaching of critical reading in focused attention to the most significant works of English literature, in the study of the historical and social conditions surrounding literary production and reception, and in theoretical reflection on the process of writing and reading and the nature of the literary work.

The courses the department offers draw on a broad range of methodologies and theoretical approaches, from the formalist to the political to the psychoanalytical (to mention just a few). Ranging from the medieval period to the 21st century, the department teaches major authors alongside popular culture, traditional literary genres alongside verbal forms that cut across media, and canonical British literature alongside postcolonial, global, and trans-Atlantic literatures.

At once recognizing traditional values in the discipline and reflecting its changing shape, the major points to three organizing principles for the study of literature—history, genre, and geography. Requiring students not only to take a wide variety of courses but also to arrange their thinking about literature on these very different grids, the major gives them broad exposure to the study of the past, an understanding of the range of forms that can shape literary meaning, and an encounter with the various geographical landscapes against which literature in English has been produced.

ADVISING

Students are not assigned specific advisers, but rather each year the faculty members serving on the department's Committee on Undergraduate Education (CUE) are designated undergraduate advisers (see above). Upon declaring a major or concentration in English, students should meet with the director of undergraduate

studies or a delegated faculty adviser to discuss the program, especially to ensure that students understand the requirements.

Students must fill out a Major Requirements Worksheet early in the semester preceding graduation. The worksheet must be reviewed by an adviser and submitted to 602 Philosophy before the registration period for the final semester. The worksheet is available in the English Department or on-line at <http://english.columbia.edu/undergraduate/major-requirements>. It is this worksheet—not the Degree Audit Report (DAR)—that determines eligibility for graduation as an English major or concentrator.

COURSE INFORMATION

Lectures

Generally, lectures are addressed to a broad audience and do not assume previous course work in the area, unless prerequisites are noted in the description. The size of some lectures is limited. Senior majors have preference unless otherwise noted, followed by junior majors, followed by senior and junior non-majors. Students are responsible for checking for any special registration procedures on-line at <http://english.columbia.edu/courses>.

Seminars

The department regards seminars as opportunities for students to do advanced undergraduate work in fields in which they have already had some related course experience. With the exception of some *CLEN* classes (in which, as comparative courses, much material is read in translation), students' admission to a seminar presupposes their having taken ENGL W3001 Literary Texts, Critical Methods. During the three weeks preceding the registration period, students should check <http://english.columbia.edu/courses> for application instructions for individual seminars. Applications to seminars are usually due by the end of the week preceding registration. Students should always assume that the instructor's permission is necessary; those who register without having secured the instructor's permission are not guaranteed admission.

DEPARTMENTAL HONORS

Writing a senior essay is a precondition, though not a guarantee, for the possible granting of departmental honors. After essays are submitted, faculty sponsors deliver a written report on the essay to the department's Committee on Undergraduate Education (CUE), with a grade for the independent study and, if merited, a recommendation for honors. CUE considers all the essays, including sponsor recommendations, reviews students' fall semester grades, and determines which students are to receive departmental honors. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

THE DEGREE AUDIT REPORTING SYSTEM (DARS)

The DAR is a useful tool for students to monitor their progress toward degree requirements, but it is not an official document

for the major or concentration, nor should it replace consultation with departmental advisers. The department's director of undergraduate studies is the final authority on whether requirements for the major have been met. Furthermore, the DAR may be inaccurate or incomplete for any number of reasons—for example, courses taken elsewhere and approved for credit do not show up on the DAR report as fulfilling a specific requirement.

ON-LINE INFORMATION

Other departmental information—faculty office hours, registration instructions, late changes, etc.—is available on the departmental website (<http://www.english.columbia.edu>).

FACULTY PROFESSORS

- James Eli Adams
- Rachel Adams
- Branka Arsic
- Christopher Baswell (Barnard)
- Sarah Cole
- Susan Crane
- Nicholas Dames
- Jenny Davidson
- Andrew Delbanco
- Kathy Eden
- Brent Edwards
- Stathis Gourgouris
- Farah Jasmine Griffin
- Saidiya Hartman
- Marianne Hirsch
- Jean E. Howard
- Sharon Marcus
- Edward Mendelson
- Robert O'Meally
- Julie Peters
- Ross Posnock
- Austin E. Quigley
- Bruce Robbins
- James Shapiro
- Gayatri Chakravorty Spivak (University Professor)
- Alan Stewart
- Gauri Viswanathan
- Jennifer Wenzel
- William Worthen (Barnard)
- David M. Yerkes

ASSOCIATE PROFESSORS

- Marcellus Blount
- Julie Crawford

- Patricia Dailey
- Michael Golston
- Erik Gray
- Eleanor Johnson
- Molly Murray
- Frances Negrón-Muntaner
- Joseph Slaughter
- Maura Spiegel

ASSISTANT PROFESSORS

- Katherine Biers
- John Gamber
- Austin Graham
- Matt Hart
- Cristobal Silva
- Dustin Stewart
- Dennis Yi Tenen

REQUIREMENTS

GUIDELINES FOR ALL ENGLISH AND COMPARATIVE LITERATURE MAJORS AND CONCENTRATORS

Declaring a Major in English

Upon declaring a major in English, students should meet with either the director of undergraduate studies or a departmental adviser to discuss the program. Students declaring a major should obtain a Major Requirements Worksheet from 602 Philosophy or on-line (http://english.columbia.edu/files/english/content/ENGLISH%20MAJOR%20WSHEET_0.pdf), which outlines the requirements.

Additional information, including events and deadlines of particular relevance to undergraduates, is provided at <http://english.columbia.edu/undergraduate>, the department's undergraduate homepage. The sidebar on this page provides links to pages with details about undergraduate advising, major and concentration requirements, course options and restrictions, registration procedures, the senior essay, and writing prizes, as well as links to downloadable worksheets for the major and concentration and to course distribution requirement lists, past and present. For detailed information about registration procedures, students should consult <http://english.columbia.edu/courses>, which explains the requirements and enables students to monitor their own progress.

Newly declared majors should contact the undergraduate assistant in 602 Philosophy Hall and request that their names be added to the department's electronic mailing list for English majors and concentrators. Because important information now routinely is disseminated through e-mail, it is crucial that students be on this list.

Literary Texts, Critical Methods

The introductory course ENGL W3001 Literary Texts, Critical Methods, together with its companion seminar, ENGL W3011 Literary Texts, Critical Methods seminar, is required for the English major and concentration. It should be taken by the end of the sophomore year. Fulfillment of this requirement is a factor in admission to seminars and to some lectures. This once-a-week faculty lecture, accompanied by a seminar led by an advanced graduate student in the department, is intended to introduce students to the study of literature. Students read works from the three major literary modes (lyric, drama, and narrative), drawn from premodern to contemporary literature, and learn interpretative techniques required by these various modes or genres. This course does not fulfill any distribution requirements.

Senior Essay

The senior essay program is an opportunity for students to explore in depth some literary topic of special interest to them, involving extensive background reading and resulting in an essay (8,000–15,000 words) that constitutes a substantial and original critical or scholarly argument. Students submit proposals in September of their senior year, with acceptance contingent upon the quality of the proposal and the student's record in the major. Students who are accepted are assigned a faculty sponsor to supervise the project, from its development during the fall semester to its completion in the spring. It is for the spring semester, not the fall, that students officially register for the course, designated as ENGL W3999 Senior Essay. Senior essays are due in early April.

Course Options and Restrictions

1. No course at the 1000-level may be counted toward the major.
2. Speech courses may not be counted toward the major.
3. Two writing courses or two upper-level literature courses taught in a foreign language, or one of each, may count toward the major, though neither type of course fulfills any distribution requirement. Writing courses that may be applied toward the major include those offered through Columbia's undergraduate Creative Writing Program and through Barnard College.
4. Comparative literature courses sponsored by the department (designated as **CLEN**) may count toward the major. **Those sponsored by other departments** (e.g. *CLFR* - Comp Lit French, *CPLS* - Comp Lit and Society) **are not counted toward the major without permission of the director of undergraduate studies.** Literature courses taught in English in language departments do not count toward the major.
5. No more than two courses taken during the summer session may be counted toward the major.
6. Courses offered through the Barnard English Department may count toward the major or concentration. Before taking

Barnard courses, students should verify with the director of undergraduate studies whether and how such courses may count toward the major.

7. For courses taken abroad or at other American institutions to count toward the major, students must obtain approval of the director of undergraduate studies.
8. To register for more than 42 points (including advanced standing credit) in English and comparative literature, a student majoring in English must obtain permission of the director of undergraduate studies.
9. No more than five courses taken elsewhere may be applied to the major, four to the concentration.
10. One independent study (for at least 3 points) may count toward the major but cannot satisfy any distribution requirements; likewise, the *Senior Essay* may count toward the major but fulfills no requirements. Students **may not count both** an *Independent Study* and the *Senior Essay* toward the major.
11. Courses assigned a grade of D may not be counted toward the major.
12. Only the first course taken to count toward the major can be taken Pass/D/Fail.

MAJOR IN ENGLISH

Please read *Guidelines for all English and Comparative Literature Majors and Concentrators* above.

Ten departmental courses (for a minimum of 30 points) and, in the process, fulfillment of the following requirements. See course information above for details on fulfilling the distribution requirements.

1. ENGL W3001 Literary Texts, Critical Methods and ENGL W3011 Literary Texts, Critical Methods seminar
2. **Period distribution:** Three courses primarily dealing with periods before 1800, only one of which may be a course in Shakespeare
3. **Genre distribution:** One course in each of the following three generic categories:
 - Poetry
 - Prose fiction/narrative
 - Drama/film/new media
4. **Geography distribution:** One course in each of the following three geographical categories:
 - British
 - American
 - Comparative/global (comparative literature, postcolonial, global English, trans-Atlantic, diaspora)

Course Distribution Lists are available in the department and on-line at <http://english.columbia.edu/course-distribution-lists> to help students determine which courses fulfill which requirements. **A single course can satisfy more than one distribution requirement.** For example, a Shakespeare lecture satisfies three requirements at once: not only does it count as one of the three required pre-1800 courses it also, at the same time, fulfills both a genre and a geography distribution requirement (drama and British, respectively). Courses not on the distribution list may count toward the major requirements **only** with the permission of the director of undergraduate studies. Two writing courses or upper-level literature courses taught in a foreign language, or one of each, may count toward the ten required courses.

CONCENTRATION IN ENGLISH

Please read *Guidelines for all English and Comparative Literature Majors and Concentrators* above.

Eight departmental courses and, in the process, fulfillment of the following requirements. See course information above for details on fulfilling the distribution requirements.

1. ENGL W3001 Literary Texts, Critical Methods and ENGL W3011 Literary Texts, Critical Methods seminar
2. **Period distribution:** Two courses dealing with periods before 1800, only one of which may be a course in Shakespeare
3. **Genre distribution:** Two courses, each chosen from a different genre category (see above)
4. **Geography distribution:** Two courses, each chosen from a different geography category (see above)

See the Course Distribution Lists, available in the department or on-line at <http://english.columbia.edu/course-distribution-lists>, to determine which courses fulfill which requirements. All of the restrictions outlined for the English major also apply for the concentration in English.

COMPARATIVE LITERATURE PROGRAM

Students who wish to major in comparative literature should consult the *Comparative Literature and Society* section of this Bulletin.

COURSES

FALL 2015

INTRODUCTION TO THE MAJOR

ENGL W3001 Literary Texts, Critical Methods. 4 points.

Corequisites: students who register for *ENGL W3001* must also register for one of the sections of *ENGL W3011* Literary Texts, Critical Methods.

This course is intended to introduce students to the advanced study of literature. Students will read works from different genres

(poetry, drama, and prose fiction), drawn from the medieval period to the present day, learning the different interpretative techniques required by each. The course also introduces students to a variety of critical schools and approaches, with the aim both of familiarizing them with these methodologies in the work of other critics and of encouraging them to make use of different methods in their own critical writing. This course (together with the companion seminar *ENGL W3011*) is a requirement for the English Major and Concentration. It should be taken as early as possible in a student's career. Fulfillment of this requirement will be a factor in admission to seminars and to some lectures.

Fall 2015: ENGL W3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3001	001/76749	Th 10:10am - 11:25am 312 Mathematics Building	Erik Gray	4	102

Spring 2016: ENGL W3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3001	001/18383	W 6:10pm - 7:25pm 209 Havemeyer Hall	Jenny Davidson	4	79/100

ENGL W3011 Literary Texts, Critical Methods seminar. 0 points.

Corequisites: students who register for *ENGL W3011* must also register for *ENGL W3001* Literary Texts, Critical Methods lecture.

This seminar, led by an advanced graduate student in the English doctoral program, accompanies the faculty lecture *ENGL W3001*. The seminar both elaborates upon the topics taken up in the lecture and introduces other theories and methodologies. It also focuses on training students to integrate the terms, techniques, and critical approaches covered in both parts of the course into their own critical writing, building up from brief close readings to longer research papers.

Fall 2015: ENGL W3011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3011	001/71702	M 12:10pm - 2:00pm 602 Northwest Corner	Christopher McKeen	0	23/25
ENGL 3011	002/74925	M 6:10pm - 8:00pm 401 Hamilton Hall	Alexander Lash	0	18/25
ENGL 3011	003/20479	M 6:10pm - 8:00pm 707 Hamilton Hall	Benjamin VanWagoner	0	16/25
ENGL 3011	004/23335	T 10:10am - 12:00pm A36 Union Theological Seminary	Emily Madison	0	23/25
ENGL 3011	005/68428	T 10:10am - 12:00pm 6a/6b Kraft Center	Rosa Schneider	0	23/25

Spring 2016: ENGL W3011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ENGL 3011	001/14602	M 12:10pm - 2:00pm 301m Fayerweather	Sarah Arkebauer	0	12/25
ENGL 3011	002/60626	M 6:10pm - 8:00pm 401 Hamilton Hall	Valerio Amoretti	0	19/25
ENGL 3011	003/63885	M 6:10pm - 8:00pm 309 Hamilton Hall	Samuel Mitchell	0	23/25
ENGL 3011	004/25739	T 10:10am - 12:00pm 308 Diana Center	Gabriel Bloomfield	0	9/25
ENGL 3011	005/63356	M 12:10pm - 2:00pm 602 Northwest Corner	Atefeh Akbari Shahmirzadi	0	13/25

MEDIEVAL

ENGL W3920 Sir Gawain & The Green Knight. 4 points.

Prerequisites: the instructor's permission.

(Seminar). **Application Instructions:** E-mail Professor David Yerkes (dmyl@columbia.edu) with the subject heading "Sir Gawain seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3920	001/22072	T 12:10pm - 2:00pm 301m Fayerweather	David Yerkes	4	9/25

ENGL W4015 Vernacular Paleography. 3 points.

(Lecture). This class is designed to introduce graduate students (and some advanced undergraduates) to the paleography of English vernacular manuscripts written during the period ca. 700 -1500, with brief excursions into Latin and into French as it was written on the Continent. Students interested in a broader introduction to Latin and the national hands of the Continent should also consider taking Dr. Dutschke's Latin Paleography course, which is planned to be offered in alternate years to Prof. Baswell's. The purpose of the course is fourfold: (1) to teach students how to make informed judgments with regard to the place and date of origin, (2) to provide instruction and practice in the accurate reading and transcription of medieval scripts, (3) to learn and use the basic vocabulary of the description of scripts, and (4) to examine the manuscript book as a product of the changing society that produced it and, thus, as a primary source for the study of that society and its culture. In order to localize manuscripts in time and place it is necessary to examine aspects of the written page besides the script, such as the material on which it is written, its layout and ruling, the decoration and illustration of the text, the provenance, and binding. It is also necessary to examine the process of manuscript production itself, whether institutional, commercial, or personal. The history of book production and of decoration and illumination are thus considered part of the study of paleography, as is the

history of patronage and that of libraries; the German term Handschriftenkunde well describes the subject. Manuscripts are among the most numerous and most reliable surviving witnesses to medieval social and intellectual change, and they will be examined as such. Application instructions: E-mail Professor Christopher Baswell (cbaswell@barnard.edu) with the subject heading "Vernacular Paleography." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W4015

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4015	001/07595	W 2:10pm - 4:00pm Chang Rm Butler Library	Christopher Baswell	3	8/16
ENGL 4015	001/07595	M 2:10pm - 4:00pm 501b International Affairs Bldg	Christopher Baswell	3	8/16

ENGL W4130 British Literature to 1500. 3 points.

(Lecture). A survey of early British writing in its cultural contexts. The course begins with Anglo-Saxon poetry, traces the changes brought to Britain by the Norman Conquest, focuses on the literature of aristocratic courts in the later Middle Ages, and ends as Caxton sets up London's first printing press. We will read Anglo-Saxon works in translation and most Middle English works in their original language. The syllabus will include *Beowulf*, the *Lais of Marie de France*, *The Book of Beasts*, *Sir Gawain and the Green Knight*, and selections from Chaucer's *Canterbury Tales* and Malory's *Morte D'Arthur*.

Fall 2015: ENGL W4130

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4130	001/62478	T Th 4:10pm - 5:25pm 413 Kent Hall	Susan Crane	3	20/100

RENAISSANCE

ENGL W3262 English Literature 1500-1600. 3 points.

(Lecture). This course aims to introduce you to a selection of sixteenth-century English verse and prose, from major works such as More's *Utopia*, Spenser's *Faerie Queene* and Sidney's *Defense of Poesie*, to more occasional but illuminating excerpts. Although the classes will range widely across social, political and historical concerns, the focus will be on close reading of the texts. [NB This course fulfills the poetry requirement]

Fall 2015: ENGL W3262

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3262	001/62833	M W 11:40am - 12:55pm 703 Hamilton Hall	Kathy Eden	3	44/100

ENGL W3335 Shakespeare I. 3 points.

Enrollment is limited to 60.

(Lecture). Shakespeare's early comedies, histories, tragedies, and poetry from *Titus Andronicus* to *Hamlet*. Note: No auditors or LLL.

Fall 2015: ENGL W3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3335	001/86896	M W 10:10am - 11:25am 602 Hamilton Hall	James Shapiro	3	47/60

ENTA W3784 Spectacular City: Performance on and Beyond the Early Modern Stage. 4 points.

Prerequisites: the instructor's permission.

(Seminar). Early modern London was not only host to an explosion of professional, public theater--it was also host to a virtually continuous variety of performance traditions that filled the city's marketplaces, streets, taverns, and churches. This seminar explores how plays incorporate other forms of performance--from the pyrotechnics of fireworks to the gestures of sermons--into their acting conventions and production technologies. It will also consider what plays accomplish by depicting these traditions as features of a cosmopolitan, urban landscape. By harnessing this spectrum of performance modes, plays raised questions, in uniquely embodied form, concerning the operation of the senses, the relationship of action to word, the representation of identity through individual and collective self-display, the shifting boundary between spectator and participant, and the ways in which performance activates or repurposes civic space. Readings will range across the period's major dramatic genres and playwrights, including plays by Beaumont, Davenant, Dekker, Ford, Greene, Jonson, Kyd, Marlowe, Middleton, Shakespeare, and Shirley. At the end of the semester we will understand the actual mechanics and the conceptual stakes not only of the public stage itself, but of "motion men" and puppets, street pulpits, masques, automata, anatomy theaters, menageries, bear-baiting, horse racing, river-borne pageants, clowns, ballads, partsongs, jigs, psalters, morris dancers, tumbling and other "feats of activity," sleight of hand, beheadings and hangings, Church sacraments, artillery displays, and more. **Application instructions:** E-mail Instructor Williams (ssw2131@columbia.edu) with the subject heading "Spectacular City seminar". In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENTA W3784

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTA 3784	001/72193	W 2:10pm - 4:00pm 602 Philosophy Hall	Seth Williams	4	6

CLEN W3806 Renaissance Women Writers: Gender, Sexuality, Textuality. 4 points.

Prerequisites: the instructor's permission.

(Seminar). This course examines literary and artistic works by and about women from the 16th and 17th centuries alongside recent historical and theoretical criticism on gender and sexuality in the Renaissance. We will cover a range of literary genres that reflect and produce early modern notions of sex and gender in England, France, Italy and Spain, as well as medical guides, self-portraits, conduct manuals, and scurrilous tracts on females behavior. Topics include Queens (rulers) and Queens (prostitutes); cross-dressing and biological difference; the status of work and school; separatist communities and same-sex eroticism; kinship, patronage and domesticity; the gender and economics of authorship; the sexuality of racial and national identity. Readings in the original language provided and strongly encouraged. Secondary readings or films will be provided each week. **Application instructions:** E-mail Professor Calabresi (bcalabresi@me.com) with the subject heading "Renaissance Women Writers seminar". In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Fall 2015: CLEN W3806

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3806	001/17596	T 12:10pm - 2:00pm 401 Hamilton Hall	Bianca Calabresi	4	12/25

18TH AND 19TH CENTURY**ENGL W3945 Transgressive Women in 18th Century British Fiction. 4 points.**

Prerequisites: the instructor's permission.

(Seminar). This course focuses on eighteenth-century English fiction that features "girls gone wild," women who violate the stringent social codes dictating their behaviour in this period. By reading a range of critical texts - some contemporary to us, and others contemporary to the 18th-century writers on our syllabus - we'll learn what constituted "misbehaviour" for women, and who was making the rules. Conduct books, educational treatises, periodical literature, pamphlets and political writings will give us a cultural context, and prepare us to examine how fiction writers were reflecting and refracting codes of conduct to sociopolitical and artistic ends. Because the act of writing itself often constituted misbehaviour for eighteenth-century women, texts by women differ considerably from those by men, with regard to topics, style and genre. The first half of the course focuses on male authors diversely imagining female cross-dressers, lesbians, prostitutes, witches, sadists, and pleasure-seekers. In the second half, we'll see women writers working in two literary modes - the gothic and the novel of manners - to respond to oppressive societal concerns about femininity and

modesty. **Application instructions:** E-mail Instructor Gemmill (kg2402@columbia.edu) with the subject heading "Transgressive Women seminar". In your message, include basic information: name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they'll automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3945

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3945	001/77285	T 2:10pm - 4:00pm 613 Hamilton Hall	Kathleen Gemmill	4	14/15

ENGL W3946 Movement and Feeling in the 18th Century. 4 points.

Prerequisites: the instructor's permission. (Seminar). This seminar explores the idea that motion and emotion are interrelated in the eighteenth century. That point may sound obvious enough, but in tracking it we will reject two common misperceptions about British literature from around 1680 to 1798. The first false assumption is that this literature is always static and inward looking. The false second assumption is that, because this period was the Age of Reason, people spent the whole century trying to be rational and not to feel very much. This century was in fact an age of exuberant mobility, much of it driven by economic change, military conflict, colonial expansion, and religious revival. Anglophone writers of the eighteenth century likewise became increasingly preoccupied by human feelings: what they are, how they motivate actions, how they inform social (especially gender-based) identities, how they should be managed, and how they should be performed or communicated. We will set out from the hypothesis that these two developments - motion and emotion - need to be understood together. We will focus on texts that depict travel (and that themselves traveled) through the British Isles, within continental Europe and across the Atlantic Ocean. Writing for the seminar will emphasize crossings: across waterways or turnpikes, across genres or periods, across nations or traditions.

Fall 2015: ENGL W3946

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3946	001/10284	W 4:10pm - 6:00pm 326 International Affairs Bldg	Dustin Stewart	4	1/25

ENGL W3948 19th Century Thrillers. 4 points.

Prerequisites: the instructor's permission. (Seminar). This seminar will investigate the ways in which the nineteenth-century novel is shaped by the forces of horror, sensation, suspense and the supernatural. We will ask how the melodramatic imagination, the rhetoric of monstrosity and the procedures of detection mark high narrative realism with the signs of cultural anxieties building up around nineteenth-century revolution, industrialization, capitalism, Catholicism, bigamy and immigration. Looking at representative samples of

the Romantic neo-gothic novel, mid-century ghost stories, the highly popular and controversial sensation novels of the 1860s, aestheticism, and fin-de siècle psychological thrillers, we will come away with a deeper and more nuanced understanding of the intersection between the novel and popular entertainment. Readings will include Austen's *Northanger Abbey*, Brontë's *Villette*, Braddon's *Lady Audeley's Secret*, Collins's *The Woman in White*, Dickens's *Bleak House*, Du Maurier's *Trilby* (or Wilde's *Picture of Dorian Gray*), Stoker's *Dracula*, James's *Turn of the Screw*, and a selection of ghost stories by Gaskell, Mulock, Hood, Edwards and Riddell. **Application Instructions:** E-mail Professor Monica Cohen (mlf1@columbia.edu) with the subject heading "19thC Thrillers seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3948

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3948	001/62746	Th 12:10pm - 2:00pm 302 Fayerweather	Monica Cohen	4	19

ENGL W4801 History of Novel I. 3 points.

(Lecture). When people talk about the "rise" of the novel, where do they imagine it rose from and to? We will read some of eighteenth-century Britain's major canonical fictions alongside short critical selections that provide vocabularies for talking about the techniques of realism and the connections between literature, history and culture; other topics for discussion include identity, sex, families, politics—in short, all the good stuff. Requirements: Five out of six two-page ungraded writing assignments (a cross between a reading journal entry and a mini-essay, with one or two options for creative assignments; they are due the day they are assigned, and extensions won't be granted, but you are exempted from submitting one of the six), and resubmission of all of these assignments in a portfolio at the end of the semester; and a take-home final exam.

Fall 2015: ENGL W4801

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4801	001/13954	M W 2:40pm - 3:55pm 717 Hamilton Hall	Jenny Davidson	3	45/100

CLEN W4822 19th Century European Novel. 3 points.

(Lecture). The European novel in the era of its cultural dominance. Key concerns: the modern metropolis (London, Paris, St. Petersburg); the figures of bourgeois narrative (the parvenu, the adulterer, the adolescent, the consumer) and bourgeois consciousness (nostalgia, resentment, sentimentalism, ennui); subjectivity and its relation to class tactics, labor, money, and social upheaval; the impact of journalism, science,

economics. Works by Goethe, Stendhal, Balzac, Dickens, Dostoevsky, Flaubert, Turgenev, Zola.

Fall 2015: CLEN W4822

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4822	001/73677	T Th 4:10pm - 5:25pm 501 Northwest Corner	Nicholas Dames	3	88/120

20TH AND 21ST CENTURY

ENGL W3269 British Literature 1900-1950. 3 points.

(Lecture). Hardy, Wilde, Yeats, Conrad, Joyce, Shaw, Eliot, Woolf, Auden.

Fall 2015: ENGL W3269

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3269	001/61625	T Th 10:10am - 11:25am 702 Hamilton Hall	Edward Mendelson	3	95/100

CLEN W3390 The Art of the Novel. 4 points.

Prerequisites: the instructor's permission.

(Seminar). The phrase "the art of the novel," a reminder that the ascension of the genre to the status of "high art" rather than merely popular entertainment is still relatively recent, comes from Henry James, himself both a novelist and an influential critic of the novel. The premise of this co-taught seminar is that it is intellectually productive to bring together the perspectives of the novelist and the critic, looking both at their differences and at their common questions and concerns. In addition to fiction and criticism by Orhan Pamuk, students will read novels by Stendhal, Dostoevsky, and Tolstoy. **Application instructions:** E-mail Professor Robbins (bwr2001@columbia.edu) with the subject heading "Art of the Novel seminar". In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Fall 2015: CLEN W3390

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3390	001/23729	M 4:10pm - 6:00pm 612 Philosophy Hall	Bruce Robbins	4	20/25

ENGL W3392 The Public and its Problems: 20th Century Rhetorical Theory. 4 points.

Prerequisites: the instructor's permission.

(Seminar). Today's critical conversations about the nature of the public sphere, language, identity, and power have their roots in the 20th century, when war and technological and social upheaval spurred a renaissance in rhetorical theory. We begin in 1922, when Walter Lippmann's book *Public Opinion* sparked a debate with venerable Columbia philosophy professor John Dewey about the ability of everyday citizens to produce healthy

democracies. Does/should power reside with an elite or with the mass of citizens? How does language form identity and publics? The Lippmann-Dewey debate incited a conversation which would preoccupy rhetorical theorists throughout the century. We will study the scholars who have led major shifts in that conversation, including I.A. Richards, Kenneth Burke, Theodor Adorno, Hannah Arendt, Jürgen Habermas, Michel Foucault, Gloria Anzaldúa, Henry Louis Gates and Judith Butler. They animate questions that drive theorizing in literature, English education, communication technology, the sciences, and political science. Out study will move chronologically, situating major rhetorical theorists in their political and social moments to illuminate theories about the role of words and images in the negotiation of persuasion, meaning making, and the formation of the public. **Application instructions:** E-mail Professor Sue Mendelsohn (sem2181@columbia.edu) with the subject heading "Rhetorical Theory seminar". In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3392

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3392	001/88350	Th 4:10pm - 6:00pm 507 Philosophy Hall	Susan Mendelsohn	4	8/25

ENGL W3505 LGBT Literature: Gay and Lesbian Playwrights. 4 points.

Prerequisites: Permission of instructor.

(Seminar). **Application instructions:** E-mail the instructor (jr2168@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3505

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3505	001/68146	F 6:10pm - 8:00pm 303 Hamilton Hall	Jonathan Robinson-Appels	4	9
ENGL 3505	002/66150	F 6:10pm - 8:00pm 303 Hamilton Hall	Jonathan Robinson-Appels	4	6

Spring 2016: ENGL W3505

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3505	001/12231	F 6:10pm - 8:00pm 301 Hamilton Hall	Jonathan Robinson-Appels	4	12/25

ENGL W3729 Virginia Woolf and The Bloomsbury Group. 4 points.

Prerequisites: the instructor's permission.

(Seminar). Virginia Woolf is an iconic authorial figure in the 21st literary landscape, represented in film, fiction, and on the Internet as leading intellectual, a feminist philosopher, and an eccentric genius. Though she is often seen today as a singular figure, transcending her time, Woolf's career as a writer was very much shaped by her peers in the Bloomsbury Group, an intellectual and social coterie of British writers, painters, critics, and an economist who were at the height of their powers during the interwar period. This course will place Virginia Woolf's achievements in the Bloomsbury context and reanimate the intellectual and personal conversations that shaped Woolf's major ideas and accomplishments. **Application Instructions:** E-mail Professor Victoria Rosner (vpr4@columbia.edu) by April 10 with the subject heading "Bloomsbury Group seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3729

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3729	001/28441	T 12:10pm - 2:00pm 201d Philosophy Hall	Victoria Rosner	4	11/25

ENGL W3736 20th Century Epic. 4 points.

Prerequisites: the instructor's permission.

(Seminar) This course is designed to introduce students to the four principal American modernist epic poems. We will read selections from Ezra Pound's *Cantos*, William Carlos Williams' *Paterson*, Louis Zukofsky's "A," and Charles Olson's *Maximus Poems*. **Application instructions:** E-mail Professor Golston (mg2242@columbia.edu) with the subject heading "20th C Epics seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3736

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3736	001/62252	T 6:10pm - 8:00pm 306 Hamilton Hall	Michael Golston	4	17/25

CLEN W3775 Narrating Rape: Testimony, Gender and Violence. 4 points.

Prerequisites: the instructor's permission.

(Seminar). Despite the fact that intimate violence destroys the frameworks of identity and community, testimony and truth, memory and justice, rape has been a fundamental and globally pervasive literary theme and trope, often the very act that engenders narrative and plot. This seminar will explore

how rape has been written in the face of its unspeakability and the silences surrounding it, and how the act of bearing witness can become an act of resistance, rebuilding voice, subjectivity and community. Literary texts will be read alongside feminist theoretical work on embodiment, trauma, testimony, and law. Requirements: class attendance and participation, weekly one-page postings on the readings, two 8-10 page papers.

Application instructions: E-mail Professor Marianne Hirsch (mh2349@columbia.edu) with the subject heading "Narrating Rape seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Fall 2015: CLEN W3775

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3775	001/16299	M 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Marianne Hirsch	4	9/25

CLEN W3937 Literature and Oil. 4 points.

(Seminar). This course will investigate the connections between literary/cultural production and petroleum as the substance that makes possible the world as we know it, both as an energy source and a component in the manufacture of everything from food to plastic. Our current awareness of oil's scarcity and its myriad costs (whether environmental, political, or social) provides a lens to read for the presence (or absence) of oil in texts in a variety of genres and national traditions. As we begin to imagine a world "beyond petroleum," we will confront ways in which oil shapes both the world we know and how we imagine the world. Oil will feature in questions of theme (texts about "oil"), of literary form (are there common formal conventions of an "oil novel"?), of interpretive method (how to read for oil), of transnational circulation (how does "foreign oil" link US citizens to other spaces?), and of the materiality (or "oiliness") of literary culture (how does the production and circulation of texts, whether print or digital, rely on oil?). **Application instructions:** E-mail Professor Jennifer Wenzel (jw2497@columbia.edu) with the subject heading "Literature and Oil seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Fall 2015: CLEN W3937

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3937	001/76779	W 4:10pm - 6:00pm 408 Hamilton Hall	Jennifer Wenzel	4	8

ENGL W3968 Irish Literature: Yeatsian Visions and Revisions. 4 points.

Prerequisites: the instructor's permission.

(Seminar). Think you know Yeats? His words and influence seem to be everywhere but his poems remain enigmatic and his public personas continue to baffle critics. This course will situate Yeats as a national (perhaps even postcolonial) poet, reading his works alongside Irish contemporaries such as James Joyce, JM Synge, and Elizabeth Bowen. The course emphasizes Yeats as a DIY master-- experimenting in old and new media alike-- and will ask students to conduct related experiments. If you have further questions please feel free to contact the instructor at ecb2180@columbia.edu.

Fall 2015: ENGL W3968

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3968	001/18698	Th 6:10pm - 8:00pm 401 Hamilton Hall	Emily Bloom	4	5/25

ENGL W4505 Post War British Literature. 3 points.

(Lecture). In a relatively short period of time after World War II, British literature and culture underwent a rapid transformation. This course will examine writers from a diverse set of backgrounds (British, Irish, Indian, Japanese, Trinidadian, Jamaican) who contributed to an expanding and lively literary marketplace. We will discuss the tension between rupture and continuity by examining the omnipresent theme of memory in texts of the period. Authors include Philip Larkin, Salman Rushdie, Kazuo Ishiguro, Jeanette Winterson, Zadie Smith, Seamus Heaney. If you are interested in twentieth-century literature and culture, please feel free to email the instructor for a syllabus or more information. Email: ecb2180@columbia.edu.

Fall 2015: ENGL W4505

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4505	001/77346	M 12:10pm - 2:00pm 501a International Affairs Bldg	Emily Bloom	3	9/100

CLEN W4550 Narrative and Human Rights. 3 points.

(Lecture). We can't talk about human rights without talking about the forms in which we talk about human rights. This course will study the convergences of the thematics, philosophies, politics, practices, and formal properties of literature and human rights. In particular, it will examine how literary questions of narrative shape (and are shaped by) human rights concerns; how do the *forms* of stories enable and respond to forms of thought, forms of commitment, forms of being, forms of justice, and forms of violation? How does narrative help us to imagine an international order based on human dignity, rights, and equality? We will read classic literary texts and contemporary writing (both literary and non-literary) and view a number of films and other multimedia projects to think about the relationships between story forms and human rights problematics and practices. Likely literary authors: Roberto Bolaño, Miguel de Cervantes, Assia Djebar, Ariel Dorfman, Slavenka Drakulic, Nuruddin

Farah, Janette Turner Hospital, Franz Kafka, Sahar Kalifeh, Sindiwe Magona, Maniza Naqvi, Michael Ondaatje, Alicia Partnoy, Ousmane Sembène, Mark Twain . . . We will also read theoretical and historical pieces by authors such as Agamben, An-Na'im, Appiah, Arendt, Balibar, Bloch, Chakrabarty, Derrida, Douzinas, Habermas, Harlow, Ignatieff, Laclau and Mouffe, Levinas, Lyotard, Marx, Mutua, Nussbaum, Rorty, Said, Scarry, Soyinka, Spivak, Williams.

Fall 2015: CLEN W4550

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4550	001/10312	M W 6:10pm - 7:25pm 614 Schermerhorn Hall	Joseph R Slaughter	3	66/100

CLEN W4725 Modernist Primitives Human Machines Sex. 3 points.

(Lecture). Exploring the borderlines between sex and perversion, human and machine, savage and civilized, modern drama engaged the traumas of modernity in what often seemed a post-tragic age. We will move from the turn-of-the-century sex drama to the drama of decolonization c. 1968, focusing particularly on emergent ideas of sexuality, primitivism, the machine, and the politics of the avant-garde, looking along the way at the period's aesthetic 'isms (Symbolism, Dada, Futurism, Expressionism, Constructivism) in the context of theatrical practice, exploring the role of drama in an age of mass media and the significance of theatrical modernism for the "modern" generally. Texts include films, visual images, theatrical documents, theoretical texts, and plays.

Fall 2015: CLEN W4725

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4725	001/64693	T Th 2:40pm - 3:55pm 603 Hamilton Hall	Julie Peters	3	30

MDES W4122 The Novel in Africa. 4 points.

The main task of this course will be to read novels by African writers. But "the novel in Africa" also involves connections between the literary genre of the novel and the historical processes of colonialism, decolonization, and globalization in Africa. One important question we'll consider is how African novels depict those historical experiences in their themes and plots—we'll read novels that are "about" colonialism, etc. A more complex question is how these historical processes relate to the emergence of the novel as an important genre for African writers. Edward Said went so far as to say that without imperialism, there would be no *European* novel as we know it. How can we understand the novel in Africa (whether read or written) as a product of the colonial encounter? How did it shape the process of decolonization? What contribution to history, whether literary or political, does the novel in Africa make? We'll undertake a historical survey of African novels from the 1930s to the present, with attention to various subgenres (village novel, war novel, urbanization novel, novel of postcolonial disillusion, *Bildungsroman*). We'll attend to how African novelists blend

literate and oral storytelling traditions, how they address their work to local and global audiences, and how they use scenes of characters reading novels (whether African or European) in order to position their writing within national, continental, and world literary space.

Fall 2015: MDES W4122

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4122	001/67297	T Th 10:10am - 11:25am 539 Grace Dodge Hall (Tc)	Jennifer Wenzel	4	8

AMERICAN

ENGL W3140 Race and Sexuality. 4 points.

Prerequisites: the instructor's permission.

(Seminar). This undergraduate seminar draws upon feminist, African American, and queer theories and cultural practices to explore the relations of male masculinity and queer subjectivities. We will use literature and film, primarily, to provide a critique of normative notions of the binary oppositions of "black" and "gay" that oversimplify the complex social formations that structure racial and queer representations. We will attempt to find a way into discussions of how sexuality studies can enhance discussions of race and gender within the context of African American artistic forms. Cultural theorists include Judith Butler, Jack Halberstam, Karla Holloway, Bell hooks, Kobena Mercer, and Robyn Wiegman. Writers and filmmakers will come from diverse canons, including the black feminist tradition of Mae V. Cowdery, Audre Lorde, Toni Morrison, and Dees Rees and this course will pay particular attention to the possibility of black queer texts and critical practices with an emphasis on deconstructing black masculinity through the languages of intimacy. Artists include Melvin Dixon, Thomas Allen Harris, Essex Hemphill, Issac Julien, Randall Kenan, Richard Bruce Nugent, and Marlon Riggs. One fifteen-page essay. **Application Instructions:** E-mail Professor Marcellus Blount (mb33@columbia.edu) with the subject heading "Race and Sexuality seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course.

Fall 2015: ENGL W3140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3140	001/25522	Th 12:10pm - 2:00pm 754 Ext Schmerhorn Hall	Marcellus Blount	4	16/25

ENGL W3285 Post-1945 American Literature: Freaks & Aesthetes in Fifties Families. 3 points.

(Lecture). This course in American post-war literature examines a range of literary forms (poetry, short fiction, drama) and such themes as the existential misfit, racial and "queer" identity, spiritual aspiration, including Eastern mysticism, and the relation of madness and genius. Texts: Dorothy Baker, *Cassandra at the*

Wedding; Robert Lowell, *Life Studies*; Carson McCullers, *The Member of the Wedding*; Flannery O'Connor, *Stories*; Tennessee Williams, *A Streetcar Named Desire*; J. D. Salinger, *Nine Stories*, *Franny & Zooey*, *Raise High the Roofbeam*, *Carpenters & Seymour: An Introduction*.

Fall 2015: ENGL W3285

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3285	001/12197	M W 4:10pm - 5:25pm 516 Hamilton Hall	Ross Posnock	3	31/100

ENGL W3618 Native American Literature. 4 points.

(Seminar) This course will serve as a survey of Native American literature from the 1960s to the present. We will begin with some of the foundational novels of the Native American Renaissance beginning in the late 1960s, then moving to more contemporary Native-authored drama, poetry, and critical and theoretical essays. We will examine the ways that these Native authors represent themselves and their communities. Among these representations are didactic narratives designed to instruct outgroup, non-Native readers to Indian cultures, histories and practices. However, these texts are also in dialogue with a wide array of other texts from Native and non-Native authors.

Moreover, and more interestingly, we will examine these narratives to understand them from the Indigenous practices that overturn implicit or presupposed aesthetic privileging of European traditions. **Application instructions:** E-mail Professor Gamber (jbg2134@columbia.edu) with the subject heading "Native American Literature seminar". In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3618

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3618	001/13092	M 12:10pm - 2:00pm 201d Philosophy Hall	John Gamber	4	9/25

ENGL W3631 Dickinson and Whitman. 4 points.

Prerequisites: the instructor's permission.

(Seminar). An intensive reading of the work of Walt Whitman and Emily Dickinson. The course will address their poetry from formal and aesthetic, but also cultural and historical points of view. We will study the important formal innovations that Whitman and Dickinson generated but we will also pay attention to the ways in which such formal devices can be understood to relate to the civil war or American slavery. In the case of Whitman, we will examine how his poetry reimagines American democracy, the rites of the ordinary and the aesthetics of the common. In the case of Dickinson we will be interested in how strategies of withdrawal and detachment provide ways of intervening into the real. On the "purely" formal side we

will be especially interested in how their poetry affects and changes what counts as lyric in the 19th century. However, regardless of what particular topic we are investigating we will always remain especially interested in the Whitman and Dickinson archive. We will base our readings on the now digitally available Dickinson/Whitman archives, and we will pay visits to some New York City based archives (NYPL, Pierpont Morgan Library) to research Whitman's and Dickinson's poetics in its archival context. **Application instructions:** E-mail Professor Arsic (ba2406@columbia.edu) with the subject heading "Dickinson and Whitman seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course.

Fall 2015: ENGL W3631

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3631	001/19265	M 6:10pm - 8:00pm 612 Philosophy Hall	Branka Arsic	4	17

ENGL W3714 Henry James and Edith Wharton. 4 points.

Prerequisites: the instructor's permission.

(Seminar). **Application instructions:** E-mail Professor Ross Posnock (rp2045@columbia.edu) with the subject heading "James and Wharton seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course.

Fall 2015: ENGL W3714

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3714	001/81396	M 12:10pm - 2:00pm 612 Philosophy Hall	Ross Posnock	4	12

ENGL W3733 Dewey to Obama: American Public Intellectuals. 4 points.

(Seminar). In his 1837 address to the Phi Beta Cappa Society, Ralph Waldo Emerson asserts that the American scholar is "one, who raises himself from private considerations, and breathes and lives on public and illustrious thoughts. He is the world's eye. He is the world's heart." One hundred and seventy six years later, what does it mean for an American woman or man to take on the role of a public intellectual, or to be cast as one? In particular how have public intellectuals taken on the role to tell us unpleasant or complex truths about ourselves? With the election of Barack Obama to the presidency in 2008, these questions acquired a renewed visibility and weight for Americans, who heard him offer his views on race in his speech "A More Perfect Union." In this course, we will consider how writers from many quarters of American life have extended and complicated Emerson's notion of the public intellectual. We will examine essays, speeches, open letters, and recordings by public intellectuals from the Progressive Era until the present. This course is organized to dramatize both the work of public intellectuals, and to engage with theories regarding the definition and roles of public intellectuals. In particular, we will consider

how the essay as a genre adapted formally to the needs of changing publics. Course texts will include work by Randolph Bourne, E. B. White, James Baldwin, Martin Luther King, Jr., Susan Sontag, Edward Said, Cornell West, Barbara Ehrenreich, Rachel Carson, Andrew Sullivan, and Barack Obama. To help us to discuss key issues and themes, we will read short excerpts from cultural theorists on intellectual history such as John Dewey, Richard Posner, bell hooks, Richard Hofstadter, and Cornell West who have posed questions about the rights and responsibilities of the public intellectual inside and outside of academic contexts. **Application Instructions:** E-mail Professor Wallack (nw2108@columbia.edu) with the subject heading, "Dewey to Obama seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3733

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3733	001/28943	T 2:10pm - 4:00pm 201d Philosophy Hall	Nicole Wallack	4	7/25

ENGL W4619 African-American Literature I. 3 points.

(Lecture). This lecture course is intended as the first half of the basic survey in African-American literature. By conducting close readings of selected song lyrics, slave narratives, fiction, poetry, and autobiography, we will focus on major writers in the context of cultural history. In so doing, we will explore the development of the African- American literary tradition. Writers include, but are not limited to, Wheatley, Equiano, Douglass, Jacobs, Harper, Dunbar, Chestnutt, Washington, Du Bois, and Larsen. Course requirements: class attendance, an in-class midterm exam, a five-page paper, and a final exam.

Fall 2015: ENGL W4619

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4619	001/72898	T Th 1:10pm - 2:25pm 702 Hamilton Hall	Farah Griffin	3	52/100

ENGL W4621 Harlem Renaissance. 3 points.

(Lecture). This course will focus on the arts of the Harlem Renaissance as experiments in cultural modernity and as forms of incipient political empowerment. What was the Harlem Renaissance? Where and when did it take place? Who were its major players? What difference did it make to everyday Harlemites? What were its outposts beyond Harlem itself? Was there a rural HR? An international HR? As we wonder about these problems of definition, we will upset the usual literary/historical framework with considerations of music and painting of the period. How to fit Bessie Smith into a frame with W.E.B. Du Bois? Ellington with Zora Neale Hurston? Aaron Douglas with Langston Hughes? Where is Harlem today? Does it survive

as more than a memory, a trace? Is it doomed to be "black no more?" How does Harlem function in "our" "national"/ (international?) imagination? Has the Harlem Renaissance's moment come and gone? What continuities might we detect? What institutions from the early twentieth century have endured?

Fall 2015: ENGL W4621

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4621	001/92201	T Th 10:10am - 11:25am 603 Hamilton Hall	Robert O'Meally	3	35/100

SPECIAL TOPICS

ENTA W3701 Drama, Theatre, Theory. 4 points.

Prerequisites: the instructor's permission. (Seminar). Theatre typically exceeds the claims of theory. What does this tell us about both theatre and theory? We will consider why theatre practitioners often provide the most influential theoretical perspectives, how the drama inquires into (among other things) the possibilities of theatre, and the various ways in which the social, spiritual, performative, political, and aesthetic elements of drama and theatre interact. Two papers, weekly responses, and a class presentation are required. Readings include Aristotle, Artaud, Bharata, Boal, Brecht, Brook, Castelvetro, Craig, Genet, Grotowski, Ibsen, Littlewood, Marlowe, Parks, Schechner, Shakespeare, Sowerby, Weiss, and Zeami. **Application Instructions:** E-mail Professor Austin Quigley (aeq1@columbia.edu) with the subject heading "Drama, Theatre, Theory seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENTA W3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTA 3701	001/72252	W 4:10pm - 6:00pm 402 Hamilton Hall	Austin Quigley	4	14/25

ENGL W3950 Studies In Eighteenth-Century Literature: Transatlantic Culture (Seminar). 4 points. Not offered during 2015-16 academic year.

Prerequisites: the instructor's permission. If the distinction between British and American literatures is in some respects an artificial one, this is particularly true of the eighteenth century. For most of the period, America was a colony of Great Britain, and the period is full of writers--Aphra Behn, Benjamin Franklin, Thomas Paine, Olaudah Equiano, and Susanna Rowson, to name just a few--who traveled, physically and conceptually, between the colonial perimeter and the imperial center. By focusing on works by writers who either moved between Britain and North America themselves or who addressed transatlantic issues through their writings, this seminar has two aims: 1) to shift the focus away from national literatures

to a hybrid "Anglo-American" literature that seeks to understand the common culture and dialogue across the Atlantic during the period; 2) to explore the influence that texts from and about the Americas exerted on the British imagination as well as the ways that Britain shaped the literature of its colonies. **Readings include:** Aphra Behn's narrative fiction, *Oronoko*; Mary Rowlandson's captivity narrative, *The Sovereignty and Goodness of God*; Benjamin Franklin's *Autobiography*; de Crevecoeur's *Letters from an American Farmer*; Equiano's slave narrative, *The Life of Olaudah Equiano*; Susannah Rowson's bestseller, *Charlotte Temple*; selections from Washington Irving's *The Sketch Book*; poetry by Anne Bradstreet and Phyllis Wheatley; selections from the religious writings of Jonathan Edwards, David Brainerd, Samson Occam, and Elizabeth Ashbridge; letters by Abigail Adams, Benjamin Franklin, and others; selections from the political writings of Thomas Paine, Thomas Jefferson, David Hume, Edmund Burke, and others; and historical essays by Gordon Wood, Ira Berlin, and Edmund Morgan. **Requirements:** a reading journal and a research paper.

ENGL G4011 Introduction to Scholarly Editing. 4 points.

(Seminar). Each student will choose his or her own editorial project (in the very broadest sense), which can be in any field, and will get feedback from everyone else and their projects. **Application Instructions:** E-mail Professor David Yerkes (dmy1@columbia.edu) with the subject heading "Scholarly Editing seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL G4011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4011	001/23316	T 4:10pm - 6:00pm 612 Philosophy Hall	David Yerkes	4	8

UNIVERSITY WRITING

ENGL C1010 University Writing. 3 points.

University Writing helps undergraduates engage in the conversations that form our intellectual community. By reading and writing about scholarly and popular essays, students learn that writing is a process of continual refinement of ideas. Rather than approaching writing as an innate talent, this course teaches writing as a learned skill. We give special attention to textual analysis, research, and revision practices. *University Writing* offers the following themed sections, all of which welcome students with no prior experience studying the theme. Students interested in a particular theme should register for the section within the specified range of section numbers. *UW: Contemporary Essays (sections below 100)*. Features contemporary essays from a variety of fields. *UW: Readings in American Studies (sections in the 100s)*. Features essays that explore the culture, history, and politics that form American identity. *UW: Readings in*

Women's and Gender Studies (sections in the 200s). Features essays that examine relationships among sex, gender, sexuality, race, class, and other forms of identity. *UW: Readings in Sustainable Development (sections in the 300s)*. Features essays that ask how we can develop global communities that meet people's needs now without diminishing the ability of people in the future to do the same. *UW: Readings in Human Rights (sections in the 400s)*. Features essays that investigate the ethics of belonging to a community and issues of personhood, identity, representation, and action. *UW: Readings in Data Sciences and Engineering (sections in the 500s)*. Features essays that study how our data-saturated society challenges conceptions of cognition, autonomy, identity, and privacy. *University Writing for International Students (sections in the 900s)*. Open only to international students, these sections emphasize the transition to American academic writing cultures through the study of contemporary essays from a variety of fields. For further details about these classes, please visit: <http://www.college.columbia.edu/core/uwp>.

Fall 2015: ENGL C1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/63447	M W 8:40am - 9:55am 201b Philosophy Hall	Aled Roberts	3	14/14
ENGL 1010	002/71948	M W 8:40am - 9:55am 201d Philosophy Hall	Gianmarco Saretto	3	13/14
ENGL 1010	003/91750	M W 8:40am - 9:55am 408a Philosophy Hall	Sarah Thomas	3	13/14
ENGL 1010	004/95800	M W 8:40am - 9:55am 313 Hamilton Hall	Harald Sundt	3	14/14
ENGL 1010	007/77781	M W 10:10am - 11:25am 408a Philosophy Hall	Raluca Albu	3	13/14
ENGL 1010	008/63747	M W 11:40am - 12:55pm 408a Philosophy Hall	Buck Wanner	3	14/13
ENGL 1010	009/77947	M W 11:40am - 12:55pm 325 Pupin Laboratories	Valerio Amoretti	3	14/14
ENGL 1010	016/23328	M W 2:40pm - 3:55pm 407 Hamilton Hall	Katherine McIntyre	3	14/14
ENGL 1010	018/76499	M W 2:40pm - 3:55pm 408a Philosophy Hall	Rebecca Hildebrand	3	12/14
ENGL 1010	020/11351	M W 4:10pm - 5:25pm 201b Philosophy Hall	Jessica Hallock	3	13/14
ENGL 1010	021/20943	M W 4:10pm - 5:25pm 318 Hamilton Hall	Therese Cox	3	14/14

ENGL 1010	022/78282	M W 4:10pm - 5:25pm 307 Mathematics Building	Alexis Fabrizio	3	14/14
ENGL 1010	024/75949	M W 5:40pm - 6:55pm 412 Pupin Laboratories	Julia Sirmons	3	14/14
ENGL 1010	026/83287	M W 5:40pm - 6:55pm 413 Hamilton Hall	Noah Shannon	3	14/14
ENGL 1010	027/69266	T Th 8:40am - 9:55am 408a Philosophy Hall	Richard Trist	3	14/14
ENGL 1010	028/72098	T Th 8:40am - 9:55am 201b Philosophy Hall	Lynn Strong	3	14/14
ENGL 1010	029/82600	T Th 8:40am - 9:55am 201d Philosophy Hall	Susan Hanrahan	3	13/14
ENGL 1010	030/86652	T Th 8:40am - 9:55am 413 Hamilton Hall	Miranda Pennington	3	14/14
ENGL 1010	032/88654	T Th 10:10am - 11:25am 408a Philosophy Hall	Sarah Arkebauer	3	14/14
ENGL 1010	033/97155	T Th 10:10am - 11:25am 201d Philosophy Hall	Warren Kluber	3	14/14
ENGL 1010	034/82947	T Th 11:40am - 12:55pm 408a Philosophy Hall	Samuel Mitchell	3	13/14
ENGL 1010	036/96947	T Th 11:40am - 12:55pm 407 Hamilton Hall	Chin-chi Wang	3	13/14
ENGL 1010	038/82195	T Th 1:10pm - 2:25pm 222 Pupin Laboratories	Jaime Green	3	14/14
ENGL 1010	041/13036	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Abigail Rabinowitz	3	14/14
ENGL 1010	043/17549	T Th 2:40pm - 3:55pm 616 Hamilton Hall	Paula Hopkins	3	14/14
ENGL 1010	044/27449	T Th 2:40pm - 3:55pm 407 Hamilton Hall	Gabriel Bloomfield	3	14/14
ENGL 1010	045/19268	T Th 4:10pm - 5:25pm 507 Hamilton Hall	Rebecca Pawel	3	14/14
ENGL 1010	046/99782	T Th 4:10pm - 5:25pm 502 Northwest Corner	Ida Tvedt	3	14/14
ENGL 1010	050/78031	T Th 5:40pm - 6:55pm 307 Mathematics Building	Jessica Stevens	3	12/14

ENGL 1010	052/19272	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Savannah Cooper-Ramsey	3	14/14			201d Philosophy Hall				
ENGL 1010	101/11397	M W 10:10am - 11:25am 201b Philosophy Hall	Valeria Tsygankova	3	14/14	ENGL 1010	502/25514	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Catherine Kirch	3	13/14	
ENGL 1010	102/22047	M W 1:10pm - 2:25pm 502 Northwest Corner	Elina Mishuris	3	14/14	ENGL 1010	503/60798	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Avery Erwin	3	14/14	
ENGL 1010	103/24781	M W 2:40pm - 3:55pm 502 Northwest Corner	Rachel Schwerin	3	14/14	ENGL 1010	901/71299	M W 2:40pm - 3:55pm 201b Philosophy Hall	Elizabeth Walters	3	14/14	
ENGL 1010	104/73326	T Th 10:10am - 11:25am 502 Northwest Corner	Craig Gurian	3	14/14	ENGL 1010	902/98599	T Th 4:10pm - 5:25pm 511 Hamilton Hall	Taarini Mookherjee	3	14/14	
ENGL 1010	105/23339	M W 1:10pm - 2:25pm 507 Hamilton Hall	Nicholas Mayer	3	14/14	ENGL 1010	903/12100	T Th 5:40pm - 6:55pm 507 Hamilton Hall	Justin Snider	3	14/14	
ENGL 1010	201/12284	M W 1:10pm - 2:25pm 201b Philosophy Hall	Allen Durgin	3	14/14	Spring 2016: ENGL C1010						
ENGL 1010	202/92081	M W 5:40pm - 6:55pm 408a Philosophy Hall	Trevor Corson	3	12/14	ENGL 1010	001/76653	M W 8:40am - 9:55am 201b Philosophy Hall	Gianmarco Saretto	3	13/14	
ENGL 1010	203/88947	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Glenn Gordon	3	12/14	ENGL 1010	002/78648	M W 8:40am - 9:55am 408a Philosophy Hall	Ida Tvedt	3	14/14	
ENGL 1010	204/68649	T Th 2:40pm - 3:55pm 609 Hamilton Hall	Kristin Slaney	3	13/14	ENGL 1010	003/82500	M W 8:40am - 9:55am 313 Hamilton Hall	Rosa Schneider	3	14/14	
ENGL 1010	205/77547	M W 4:10pm - 5:25pm 408a Philosophy Hall	Liza St. James	3	14/14	ENGL 1010	004/86098	M W 8:40am - 9:55am 315 Hamilton Hall	Caitlin Rimshnick	3	14/14	
ENGL 1010	301/90848	M W 1:10pm - 2:25pm 408a Philosophy Hall	Phillip Polefrone	3	14/14	ENGL 1010	007/27249	M W 10:10am - 11:25am 408a Philosophy Hall	Sabrina Alli	3	14/14	
ENGL 1010	303/14287	T Th 1:10pm - 2:25pm 652 Schermerhorn Hall	Jordan Kisner	3	14/14	ENGL 1010	010/25524	M W 11:40am - 12:55pm 201b Philosophy Hall	Alexander Lash	3	14/14	
ENGL 1010	401/66246	M W 11:40am - 12:55pm 411 Hamilton Hall	Meredith Shepard	3	14/14	ENGL 1010	013/68348	M W 1:10pm - 2:25pm 408a Philosophy Hall	Samantha Miller Khaikin	3	13/14	
ENGL 1010	402/97900	M W 5:40pm - 6:55pm 201b Philosophy Hall	Daniel Pearce	3	14/14	ENGL 1010	014/72298	M W 1:10pm - 2:25pm 307 Mathematics Building	Kristen Martin	3	14/14	
ENGL 1010	403/13020	T Th 11:40am - 12:55pm 201b Philosophy Hall	Rebecca Wisor	3	14/14	ENGL 1010	017/11784	M W 2:40pm - 3:55pm 201b Philosophy Hall	Katherine McIntyre	3	14/14	
ENGL 1010	404/17097	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Nina Sharma	3	13/14	ENGL 1010	018/11996	M W 2:40pm - 3:55pm 408a Philosophy Hall	Richard Trist	3	14/14	
ENGL 1010	501/28748	M W 10:10am - 11:25am	Simon Porzak	3	14/14	ENGL 1010	019/82052	M W 4:10pm - 5:25pm 502 Northwest Corner	Allen Durgin	3	13/14	
						ENGL 1010	021/90852	M W 4:10pm - 5:25pm	Therese Cox	3	14/14	

		325 Pupin Laboratories				ENGL 1010	051/13286	T Th 5:40pm - 6:55pm	Jessica Hallock	3	14/14
ENGL 1010	022/92997	M W 4:10pm - 5:25pm	Julia Sirmons	3	14/14			201b Philosophy Hall			
		307 Mathematics Building				ENGL 1010	101/82597	M W 2:40pm - 3:55pm	Rachel Schwerin	3	14/14
ENGL 1010	024/84531	M W 5:40pm - 6:55pm	Jessica Stevens	3	13/14			502 Northwest Corner			
		307 Mathematics Building				ENGL 1010	102/12750	T Th 8:40am - 9:55am	Tana Wojczuk	3	14/14
ENGL 1010	025/87194	M W 5:40pm - 6:55pm	Eugene Petracca	3	14/14			201b Philosophy Hall			
		201b Philosophy Hall				ENGL 1010	103/83531	T Th 11:40am - 12:55pm	Elina Mishuris	3	14/14
ENGL 1010	026/11785	M W 5:40pm - 6:55pm	Noah Shannon	3	14/14			511 Hamilton Hall			
		408a Philosophy Hall				ENGL 1010	104/75512	T Th 1:10pm - 2:25pm	Nicholas Mayer	3	14/14
ENGL 1010	029/25799	T Th 8:40am - 9:55am	John McCormack	3	14/14			502 Northwest Corner			
		408a Philosophy Hall				ENGL 1010	201/17051	M W 10:10am - 11:25am	Harald Sundt	3	14/14
ENGL 1010	030/27498	T Th 8:40am - 9:55am	Lynn Strong	3	14/14			424 Pupin Laboratories			
		315 Hamilton Hall				ENGL 1010	202/63652	M W 1:10pm - 2:25pm	Liza St. James	3	14/14
ENGL 1010	032/27208	T Th 10:10am - 11:25am	Christopher Williams	3	14/14			315 Hamilton Hall			
		408a Philosophy Hall				ENGL 1010	203/71746	T Th 2:40pm - 3:55pm	Kristin Slaney	3	14/14
ENGL 1010	033/68461	T Th 10:10am - 11:25am	Raluca Albu	3	14/14			C01 Knox Hall			
		601b Fairchild Life Sciences Bldg				ENGL 1010	204/81033	T Th 5:40pm - 6:55pm	Trevor Corson	3	13/14
ENGL 1010	035/19267	T Th 11:40am - 12:55pm	Paula Hopkins	3	14/14			502 Northwest Corner			
		201b Philosophy Hall				ENGL 1010	301/27783	M W 11:40am - 12:55pm	Phillip Polefrone	3	14/14
ENGL 1010	036/25785	T Th 11:40am - 12:55pm	Ariel Franklin- Hudson	3	14/14			408a Philosophy Hall			
		408a Philosophy Hall				ENGL 1010	302/67506	T Th 2:40pm - 3:55pm	Abigail Rabinowitz	3	13/14
ENGL 1010	039/61948	T Th 1:10pm - 2:25pm	Buck Wanner	3	14/14			201b Philosophy Hall			
		408a Philosophy Hall				ENGL 1010	303/92349	T Th 4:10pm - 5:25pm	Jaime Green	3	14/14
ENGL 1010	040/63598	T Th 1:10pm - 2:25pm	Warren Kluber	3	14/14			411 Hamilton Hall			
		201b Philosophy Hall				ENGL 1010	401/60832	M W 11:40am - 12:55pm	Meredith Shepard	3	14/14
ENGL 1010	043/81150	T Th 2:40pm - 3:55pm	Kaveh Landsverk	3	14/14			313 Hamilton Hall			
		408a Philosophy Hall				ENGL 1010	402/86250	M W 4:10pm - 5:25pm	Daniel Pearce	3	14/14
ENGL 1010	044/82899	T Th 2:40pm - 3:55pm	Leah Zander	3	14/14			413 Hamilton Hall			
		707 Hamilton Hall				ENGL 1010	403/18697	T Th 8:40am - 9:55am	Miranda Pennington	3	14/14
ENGL 1010	047/96648	T Th 4:10pm - 5:25pm	Emily Hainze	3	14/14			413 Hamilton Hall			
		408a Philosophy Hall				ENGL 1010	404/28534	T Th 10:10am - 11:25am	Nina Sharma	3	14/14
ENGL 1010	048/98297	T Th 4:10pm - 5:25pm	Rebecca Pawel	3	14/14			413 Hamilton Hall			
		507 Hamilton Hall				ENGL 1010	501/77530	M W 10:10am - 11:25am	Aled Roberts	3	14/14
ENGL 1010	050/94693	T Th 5:40pm - 6:55pm	Shoshana Akabas	3	14/14			325 Pupin Laboratories			
		408a Philosophy Hall				ENGL 1010	502/62285	M W 1:10pm - 2:25pm	Simon Porzak	3	14/14
						ENGL 1010	503/88150	201b Philosophy Hall			
								T Th 4:10pm - 5:25pm	Avery Erwin	3	14/14
								114 Knox Hall			

ENGL 1010	901/98348	M W 2:40pm - 3:55pm 315 Hamilton Hall	Alexis Fabrizio	3	13/14	ENGL 1010	006/26032	407 Hamilton Hall T Th 10:10am - 11:25am 318 Hamilton Hall	Kristen Martin	3	13/14
ENGL 1010	902/97296	M W 5:40pm - 6:55pm 502 Northwest Corner	Justin Snider	3	14/14	ENGL 1010	008/64030	M W 11:40am - 12:55pm 201b Philosophy Hall	Allen Durgin	3	12/14
ENGL 1010	903/93639	T Th 1:10pm - 2:25pm 307 Mathematics Building	Elizabeth Walters	3	14/14	ENGL 1010	009/11532	T Th 11:40am - 12:55pm 412 Pupin Laboratories	Elliot Ross	3	14/14
ENGL F1010 University Writing. 3 points. Prerequisites: Non-native English speakers must reach Level 10 in the American Language Program prior to registering for ENGL F1010. <i>University Writing</i> helps undergraduates engage in the conversations that form our intellectual community. By reading and writing about scholarly and popular essays, students learn that writing is a process of continual refinement of ideas. Rather than approaching writing as an innate talent, this course teaches writing as a learned skill. We give special attention to textual analysis, research, and revision practices. <i>University Writing</i> offers the following themed sections, all of which welcome students with no prior experience studying the theme. Students interested in a particular theme should register for the section within the specified range of section numbers. <i>UW: Contemporary Essays (sections below 100)</i> . Features contemporary essays from a variety of fields. <i>UW: Readings in American Studies (sections in the 100s)</i> . Features essays that explore the culture, history, and politics that form American identity. <i>UW: Readings in Women's and Gender Studies (sections in the 200s)</i> . Features essays that examine relationships among sex, gender, sexuality, race, class, and other forms of identity. <i>UW: Readings in Sustainable Development (sections in the 300s)</i> . Features essays that ask how we can develop global communities that meet people's needs now without diminishing the ability of people in the future to do the same. <i>UW: Readings in Human Rights (sections in the 400s)</i> . Features essays that investigate the ethics of belonging to a community and issues of personhood, identity, representation, and action. <i>UW: Readings in Data Sciences and Engineering (sections in the 500s)</i> . Features essays that study how our data-saturated society challenges conceptions of cognition, autonomy, identity, and privacy. <i>University Writing for International Students (sections in the 900s)</i> . Open only to international students, these sections emphasize the transition to American academic writing cultures through the study of contemporary essays from a variety of fields. For further details about these classes, please visit: http://www.college.columbia.edu/core/uwp .						ENGL 1010	010/17996	M W 1:10pm - 2:25pm 407 Mathematics Building	Simon Porzak	3	12/14
						ENGL 1010	011/87451	M W 1:10pm - 2:25pm 313 Pupin Laboratories	Christopher Williams	3	11/14
						ENGL 1010	013/64699	T Th 1:10pm - 2:25pm 224 Pupin Laboratories	Atefeh Akbari Shahmirzadi	3	13/14
						ENGL 1010	015/89535	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Rebecca Wisor	3	14/14
						ENGL 1010	018/81047	M W 5:40pm - 6:55pm 307 Mathematics Building	Eugene Petracca	3	14/14
						ENGL 1010	019/63444	M W 5:40pm - 6:55pm 502 Northwest Corner	Brian Bartell	3	14/14
						ENGL 1010	020/16303	T Th 5:40pm - 6:55pm 502 Northwest Corner	Catherine Steindler	3	13/14
						ENGL 1010	021/28499	T Th 5:40pm - 6:55pm 313 Pupin Laboratories	Samantha Miller Khaikin	3	12/14
						ENGL 1010	022/60829	M W 7:10pm - 8:25pm 408a Philosophy Hall	Sabrina Alli	3	9/14
						ENGL 1010	023/13021	T Th 7:10pm - 8:25pm 408a Philosophy Hall	Leah Zander	3	13/14
Fall 2015: ENGL F1010						ENGL 1010	101/11034	T Th 10:10am - 11:25am 201b Philosophy Hall	Aaron Ritzenberg	3	14/14
						ENGL 1010	201/23547	T Th 8:40am - 9:55am 616 Hamilton Hall	Victoria Wiet	3	14/14
						ENGL 1010	301/88948	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Abigail Rabinowitz	3	14/14
ENGL 1010	001/16048	M W 8:40am - 9:55am 616 Hamilton Hall	Campbell Birch	3	14/14	ENGL 1010	401/89031	M W 11:40am - 12:55pm 502 Northwest Corner	Andrea Crow	3	14/14
ENGL 1010	002/26046	M W 8:40am - 9:55am 413 Hamilton Hall	Alexandra Watson	3	14/14						
ENGL 1010	004/75514	M W 10:10am - 11:25am	Gregory Pardlo	3	13/14						

ENGL 1010	501/94262	M 4:10pm - 5:25pm 606 Lewisohn Hall	Aled Roberts	3	14/14
ENGL 1010	501/94262	W 4:10pm - 5:25pm 610 Lewisohn Hall	Aled Roberts	3	14/14
ENGL 1010	901/67749	T Th 1:10pm - 2:25pm C01 80 Claremont	Ruen-Chuan Ma	3	13/14
ENGL 1010	902/77699	M W 2:40pm - 3:55pm 425 Pupin Laboratories	Samantha Schnell	3	13/14

Spring 2016: ENGL F1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/72698	M W 8:40am - 9:55am 316 Hamilton Hall	Vanessa Guida	3	14/14
ENGL 1010	002/80999	T Th 8:40am - 9:55am 316 Hamilton Hall	Campbell Birch	3	13/14
ENGL 1010	003/82947	M W 10:10am - 11:25am 201b Philosophy Hall	Simon Porzak	3	14/14
ENGL 1010	005/87193	M W 11:40am - 12:55pm 707 Hamilton Hall	Chin-chi Wang	3	14/14
ENGL 1010	006/12696	T Th 11:40am - 12:55pm 601b Fairchild Life Sciences Bldg	Christopher McKeen	3	13/14
ENGL 1010	008/61530	M W 1:10pm - 2:25pm 413 Hamilton Hall	Gregory Pardlo	3	13/14
ENGL 1010	009/85282	T Th 1:10pm - 2:25pm 116 Knox Hall	Savannah Cooper-Ramsey	3	14/14
ENGL 1010	013/72607	M W 4:10pm - 5:25pm 201b Philosophy Hall	Michael Paulson	3	13/14
ENGL 1010	016/68647	M W 5:40pm - 6:55pm 424 Pupin Laboratories	Alexandra Watson	3	13/14
ENGL 1010	017/76348	T Th 5:40pm - 6:55pm 307 Mathematics Building	Catherine Steindler	3	14/14
ENGL 1010	018/81798	T Th 5:40pm - 6:55pm 114 Knox Hall	Brian Bartell	3	12/14
ENGL 1010	019/86249	M W 7:10pm - 8:25pm 201b Philosophy Hall	Susan Hanrahan	3	14/14
ENGL 1010	020/91701	T Th 7:10pm - 8:25pm 201b Philosophy Hall	Carin White	3	14/14
ENGL 1010	101/97747	T Th 10:10am - 11:25am 201b Philosophy Hall	Tana Wojczuk	3	14/14
ENGL 1010	201/27347	M W 1:10pm - 2:25pm	Allen Durgin	3	14/14

ENGL 1010	301/84779	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Abigail Rabinowitz	3	14/14
ENGL 1010	401/12347	M W 2:40pm - 3:55pm 411 Hamilton Hall	Andrea Crow	3	14/14
ENGL 1010	501/22195	T Th 1:10pm - 2:25pm 601b Fairchild Life Sciences Bldg	Catherine Kirch	3	13/14
ENGL 1010	901/22748	T Th 2:40pm - 3:55pm 602 Northwest Corner	Samantha Schnell	3	14/14
ENGL 1010	902/61596	M W 5:40pm - 6:55pm 114 Knox Hall	Taarini Mookherjee	3	14/14

SPRING 2016 - PLEASE SEE THE DEPARTMENT WEBSITE ([HTTP://ENGLISH.COLUMBIA.EDU/COURSES](http://english.columbia.edu/courses)) FOR CURRICULUM SUMMARY.

INTRODUCTION TO THE MAJOR**ENGL W3001 Literary Texts, Critical Methods. 4 points.**

Corequisites: students who register for *ENGL W3001* must also register for one of the sections of *ENGL W3011* Literary Texts, Critical Methods.

This course is intended to introduce students to the advanced study of literature. Students will read works from different genres (poetry, drama, and prose fiction), drawn from the medieval period to the present day, learning the different interpretative techniques required by each. The course also introduces students to a variety of critical schools and approaches, with the aim both of familiarizing them with these methodologies in the work of other critics and of encouraging them to make use of different methods in their own critical writing. This course (together with the companion seminar *ENGL W3011*) is a requirement for the English Major and Concentration. It should be taken as early as possible in a student's career. Fulfillment of this requirement will be a factor in admission to seminars and to some lectures.

Fall 2015: ENGL W3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3001	001/76749	Th 10:10am - 11:25am 312 Mathematics Building	Erik Gray	4	102

Spring 2016: ENGL W3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3001	001/18383	W 6:10pm - 7:25pm 209 Havemeyer Hall	Jenny Davidson	4	79/100

MEDIEVAL

ENGL W3894 Medieval and Modern Concepts of Nature. 4 points.

Prerequisites: Permission of instructor (Seminar). The word "nature" has a bizarrely broad range of meanings. This single word can refer to the true character of any thing or being, animal and plant life in general, or a backyard. When referring to people, the concept of "nature" can be nefariously used to explain apparently essential differences between men and women, or people of different ethnicities. "Nature" is sometimes the antonym of "culture," sometimes of "science," sometimes of "nurture." How did we get here? In this course, we will take up the threads that tangle up into our concept of nature and follow them into the medieval period, in order to examine their origins in light of ecocriticism. We will be using www.medievalandmodernnature.tumblr.com to keep our thoughts and documents organized. I will distribute your readings in electronic form, but please always feel free to read beyond the excerpts. To apply for permission, please e-mail Aaron Robertson, (ar3488@columbia.edu) with "seminar application" as the subject heading. In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Spring 2016: ENGL W3894

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3894	001/76847	F 2:10pm - 4:00pm 201d Philosophy Hall	Josephine Livingstone	4	12/25

ENGL W3896 The Idea of the Author in Middle English Literature. 4 points.

Prerequisites: Permission of instructor. (Seminar). In this survey of key or representative works of Middle English literature, we will examine how the modern idea of the author (and of the author-centered literary canon) emerges and develops in the late Middle Ages. Related etymologically to the word *authority*, the word *author* today tends to signify something other or greater than a mere writer or literate person. What forms of authority or expertise have English writers either claimed or been given over the years? How do these forms of authority relate to more "official" forms of political, religious or scientific authority? And to what extent does literary authority depend on the social roles, historical circumstances, or literary genres inhabited by the author? By close reading and contextualizing texts by authors of the fourteenth and fifteenth centuries, we will begin to discover the framing role "literary authority" has played and continues to play in our readings of English literature. To apply for permission, please e-mail Aaron Robertson, (ar3488@columbia.edu) with "seminar application" as the subject heading. In your message, include basic information: your name, school, major, year of study, and

relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

RENAISSANCE

ENGL W3336 Shakespeare II. 3 points. (Lecture).

Spring 2016: ENGL W3336

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3336	001/12919	T Th 10:10am - 11:25am 602 Hamilton Hall	Mario Di Gangi	3	44/100

ENGL W3337 (Section 1) Shakespeare's Poetry. 4 points.

Prerequisites: Permission of instructor. (Seminar). **Application instructions:** E-mail Prof. Shapiro (js73@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Spring 2016: ENGL W3337 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3337	001/25321	M 10:10am - 12:00pm 612 Philosophy Hall	James Shapiro	4	8/15

ENGL W4211 Milton. 3 points.

(Lecture). This course will look at the major works of John Milton in the context of 17th-century English religious, political and social events. In addition to reading Milton's poems, major prose (including *The Doctrine and Discipline of Divorce*, *Areopagitica*, and *The Ready and Easy Way to Establish a Free Commonwealth*), and the full texts of *Paradise Lost* and *Sampson Agonistes* (the course text will be Orgel and Goldberg, eds. John Milton), we will look at the authors and radicals whose activities and writings helped to provide the contexts for Milton's own: poets and polemicists, sectarians and prophets, revolutionaries and regicides, Diggers and Levelers. Requirements for this course include two short primary research papers (3 pp.) and an exam. Graduate students will also be required to write a seminar paper.

Spring 2016: ENGL W4211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4211	001/17809	T Th 11:40am - 12:55pm 310 Fayerweather	Julie Crawford	3	68/100

18TH AND 19TH CENTURY

ENGL W3250 Victorian Science and Science Fiction. 4 points.

Prerequisites: Permission of instructor.

(Seminar). This course will explore how the genre of science fiction developed in dialogue with the exciting and sometimes eccentric scientific theories that emerged during the nineteenth century. How did new scientific developments such as evolutionary theory in biology, and the atomic theory in physics, reshape how writers viewed the relationships between human and animal, self and other, space and time, body and mind? Did technological and scientific progress open up utopian vistas for humanity's future, or were they more likely to lead to dystopian nightmares? How did departing from traditional realist modes enable Victorian science fiction writers to explore the ethical, social, and political implications of scientific theories? To investigate these questions, we will read major works of fiction by such authors as George Eliot, H.G. Wells, Robert Louis Stevenson, William Morris, Jules Verne, and others alongside selections of scientific prose in such fields of Victorian science as biology, physics, mathematics, and psychology. **Application instructions:** E-mail the instructor (rjh2138@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Spring 2016: ENGL W3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3250	001/60195	M 4:10pm - 6:00pm 401 Hamilton Hall	Rebecca Hildebrand	4	22/25

CLEN W3786 European Drama, Spectacle and Visual Culture of the 18th and 19th Centuries. 4 points.

Prerequisites: Permission of instructor.

(Seminar). **European Drama, Spectacle, and Visual Culture of the 18th and 19th Centuries: Enlightenment, Revolution, Romanticism, and the Modern Self.** The invention of the modern self and the modern culture of spectacle in relation to (and in agonistic struggle with) the political and social upheavals of the 18th and 19th centuries. European drama, performance, and visual culture (revolutionary street theatre, the fairground, boulevard, and puppet show, the birth of the circus and the zoo, the rise of celebrity culture, the rise of advertising, automatons, panoramas, and other forms of proto-cinema, opera, *commedia dell'arte*, melodrama, romantic spectacle, the social problem play, etc.) as the backdrop for thinking about revolution as performance, the human and the animal, acting and being, nature and nurture, passion and reason, the body and disembodied imagination, the real in the virtual, the commodity and the inalienable self (etc.), from the Enlightenment and the age of revolution, through the industrial revolution, to the brink of modernism. Texts include visual images, contemporary documents, and films, as well as English, French, Italian, and

German plays and operas; those that were the most influential for modern drama; and those that best capture the culture of popular spectacle during the period. **Application instructions:** Please e-mail Prof. Peters (peters@columbia.edu) by Wed Nov 25th with your name, school, major, year of study, and relevant courses taken, along with a brief statement of why you are interested in taking the course. You will receive an email letting you know whether or not you have been admitted. (Feel free to register, but there is no relationship between registration and admission.) If you have not been officially admitted but are still interested in taking the course, please come to the first session (which you must attend if you wish to take the course.)

Spring 2016: CLEN W3786

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3786	001/29578	W 10:10am - 12:00pm 602 Northwest Corner	Julie Peters	4	10/17

ENGL W3933 Jane Austen. 4 points.

Prerequisites: Permission of instructor.

(Seminar). **Application instructions:** E-mail Prof. Adams (jea2139@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Spring 2016: ENGL W3933

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3933	001/76375	T 2:10pm - 4:00pm 201d Philosophy Hall	James Adams	4	14/25

ENGL W3944 MONEY! Materialism and Morality in the 19th Century Novel. 4 points.

Prerequisites: Permission of instructor.

(Seminar). The 19th c novel is as crassly frank about money as it is vexed about money's ethical value: swindlers mix with self-made men, bankers with bankrupts, mercenaries with maidens, responsible investments with profligate gambling, great public works with catastrophic speculation bubbles, economic laws with economic cycles that resemble nothing more than perennial wheels of fortune. This course seeks to explore the central narrative structures of the nineteenth-century novel -- the coming-of-age journey and the marriage plot-by following the money. We will discuss how aesthetic form and narrative desire shape and are shaped by what it means materially, ethically and spiritually to seek wealth, to provide and to exploit, to enjoy and to renounce. Readings include novels from four national traditions, England, France, Russia and the United States: Austen, Gaskell, Gogol, Tolstoy, Trollope, Wharton, Zola. We will conclude with Gilbert and Sullivan's parody of bankruptcy and limited liability law, *Utopia, Limited*. **Application instructions:** E-mail the instructor (mlf1@columbia.edu) with your name, school, major, year of study, and relevant courses

taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

ENGL W3950 (Section 1) Studies in Eighteenth Century Literature: Satire and Sensibility. 4 points.

Prerequisites: Permission of instructor (Seminar). British verse, novels, and critical prose from early and mid-18th century with a view to the satirical and the sentimental as related and complementary dispositions, variously nuanced in the elicitation of scorn and pathos, but reflecting in the main a tragicomic outlook of literary consequence. Our reading, then, of poetry and fiction—diversely savage, good-natured, hilarious, and exquisite in derision of vice and folly—shall run the gamut of satiric modalities, from invective to irony, which, bristling at the social frontiers of liberty and faith, wit and learning, commerce and luxury, sex and marriage, melancholy and imagination, also targets, and often with charming self-deprecation, the literary disposition itself. In that vein we shall examine aesthetic, religious, and philosophical perspectives that came to bear in the satirist's skillful tacking of blame and praise; likewise, we shall examine stylistic and formal innovations that emerged in adaptations of classical and biblical models to contemporary circumstances. Further, we shall observe, in some novels, an aspect of the satirical and the sentimental combined, which obtains not only in the rhetorical artistry and excess of characters' speeches, but in the way that lyric is incorporated into the fiction, and where characters themselves compose, recite, or criticize poetry. Critical and philosophical writings of the period include, among others, essays by Dryden, Shaftesbury, and Addison. Verse genres include ode, epistle, georgic, elegy, hybrids and mock emulations: Finch, Swift, Pope, Gay, Montagu, Gray, Goldsmith, and others. Our novels and fictional prose include Swift's *Gulliver's Travels*, Fielding's *Tom Jones*, Johnson's *Rasselas*, Goldsmith's *Vicar of Wakefield*, and Sterne's *Tristram Shandy*. **Application Instructions:** E-mail Professor Marianne Giordani (mg2644@columbia.edu) with the subject heading "Satire and Sensibility seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. **Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.**

Fall 2015: ENGL W3950 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3950	001/90943	W 4:10pm - 6:00pm 501 Hamilton Hall	Marianne Giordani	4	18/25

Spring 2016: ENGL W3950 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3950	001/60538	W 4:10pm - 6:00pm 601b Fairchild Life Sciences Bldg	Marianne Giordani	4	7/25

ENGL W4331 British Poetry from Restoration to Romanticism. 3 points.

(Lecture). This course explores 150 years' worth of British poetry that wants to make philosophy sing. Our semester begins in the context of Restoration England, where recent translations of Lucretius' long poem *De Rerum Natura* made philosophical materialism newly fashionable. And it ends with efforts by early Romantics to write self-aware philosophical poems attuned to the new sciences of life. In between, we will discover how eighteenth-century writers reimagined the philosophical poem as a tool for reflecting on aesthetics and experimentalism, history and politics, metaphysics and theology. We will often ask how forms of this poetry advance or imply different definitions of mind. But here and there we will also read some pointedly unphilosophical verse, reminding ourselves that poets aren't just philosophers who rhyme and that poetry's relationship with philosophy was unstable in the long eighteenth century (It still is in the twenty-first.) Course work consists of short writing assignments and a take-home final examination.

Spring 2016: ENGL W4331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4331	001/68454	T Th 4:10pm - 5:25pm 703 Hamilton Hall	Dustin Stewart	3	15/60

ENGL W4404 Victorian Poetry. 3 points.

Open to all undergraduates (regardless of major) and graduate students.

(Lecture). This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be concentrating on poems by Elizabeth Barrett Browning, Gerard Manley Hopkins, Christina Rossetti, Matthew Arnold, A. E. Housman, and Thomas Hardy.

Spring 2016: ENGL W4404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4404	001/64268	M W 10:10am - 11:25am 501 Northwest Corner	Erik Gray	3	76/100

20TH AND 21ST CENTURY

ENGL W3225 Virginia Woolf. 3 points.

(Lecture). Six novels and some non-fictional prose: *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, *Between the Acts*; *A Room of One's Own*, *Three Guineas*.

Spring 2016: ENGL W3225

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3225	001/12296	T Th 10:10am - 11:25am 209 Havemeyer Hall	Edward Mendelson	3	103/100

ENGL W3393 Banned Books. 4 points.

Prerequisites: Permission of instructor.

(Seminar). This course will examine the texts that are either about censorship or that have been suppressed or challenged since their publication. The chosen texts are intentionally global in scope. We will look at works from around the world in order to discuss different contexts for book banning, but also to show important continuities. Along the way, we will also discuss the grounds upon which books are banned, including obscenity, blasphemy, and sedition. Throughout the semester, we will examine various perspectives and also situate these texts within current debates regarding free speech on college campuses, trauma sensitivity, and trigger warnings as well as examining the popularity of "Banned Books" events and merchandise as a marketing phenomenon. Works we will read include *Fahrenheit 451*, *Lolita*, *The Bluest Eye*, *Jury's People*, *The Country Girls*, *The Satanic Verses*, *Fun Home*. **Application instructions:** E-mail the instructor (ecb2180@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Spring 2016: ENGL W3393

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3393	001/29031	Th 4:10pm - 6:00pm 301m Fayerweather	Emily Bloom	4	22/25

ENGL W3941 London: Global City, Global Fictions. 4 points.

Prerequisites: Permission of instructor.

(Seminar). This course is designed as an introduction to the literature of London from Dickens to the present day. By 1850, London was the largest city humanity had ever constructed and it burst the limits of human understanding. In 1851, the Great Exhibition brought the world to the metropolitan centre. Fiction provided one way of 'mapping the city,' with tactics that range from Realist confidence that the city can be depicted and contained to detective and Gothic fictions that suspected the city was rife with hidden crimes, monstrous secrets, and weird invaders. By 1950, London was a post-colonial city, bombed out and stricken, overtaken by the American powerhouse. What has happened since then to this multicultural city? This course will use a mix of spatial theory, cultural history, poetry, short stories, fictions, documentaries, and films to try to convey the multiplicity of approaches that have been adopted to capture that elusive beast: London. To apply for permission, please e-mail Aaron Robertson, (ar3488@columbia.edu) with "seminar application" as the subject heading. In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait

list from which the instructor will in due course admit them as spaces become available.

ENGL W4500 H.G. Wells. 3 points.

(Lecture). In this course we will read the works of one of the 20th century's most overlooked geniuses, H.G. Wells. This is the first time in Columbia's history that a course has been dedicated to Wells, even though he is one of the great visionaries of the first half of the century, whose innovation and influence across different genres of writing was extraordinary (these genres include science fiction, which he helped to invent; the short story, of which he wrote some of the best in the modernist period; the social novel, to which he contributed several breathtaking examples; the essay-novel, a great genre for him which has never been sufficiently appreciated by literary critics; popular history, science, economics, which he put on the map; and the essay as a political text for the activist citizen). We will read across the full range of his writings, including all the genres named above, covering nearly 50 years of writing, from his breakout novel, *The Time Machine* (1895) to late works on the future (including film) in the 1930s and 40s. Still, we will only be scratching the surface for a writer whose full biography includes 6000 items. In reading Well's work, moreover, we will place them in conversation with his modernist peers (Henry James, Joseph Conrad, Virginia Woolf, T.S. Eliot, George Orwell) and with many critical topics on which he was passionately engaged, including evolution, empire, gender, social class, war, technology, and the writing of history.

Spring 2016: ENGL W4500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4500	001/96447	T Th 2:40pm - 3:55pm 413 Kent Hall	Sarah Cole	3	30/100

ENGL W4507 The Shape of Gothic Literature. 3 points.

(Lecture). This course is designed as a broad introduction to Gothic literature, looking at the genre's key tropes and ideas, and how it transformed from its origins in the anxiety dreams of the English gentleman Horace Walpole in 1765 to become the cultural juggernaut of contemporary horror. The course will cover some central texts and writers, but this is not a survey. Instead, we will focus specifically on Gothic spaces - the haunted house, the labyrinth, the basement. The empty corridor, the interior of the body and the terrifying beyond, as well as the twisted and surreal shapes of the texts themselves - and explore why the genre seems to come back to these elements so often. By the end of the courses, students should be equipped with the knowledge to defeat most forms of the undead and most transdimensional squids.

Spring 2016: ENGL W4507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4507	001/15948	M W 2:40pm - 3:55pm 603 Hamilton Hall	Roger Luckhurst	3	47/60

ENGL W4611 Modernism and Media. 3 points.

(Lecture). Does new media fundamentally alter the way we produce and consume works of art? This seems like a twenty-first century question, but it was also a central preoccupation for modernist writers in the first half of the twentieth century. How, they asked, can literature reach the distracted modern reader? Writers we will read this semester such as Joseph Conrad and Virginia Woolf rejected Victorian literary conventions, which they argued were no longer able to touch the modern reader's senses directly; in doing so, however, they relied on techniques such as collage, allusion, stream of consciousness, and symbolism that often alienated the "common reader." Other forms of entertainment were increasingly available to such readers: the cinema, the music hall, newspapers, radio, and (later) television. Literature was, for many, losing its audience to these other venues. Scholars have argued that modernism emerged as a reaction against the rise of mass culture; however, as we will see in this course, modernist reactions to media are in fact diverse and complicated. We will identify and explore a range of critical approaches, and, in so doing, we will detail the extent to which modernist aesthetics emerged alongside the rise of new forms of popular mass culture, whether as a negative, positive, or ambivalent response. We will also interrogate the enduring legacy of modernist approaches to media and question whether we have, in fact, moved beyond these concerns or whether they continue to define our literary and popular cultures. Working through a range of texts from famous works of high modernism such as T.S. Eliot's *The Waste Land* and James Joyce's *Ulysses* or lesser known radio plays, manifestos, and films, we will identify the intimate relationship between modernism and changing media.

Spring 2016: ENGL W4611

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4611	001/27398	T Th 1:10pm - 2:25pm 603 Hamilton Hall	Emily Bloom	3	41/60

AMERICAN**ENGL W3632 The Science of Fiction: American Naturalism, 1880-1915. 3 points.**

(Seminar). While literary realism was inspired by the work of nineteenth century painters, naturalism was a movement that emerged from the new sciences of biological, economic, and technological determinisms found in the writings of Darwin, Spencer and Marx. Characters in naturalist fiction were no longer the seamlessly depicted individuals who seemed as if they could step off the page, but rather the expressive products of vast networks of biological and economic forces. This course will explore how literature imagined itself as a form of data collection, with stories that catalogued the tiniest details of daily, bodily life and showed how these infinitesimal moments were all integrated into part of much larger aggregate social systems. We will read works by John Dos Passos, Charlotte Perkins Gilman, Edith Wharton, Frank Norris, Theodore Dreiser, Mary Wilkins Freeman, et. al.

Spring 2016: ENGL W3632

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3632	001/82499	T 10:10am - 12:00pm 309 Hamilton Hall	Grant Wythoff	3	2/25

ENGL W3633 Literature and American Citizenship. 4 points.

Prerequisites: Permission of instructor.

(Seminar). Who is a citizen? How has the notion of citizenship changed in American history? Questions of American citizenship - who can claim it and what it entails -- have been fiercely contested since the founding of the United States. Scholars have articulated various ways of conceptualizing citizenship: as a formal legal status; as a collection of state-protected rights; as political activity; and as a form of identity and solidarity. In this seminar, we'll explore the role that literature and literary criticism have played in both shaping and responding to the narratives and civic myths that determine what it means to be an American citizen. **Application instructions:** E-mail the instructor (ajr2186@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available. Readings will include novels, poems, and political tracts from throughout American history; likely authors include Mary Rowlandson, Benjamin Franklin, Herman Melville, Willa Cather, Tony Kushner, and Claudia Rankine

Spring 2016: ENGL W3633

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3633	001/88949	M 2:10pm - 4:00pm 201d Philosophy Hall	Aaron Ritzenberg	4	7/15

ENGL W3710 The Beat Generation. 4 points.

Limited to seniors. Priority given to those who have taken at least one course in 20th-century American culture, especially history, jazz, film, and literature.

Prerequisites: Permission of instructor.

(Seminar). Surveys the work of the Beats and other artists connected to the Beat movement. Readings include works by Jack Kerouac, Allen Ginsberg, William Burroughs, Amiri Baraka, and Joyce Johnson, as well as background material in the post-World War II era, films with James Dean and Marlon Brando, and the music of Charlie Parker and Thelonius Monk.

Application instructions: E-mail Professor Ann Douglas (ad34@columbia.edu) with the subject heading "The Beat Generation". In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. **Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.**

Spring 2016: ENGL W3710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3710	001/95896	T 6:10pm - 8:00pm 612 Philosophy Hall	Ann Douglas	4	20/25

ENGL W3740 Toni Morrison. 4 points.

Prerequisites: Instructor's permission.

(Seminar). **Application Instructions:** E-mail Professor Griffin (fjg8@columbia.edu) with the subject heading, "Toni Morrison seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

Spring 2016: ENGL W3740

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3740	001/61966	M 2:10pm - 4:00pm 507 Philosophy Hall	Farah Griffin	4	20/25

ENGL W3876 The Lives of Things in American Literature. 4 points.

Prerequisites: Permission of instructor.

(Seminar). A fugitive walks into Death Valley carrying stolen gold and a caged canary. A young black woman wears her politics in her fashion. A New Englander builds a house in the forest and leaves open the windows and doors. A modernist poem systematically materializes common household goods through the density of its language. In this seminar, we will discuss works that stage such scenes (by Henry David Thoreau, Henry James, Frank Norris, Nella Larsen, Gertrude Stein, Edith Wharton...) to understand how American literature has explored the contested meanings of objects. Do our things enchant, tyrannize, or mystify us? Do they help us construct embodied identities and relationships with one another? Are they dead and silent matter, or do they have some agency of their own? How does the aesthetic dimension play into all of this? We will also see how philosophers and theorists responded to these questions, from the time of mass production's expansion in the nineteenth century to today. We will explore how we, and our literary authors, think of objects in many ways: as commodity fetish, network actors, artwork, existential phenomena.... Learning and trying on some of these competing methods, participants in this seminar will practice "reading" not only literature, but also objects, using a collaborative Mediathread site. **Application instructions:** Students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Spring 2016: ENGL W3876

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3876	001/29050	W 12:10pm - 2:00pm 201d Philosophy Hall	Valeria Tsygankova	4	5/25

CLEN W3972 Feminism and Disability Studies. 4 points.

Prerequisites: Permission of instructor.

(Seminar). This course studies the intersection of feminism and disability studies as a critical problem, a theoretical rubric, and a site of cultural production. These fields have much in common, including the fact that both grew out of movements for rights and social justice, take the body as a key area of concern, and are concerned with intersectionality of such terms as gender, ability, race, ethnicity, and class. However, they have not always been in dialogue. In this course, we will consider the evolution and key questions behind each field, where they overlap and disagree, and what might be gained through a productive conjunction of the two. We will study the sometimes competing perspectives of feminism and disability on debates over reproductive choice, dependency and care, and the representation of the non-normative body as we seek strategies for intersection and reconciliation. We will begin by assuming a close connection between aesthetic and social/political representation, putting narratives in a variety of media - essays, fiction, memoir, film, and visual arts -- at the center of our analysis. Narrative will be paired with critical readings that will provide historical, social, political, and theoretical context for our discussion. **Application instructions:** E-mail Prof. Adams (rea15@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Spring 2016: CLEN W3972

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3972	001/61196	W 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Rachel Adams	4	3/10

ENGL W4618 Narratives of Slavery. 3 points.

(Lecture). This course examines slavery and its afterlife by considering the constituent elements of slavery as a narrative form, idiom of power, and mode of violence. In this survey of the eighteenth and nineteenth-century literature of slavery, we will read the classic narratives: *The Interesting Narrative of the Life of Olaudah Equiano*, *The History of Mary Prince*, *The Narrative of the Life of Frederick Douglass*, *My Bondage, My Freedom*, and *Incidents in the Life of A Slave Girl*, as well as the narratives of mercenary soldiers and slave-owners. The concluding weeks of the class will be devoted to Post-Reconstruction texts like *The Conjure Tales* and *The Souls of Black Folk* to consider the ways in which the definition of slavery evolves and transforms in the wake of manumission, the legal abolition of the institution, and the failure of Reconstruction. Does our account of slavery as a legal relation of conscription and dispossession, as a mode of power and domination, and as a form of violence change depending on the character of the present and the time of our reading? That is, how is our understanding of what slavery is or is not determined by contemporary modes of

racial subjection, exploitation, vulnerability, incarceration and prevailing conceptions of freedom?

Spring 2016: ENGL W4618

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4618	001/92081	M W 4:10pm - 5:25pm 603 Hamilton Hall	Saidiya Hartman	3	18/100

ENGL W4622 African American Literature II. 3 points.

(Lecture). This survey of African American literature focuses on language, history, and culture. What are the contours of African American literary history? How do race, gender, class, and sexuality intersect within the politics of African American culture? What can we expect to learn from these literary works? Why does literature matter to students of social change? This lecture course will attempt to provide answers to these questions, as we begin with Zora Neale Hurston's *Their Eyes Were Watching God* (1937) and Richard Wright's *Native Son* (1940) and end with Melvin Dixon's *Love's Instruments* (1995) with many stops along the way. We will discuss poetry, fiction, drama, and non-fictional prose. Other authors include Ralph Ellison, James Baldwin, Gwendolyn Brooks, Malcolm X, Ntozake Shange, Audre Lorde, and Toni Morrison.

Spring 2016: ENGL W4622

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4622	001/61869	T Th 2:40pm - 3:55pm 603 Hamilton Hall	Marcellus Blount	3	36/100

ENGL W4635 Science Fiction Poetics. 3 points.

(Lecture). "A book of philosophy should in part be a kind of science fiction. How else can one write but of those things which one doesn't know, or knows badly? It is precisely there that we imagine having something to say. We write only at the frontiers of our knowledge, at the border which separates our knowledge from our ignorance and transforms the one into the other." -- Gilles Deleuze, *Difference and Repetition*.

Spring 2016: ENGL W4635

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4635	001/74156	T Th 6:10pm - 7:25pm 602 Hamilton Hall	Michael Golston	3	50

ENGL W4650 Novels of Immigration, Relocation, Diaspora. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

(Lecture). The master narrative of the United States has always vacillated between valorizations of movement and settlement. While ours is a nation of immigrants, one which privileges its history of westward expansion and pioneering, trailblazing adventurers, we also seem to long for what Wallace Stegner called a "sense of place," a true belonging within a single locale. Each of these constructions has tended to focus on individuals with a tremendous degree of agency in terms of where and whether they

go. However, it is equally important to understand the tension between movement and stasis within the communities most frequently subjected to spatial upheavals. To that end, this course is designed to examine narratives of immigration, migration, relocation, and diaspora by authors of color in the United States.

Spring 2016: ENGL W4650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4650	001/67925	M W 10:10am - 11:25am 501 Schermerhorn Hall	John Gamber	3	71/100

ENTA W4731 American Drama. 3 points.

(Lecture). Survey of American drama from 1900-1960s. We will ask what makes American drama "American" and how American dramatists responded to European influences. We will also examine American drama's relationship to key cultural events and transformations of the 20th century, such as the rise of mass culture; mechanization and alienation; labor unrest; race and racism; and Cold War paranoia. How has American identity been constructed and contested on stage? What are the broader social and political contexts of dramatic performance in the 20th century? How does drama relate to other media, such as film? Plays by Eugene O'Neill, Sophie Treadwell, Langston Hughes, Clifford Odets, Lillian Hellman, Edward Albee.

Spring 2016: ENTA W4731

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTA 4731	001/87947	T Th 11:40am - 12:55pm 517 Hamilton Hall	Katherine Biers	3	52/70

JAZZ W4900 Jazz and the Literary Imagination. 3 points.

(Lecture). This course will focus on the ways that jazz has been a source of inspiration for a variety of twentieth-century literatures, from the blues poetry of the Harlem Renaissance to contemporary fiction. We will consider in detail the ways that writers have discovered or intuited formal models and political implications in black music. Rather than simply assume that influence only travels in one direction, we will also take up some literary efforts (including autobiography, poetry, historiography, and criticism) by musicians themselves. What are the links between musical form and literary innovation? How can terms of musical analysis (improvisation, rhythm, syncopation, harmony) be applied to the medium of writing? How does music suggest modes of social interaction or political potential to be articulated in language? How does one evaluate the performance of a poem (in an oral recitation or musical setting) in relation to its text? Materials may include writings and recordings by Jacques Attali, James Weldon Johnson, Langston Hughes, Louis Armstrong, Zora Neale Hurston, Sterling Brown, Kurt Schwitters, Ralph Ellison, Amiri Baraka, Ella Fitzgerald, William Melvin Kelley, Edward Kamau Brathwaite, Gayl Jones, Michael Ondaatje, Ed Pavlic, Joseph Jarman, Nathaniel Mackey, and Harryette Mullen, among others. Requirements: weekly response papers, a 5-7 pg. midterm paper and a 9-12 pg. final paper.

Spring 2016: JAZZ W4900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JAZZ 4900	001/25415	T Th 10:10am - 11:25am 702 Hamilton Hall	Brent Edwards	3	73/100

SPECIAL TOPICS

ENGL W3236 Melodrama: Race, Gender, Sexuality, 1850-present. 4 points.

Prerequisites: Permission of instructor.

(Seminar). This course examines the centrality of melodrama to modern definitions of race, gender, and sexuality by analyzing how the genre's narrative and visual devices encode the historical transformations of these identity categories. The course centers on three tropes: the pathologization of transgressive desire, sexual violence, and interracial violence. We will begin with *Gone with the Wind* in order to establish a vocabulary for describing melodrama's formal characteristics and then move backward to analyze the codification of the aforementioned tropes on the nineteenth-century stage. We will then examine how postwar Hollywood film uses these tropes in order to translate the dehumanization and restriction experienced by women, queers and African-Americans into feelings of melancholy and resignation which critics argue defer political critique. Our course concludes with the relationship between melodrama and identity politics by studying how post-1968 work responding to sexual assault, LGBT rights and AIDS appropriates melodramatic conventions in order to declare an explicitly political project. Texts include the dramas *Camille*, *Tosca*, *The Octoroon*, and *Angels in America*; the films *Black Narcissus*, *The Children's Hour*, *Imitation of Life*, and *Milk*; the course ends with the television serials *Mad Men* and *Orange is the New Black*. Students will also be introduced to feminist, queer and critical race scholarship on affect theory and the relation between identity politics and representation. **Application instructions:** E-mail the instructor (vcw2106@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

Spring 2016: ENGL W3236

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3236	001/67497	M 12:10pm - 2:00pm 302 Hamilton Hall	Victoria Wiet	4	23/25

ENGL W3505 LGBT Literature: Gay and Lesbian Playwrights. 4 points.

Prerequisites: Permission of instructor.

(Seminar). **Application instructions:** E-mail the instructor (jr2168@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be

placed on a wait list from which the instructor will in due course admit them as spaces become available.

Fall 2015: ENGL W3505

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3505	001/68146	F 6:10pm - 8:00pm 303 Hamilton Hall	Jonathan Robinson-Appels	4	9
ENGL 3505	002/66150	F 6:10pm - 8:00pm 303 Hamilton Hall	Jonathan Robinson-Appels	4	6

Spring 2016: ENGL W3505

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3505	001/12231	F 6:10pm - 8:00pm 301 Hamilton Hall	Jonathan Robinson-Appels	4	12/25

ENGL W3999 Senior Essay. 3 points.

Open to those who have applied and been accepted into the department's senior essay program only.

Prerequisites: the department's permission.

This course is open only to those who have applied and been accepted into the department's senior essay program. For information about the program, including deadline for application, please visit <http://english.columbia.edu/undergraduate/senior-essay-program>.

UNIVERSITY WRITING

ENGL C1010 University Writing. 3 points.

University Writing helps undergraduates engage in the conversations that form our intellectual community. By reading and writing about scholarly and popular essays, students learn that writing is a process of continual refinement of ideas. Rather than approaching writing as an innate talent, this course teaches writing as a learned skill. We give special attention to textual analysis, research, and revision practices. *University Writing* offers the following themed sections, all of which welcome students with no prior experience studying the theme. Students interested in a particular theme should register for the section within the specified range of section numbers. *UW: Contemporary Essays (sections below 100)*. Features contemporary essays from a variety of fields. *UW: Readings in American Studies (sections in the 100s)*. Features essays that explore the culture, history, and politics that form American identity. *UW: Readings in Women's and Gender Studies (sections in the 200s)*. Features essays that examine relationships among sex, gender, sexuality, race, class, and other forms of identity. *UW: Readings in Sustainable Development (sections in the 300s)*. Features essays that ask how we can develop global communities that meet people's needs now without diminishing the ability of people in the future to do the same. *UW: Readings in Human Rights (sections in the 400s)*. Features essays that investigate the ethics of belonging to a community and issues of personhood, identity, representation, and action. *UW: Readings in Data Sciences and Engineering (sections in the 500s)*. Features essays that study how our data-saturated society challenges conceptions of cognition, autonomy,

identity, and privacy. *University Writing for International Students (sections in the 900s)*. Open only to international students, these sections emphasize the transition to American academic writing cultures through the study of contemporary essays from a variety of fields. For further details about these classes, please visit: <http://www.college.columbia.edu/core/uwp>.

Fall 2015: ENGL C1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment						
ENGL 1010	001/63447	M W 8:40am - 9:55am 201b Philosophy Hall	Aled Roberts	3	14/14	ENGL 1010	028/72098	T Th 8:40am - 9:55am 201b Philosophy Hall	Lynn Strong	3	14/14
ENGL 1010	002/71948	M W 8:40am - 9:55am 201d Philosophy Hall	Gianmarco Saretto	3	13/14	ENGL 1010	029/82600	T Th 8:40am - 9:55am 201d Philosophy Hall	Susan Hanrahan	3	13/14
ENGL 1010	003/91750	M W 8:40am - 9:55am 408a Philosophy Hall	Sarah Thomas	3	13/14	ENGL 1010	030/86652	T Th 8:40am - 9:55am 413 Hamilton Hall	Miranda Pennington	3	14/14
ENGL 1010	004/95800	M W 8:40am - 9:55am 313 Hamilton Hall	Harald Sundt	3	14/14	ENGL 1010	032/88654	T Th 10:10am - 11:25am 408a Philosophy Hall	Sarah Arkebauer	3	14/14
ENGL 1010	007/77781	M W 10:10am - 11:25am 408a Philosophy Hall	Raluca Albu	3	13/14	ENGL 1010	033/97155	T Th 10:10am - 11:25am 201d Philosophy Hall	Warren Kluber	3	14/14
ENGL 1010	008/63747	M W 11:40am - 12:55pm 408a Philosophy Hall	Buck Wanner	3	14/13	ENGL 1010	034/82947	T Th 11:40am - 12:55pm 408a Philosophy Hall	Samuel Mitchell	3	13/14
ENGL 1010	009/77947	M W 11:40am - 12:55pm 325 Pupin Laboratories	Valerio Amoretti	3	14/14	ENGL 1010	036/96947	T Th 11:40am - 12:55pm 407 Hamilton Hall	Chin-chi Wang	3	13/14
ENGL 1010	016/23328	M W 2:40pm - 3:55pm 407 Hamilton Hall	Katherine McIntyre	3	14/14	ENGL 1010	038/82195	T Th 1:10pm - 2:25pm 222 Pupin Laboratories	Jaime Green	3	14/14
ENGL 1010	018/76499	M W 2:40pm - 3:55pm 408a Philosophy Hall	Rebecca Hildebrand	3	12/14	ENGL 1010	041/13036	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Abigail Rabinowitz	3	14/14
ENGL 1010	020/11351	M W 4:10pm - 5:25pm 201b Philosophy Hall	Jessica Hallock	3	13/14	ENGL 1010	043/17549	T Th 2:40pm - 3:55pm 616 Hamilton Hall	Paula Hopkins	3	14/14
ENGL 1010	021/20943	M W 4:10pm - 5:25pm 318 Hamilton Hall	Therese Cox	3	14/14	ENGL 1010	044/27449	T Th 2:40pm - 3:55pm 407 Hamilton Hall	Gabriel Bloomfield	3	14/14
ENGL 1010	022/78282	M W 4:10pm - 5:25pm 307 Mathematics Building	Alexis Fabrizio	3	14/14	ENGL 1010	045/19268	T Th 4:10pm - 5:25pm 507 Hamilton Hall	Rebecca Pawel	3	14/14
ENGL 1010	024/75949	M W 5:40pm - 6:55pm 412 Pupin Laboratories	Julia Sirmons	3	14/14	ENGL 1010	046/99782	T Th 4:10pm - 5:25pm 502 Northwest Corner	Ida Tvedt	3	14/14
ENGL 1010	026/83287	M W 5:40pm - 6:55pm 413 Hamilton Hall	Noah Shannon	3	14/14	ENGL 1010	050/78031	T Th 5:40pm - 6:55pm 307 Mathematics Building	Jessica Stevens	3	12/14
ENGL 1010	027/69266	T Th 8:40am - 9:55am 408a Philosophy Hall	Richard Trist	3	14/14	ENGL 1010	052/19272	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Savannah Cooper-Ramsey	3	14/14
						ENGL 1010	101/11397	M W 10:10am - 11:25am 201b Philosophy Hall	Valeria Tsygankova	3	14/14
						ENGL 1010	102/22047	M W 1:10pm - 2:25pm 502 Northwest Corner	Elina Mishuris	3	14/14
						ENGL 1010	103/24781	M W 2:40pm - 3:55pm 502 Northwest Corner	Rachel Schwerin	3	14/14

ENGL 1010	104/73326	T Th 10:10am - 11:25am 502 Northwest Corner	Craig Gurian	3	14/14	ENGL 1010	903/12100	T Th 5:40pm - 6:55pm 507 Hamilton Hall	Justin Snider	3	14/14
Spring 2016: ENGL C1010											
ENGL 1010	105/23339	M W 1:10pm - 2:25pm 507 Hamilton Hall	Nicholas Mayer	3	14/14	Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	201/12284	M W 1:10pm - 2:25pm 201b Philosophy Hall	Allen Durgin	3	14/14	ENGL 1010	001/76653	M W 8:40am - 9:55am 201b Philosophy Hall	Gianmarco Saretto	3	13/14
ENGL 1010	202/92081	M W 5:40pm - 6:55pm 408a Philosophy Hall	Trevor Corson	3	12/14	ENGL 1010	002/78648	M W 8:40am - 9:55am 408a Philosophy Hall	Ida Tvedt	3	14/14
ENGL 1010	203/88947	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Glenn Gordon	3	12/14	ENGL 1010	003/82500	M W 8:40am - 9:55am 313 Hamilton Hall	Rosa Schneider	3	14/14
ENGL 1010	204/68649	T Th 2:40pm - 3:55pm 609 Hamilton Hall	Kristin Slaney	3	13/14	ENGL 1010	004/86098	M W 8:40am - 9:55am 315 Hamilton Hall	Caitlin Rimshnick	3	14/14
ENGL 1010	205/77547	M W 4:10pm - 5:25pm 408a Philosophy Hall	Liza St. James	3	14/14	ENGL 1010	007/27249	M W 10:10am - 11:25am 408a Philosophy Hall	Sabrina Alli	3	14/14
ENGL 1010	301/90848	M W 1:10pm - 2:25pm 408a Philosophy Hall	Phillip Polefrone	3	14/14	ENGL 1010	010/25524	M W 11:40am - 12:55pm 201b Philosophy Hall	Alexander Lash	3	14/14
ENGL 1010	303/14287	T Th 1:10pm - 2:25pm 652 Schermerhorn Hall	Jordan Kisner	3	14/14	ENGL 1010	013/68348	M W 1:10pm - 2:25pm 408a Philosophy Hall	Samantha Miller Khaikin	3	13/14
ENGL 1010	401/66246	M W 11:40am - 12:55pm 411 Hamilton Hall	Meredith Shepard	3	14/14	ENGL 1010	014/72298	M W 1:10pm - 2:25pm 307 Mathematics Building	Kristen Martin	3	14/14
ENGL 1010	402/97900	M W 5:40pm - 6:55pm 201b Philosophy Hall	Daniel Pearce	3	14/14	ENGL 1010	017/11784	M W 2:40pm - 3:55pm 201b Philosophy Hall	Katherine McIntyre	3	14/14
ENGL 1010	403/13020	T Th 11:40am - 12:55pm 201b Philosophy Hall	Rebecca Wisor	3	14/14	ENGL 1010	018/11996	M W 2:40pm - 3:55pm 408a Philosophy Hall	Richard Trist	3	14/14
ENGL 1010	404/17097	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Nina Sharma	3	13/14	ENGL 1010	019/82052	M W 4:10pm - 5:25pm 502 Northwest Corner	Allen Durgin	3	13/14
ENGL 1010	501/28748	M W 10:10am - 11:25am 201d Philosophy Hall	Simon Porzak	3	14/14	ENGL 1010	021/90852	M W 4:10pm - 5:25pm 325 Pupin Laboratories	Therese Cox	3	14/14
ENGL 1010	502/25514	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Catherine Kirch	3	13/14	ENGL 1010	022/92997	M W 4:10pm - 5:25pm 307 Mathematics Building	Julia Simmons	3	14/14
ENGL 1010	503/60798	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Avery Erwin	3	14/14	ENGL 1010	024/84531	M W 5:40pm - 6:55pm 307 Mathematics Building	Jessica Stevens	3	13/14
ENGL 1010	901/71299	M W 2:40pm - 3:55pm 201b Philosophy Hall	Elizabeth Walters	3	14/14	ENGL 1010	025/87194	M W 5:40pm - 6:55pm 201b Philosophy Hall	Eugene Petracca	3	14/14
ENGL 1010	902/98599	T Th 4:10pm - 5:25pm 511 Hamilton Hall	Taarini Mookherjee	3	14/14	ENGL 1010	026/11785	M W 5:40pm - 6:55pm 408a Philosophy Hall	Noah Shannon	3	14/14

ENGL 1010	029/25799	T Th 8:40am - 9:55am 408a Philosophy Hall	John McCormack	3	14/14	ENGL 1010	201/17051	M W 10:10am - 11:25am 424 Pupin Laboratories	Harald Sundt	3	14/14
ENGL 1010	030/27498	T Th 8:40am - 9:55am 315 Hamilton Hall	Lynn Strong	3	14/14	ENGL 1010	202/63652	M W 1:10pm - 2:25pm 315 Hamilton Hall	Liza St. James	3	14/14
ENGL 1010	032/27208	T Th 10:10am - 11:25am 408a Philosophy Hall	Christopher Williams	3	14/14	ENGL 1010	203/71746	T Th 2:40pm - 3:55pm C01 Knox Hall	Kristin Slaney	3	14/14
ENGL 1010	033/68461	T Th 10:10am - 11:25am 601b Fairchild Life Sciences Bldg	Raluca Albu	3	14/14	ENGL 1010	204/81033	T Th 5:40pm - 6:55pm 502 Northwest Corner	Trevor Corson	3	13/14
ENGL 1010	035/19267	T Th 11:40am - 12:55pm 201b Philosophy Hall	Paula Hopkins	3	14/14	ENGL 1010	301/27783	M W 11:40am - 12:55pm 408a Philosophy Hall	Phillip Polefrone	3	14/14
ENGL 1010	036/25785	T Th 11:40am - 12:55pm 408a Philosophy Hall	Ariel Franklin- Hudson	3	14/14	ENGL 1010	302/67506	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Abigail Rabinowitz	3	13/14
ENGL 1010	039/61948	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Buck Wanner	3	14/14	ENGL 1010	303/92349	T Th 4:10pm - 5:25pm 411 Hamilton Hall	Jaime Green	3	14/14
ENGL 1010	040/63598	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Warren Kluber	3	14/14	ENGL 1010	401/60832	M W 11:40am - 12:55pm 313 Hamilton Hall	Meredith Shepard	3	14/14
ENGL 1010	043/81150	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Kaveh Landsverk	3	14/14	ENGL 1010	402/86250	M W 4:10pm - 5:25pm 413 Hamilton Hall	Daniel Pearce	3	14/14
ENGL 1010	044/82899	T Th 2:40pm - 3:55pm 707 Hamilton Hall	Leah Zander	3	14/14	ENGL 1010	403/18697	T Th 8:40am - 9:55am 413 Hamilton Hall	Miranda Pennington	3	14/14
ENGL 1010	047/96648	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Emily Hainze	3	14/14	ENGL 1010	404/28534	T Th 10:10am - 11:25am 413 Hamilton Hall	Nina Sharma	3	14/14
ENGL 1010	048/98297	T Th 4:10pm - 5:25pm 507 Hamilton Hall	Rebecca Pawel	3	14/14	ENGL 1010	501/77530	M W 10:10am - 11:25am 325 Pupin Laboratories	Aled Roberts	3	14/14
ENGL 1010	050/94693	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Shoshana Akabas	3	14/14	ENGL 1010	502/62285	M W 1:10pm - 2:25pm 201b Philosophy Hall	Simon Porzak	3	14/14
ENGL 1010	051/13286	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Jessica Hallock	3	14/14	ENGL 1010	503/88150	T Th 4:10pm - 5:25pm 114 Knox Hall	Avery Erwin	3	14/14
ENGL 1010	101/82597	M W 2:40pm - 3:55pm 502 Northwest Corner	Rachel Schwerin	3	14/14	ENGL 1010	901/98348	M W 2:40pm - 3:55pm 315 Hamilton Hall	Alexis Fabrizio	3	13/14
ENGL 1010	102/12750	T Th 8:40am - 9:55am 201b Philosophy Hall	Tana Wojczuk	3	14/14	ENGL 1010	902/97296	M W 5:40pm - 6:55pm 502 Northwest Corner	Justin Snider	3	14/14
ENGL 1010	103/83531	T Th 11:40am - 12:55pm 511 Hamilton Hall	Elina Mishuris	3	14/14	ENGL 1010	903/93639	T Th 1:10pm - 2:25pm 307 Mathematics Building	Elizabeth Walters	3	14/14
ENGL 1010	104/75512	T Th 1:10pm - 2:25pm 502 Northwest Corner	Nicholas Mayer	3	14/14	<p>ENGL F1010 University Writing. 3 points. Prerequisites: Non-native English speakers must reach Level 10 in the American Language Program prior to registering for ENGL F1010. <i>University Writing</i> helps undergraduates engage in the conversations that form our intellectual community. By reading</p>					

and writing about scholarly and popular essays, students learn that writing is a process of continual refinement of ideas. Rather than approaching writing as an innate talent, this course teaches writing as a learned skill. We give special attention to textual analysis, research, and revision practices. *University Writing* offers the following themed sections, all of which welcome students with no prior experience studying the theme. Students interested in a particular theme should register for the section within the specified range of section numbers. *UW: Contemporary Essays (sections below 100)*. Features contemporary essays from a variety of fields. *UW: Readings in American Studies (sections in the 100s)*. Features essays that explore the culture, history, and politics that form American identity. *UW: Readings in Women's and Gender Studies (sections in the 200s)*. Features essays that examine relationships among sex, gender, sexuality, race, class, and other forms of identity. *UW: Readings in Sustainable Development (sections in the 300s)*. Features essays that ask how we can develop global communities that meet people's needs now without diminishing the ability of people in the future to do the same. *UW: Readings in Human Rights (sections in the 400s)*. Features essays that investigate the ethics of belonging to a community and issues of personhood, identity, representation, and action. *UW: Readings in Data Sciences and Engineering (sections in the 500s)*. Features essays that study how our data-saturated society challenges conceptions of cognition, autonomy, identity, and privacy. *University Writing for International Students (sections in the 900s)*. Open only to international students, these sections emphasize the transition to American academic writing cultures through the study of contemporary essays from a variety of fields. For further details about these classes, please visit: <http://www.college.columbia.edu/core/uwp>.

Fall 2015: ENGL F1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/16048	M W 8:40am - 9:55am 616 Hamilton Hall	Campbell Birch	3	14/14
ENGL 1010	002/26046	M W 8:40am - 9:55am 413 Hamilton Hall	Alexandra Watson	3	14/14
ENGL 1010	004/75514	M W 10:10am - 11:25am 407 Hamilton Hall	Gregory Pardlo	3	13/14
ENGL 1010	006/26032	T Th 10:10am - 11:25am 318 Hamilton Hall	Kristen Martin	3	13/14
ENGL 1010	008/64030	M W 11:40am - 12:55pm 201b Philosophy Hall	Allen Durgin	3	12/14
ENGL 1010	009/11532	T Th 11:40am - 12:55pm 412 Pupin Laboratories	Elliot Ross	3	14/14
ENGL 1010	010/17996	M W 1:10pm - 2:25pm 407 Mathematics Building	Simon Porzak	3	12/14
ENGL 1010	011/87451	M W 1:10pm - 2:25pm	Christopher Williams	3	11/14

ENGL 1010	013/64699	313 Pupin Laboratories T Th 1:10pm - 2:25pm 224 Pupin Laboratories	Atefeh Akbari Shahmirzadi	3	13/14
ENGL 1010	015/89535	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Rebecca Wisor	3	14/14
ENGL 1010	018/81047	M W 5:40pm - 6:55pm 307 Mathematics Building	Eugene Petracca	3	14/14
ENGL 1010	019/63444	M W 5:40pm - 6:55pm 502 Northwest Corner	Brian Bartell	3	14/14
ENGL 1010	020/16303	T Th 5:40pm - 6:55pm 502 Northwest Corner	Catherine Steindler	3	13/14
ENGL 1010	021/28499	T Th 5:40pm - 6:55pm 313 Pupin Laboratories	Samantha Miller Khaikin	3	12/14
ENGL 1010	022/60829	M W 7:10pm - 8:25pm 408a Philosophy Hall	Sabrina Alli	3	9/14
ENGL 1010	023/13021	T Th 7:10pm - 8:25pm 408a Philosophy Hall	Leah Zander	3	13/14
ENGL 1010	101/11034	T Th 10:10am - 11:25am 201b Philosophy Hall	Aaron Ritzenberg	3	14/14
ENGL 1010	201/23547	T Th 8:40am - 9:55am 616 Hamilton Hall	Victoria Wiet	3	14/14
ENGL 1010	301/88948	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Abigail Rabinowitz	3	14/14
ENGL 1010	401/89031	M W 11:40am - 12:55pm 502 Northwest Corner	Andrea Crow	3	14/14
ENGL 1010	501/94262	M 4:10pm - 5:25pm 606 Lewisohn Hall	Aled Roberts	3	14/14
ENGL 1010	501/94262	W 4:10pm - 5:25pm 610 Lewisohn Hall	Aled Roberts	3	14/14
ENGL 1010	901/67749	T Th 1:10pm - 2:25pm C01 80 Claremont	Ruen-Chuan Ma	3	13/14
ENGL 1010	902/77699	M W 2:40pm - 3:55pm 425 Pupin Laboratories	Samantha Schnell	3	13/14

Spring 2016: ENGL F1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/72698	M W 8:40am - 9:55am 316 Hamilton Hall	Vanessa Guida	3	14/14

ENGL 1010	002/80999	T Th 8:40am - 9:55am 316 Hamilton Hall	Campbell Birch	3	13/14	114 Knox Hall
ENGL 1010	003/82947	M W 10:10am - 11:25am 201b Philosophy Hall	Simon Porzak	3	14/14	
ENGL 1010	005/87193	M W 11:40am - 12:55pm 707 Hamilton Hall	Chin-chi Wang	3	14/14	
ENGL 1010	006/12696	T Th 11:40am - 12:55pm 601b Fairchild Life Sciences Bldg	Christopher McKeen	3	13/14	
ENGL 1010	008/61530	M W 1:10pm - 2:25pm 413 Hamilton Hall	Gregory Pardlo	3	13/14	
ENGL 1010	009/85282	T Th 1:10pm - 2:25pm 116 Knox Hall	Savannah Cooper- Ramsey	3	14/14	
ENGL 1010	013/72607	M W 4:10pm - 5:25pm 201b Philosophy Hall	Michael Paulson	3	13/14	
ENGL 1010	016/68647	M W 5:40pm - 6:55pm 424 Pupin Laboratories	Alexandra Watson	3	13/14	
ENGL 1010	017/76348	T Th 5:40pm - 6:55pm 307 Mathematics Building	Catherine Steindler	3	14/14	
ENGL 1010	018/81798	T Th 5:40pm - 6:55pm 114 Knox Hall	Brian Bartell	3	12/14	
ENGL 1010	019/86249	M W 7:10pm - 8:25pm 201b Philosophy Hall	Susan Hanrahan	3	14/14	
ENGL 1010	020/91701	T Th 7:10pm - 8:25pm 201b Philosophy Hall	Carin White	3	14/14	
ENGL 1010	101/97747	T Th 10:10am - 11:25am 201b Philosophy Hall	Tana Wojczuk	3	14/14	
ENGL 1010	201/27347	M W 1:10pm - 2:25pm 502 Northwest Corner	Allen Durgin	3	14/14	
ENGL 1010	301/84779	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Abigail Rabinowitz	3	14/14	
ENGL 1010	401/12347	M W 2:40pm - 3:55pm 411 Hamilton Hall	Andrea Crow	3	14/14	
ENGL 1010	501/22195	T Th 1:10pm - 2:25pm 601b Fairchild Life Sciences Bldg	Catherine Kirch	3	13/14	
ENGL 1010	901/22748	T Th 2:40pm - 3:55pm 602 Northwest Corner	Samantha Schnell	3	14/14	
ENGL 1010	902/61596	M W 5:40pm - 6:55pm	Taarini Mookherjee	3	14/14	

ETHNICITY AND RACE STUDIES

Center for the Study of Ethnicity and Race: 423

Hamilton; 212-854-0507

<http://www.columbia.edu/cu/cser/>

Program Director: Prof. Frances Negrón-Muntaner, 422

Hamilton; 212-854-0507; fn2103@columbia.edu

Director of Undergraduate Studies: Prof.

Catherine Fennell, 957 Schermerhorn Extension;

212-854-7752; ckf2106@columbia.edu

Founded in 1999, the Center for the Study of Ethnicity and Race (CSER) is an interdisciplinary intellectual space whose mission is to advance the most innovative teaching, research, and public discussion about race and ethnicity. To promote its mission, the Center organizes conferences, seminars, exhibits, film screenings, and lectures that bring together faculty, undergraduates, and graduate students with diverse interests and backgrounds. Moreover, CSER partners with departments, centers, and institutes at Columbia, as well as with colleagues and organizations on and off campus, in order to reach new audiences and facilitate an exchange of knowledge.

PROGRAMS OF STUDY

The ethnicity and race studies major encompasses a variety of fields and interdisciplinary approaches to the critical study of ethnicity and race. What makes CSER unique is its attention to the comparative study of racial and ethnic categories in the production of social identities, power relations, and forms of knowledge in a multiplicity of contexts including the arts, social sciences, natural sciences, and humanities. In addition to the major, CSER also offers a concentration in ethnicity and race studies.

In both the major and concentration, students have the opportunity to select from the following areas of specialization:

- Asian American studies;
- Comparative ethnic studies;
- Latino/a studies;
- Native American/Indigenous studies.

Faculty and students find this field exciting and important because it opens up new ways of thinking about two fundamental aspects of human social existence: race and ethnicity. Although various traditional disciplines such as history, sociology, anthropology, and literature, among others, offer valuable knowledge on race and ethnicity, ethnicity and race studies provides a flexible interdisciplinary and comparative space to bring the insights of various conceptual frameworks and disciplines together in critical dialogue.

Overall, this program introduces students to the study of ethnicity and race, and the deep implications of the subject matter for thinking about human bodies, identity, culture, social hierarchy, and the formation of political communities. The major encourages students to consider the repercussions of racial and ethnic identifications to local and global politics, and how race and ethnicity relates to gender, sexuality, and social class, among other forms of hierarchical difference.

Students majoring in ethnicity and race studies may focus their work on specific groups, such as Asian Americans, Latinos, or Native Americans; or a comparative study of how race and ethnicity are formed and how conceptions of race and ethnicity transform and change over time and place. Students also have the option of designing an individualized course of study, which may encompass a wide variety of themes. Among the most studied are those involving the relationship between race, ethnicity and law; health; human rights; urban spaces; cultural production; visual culture; and the environment.

Due to its rigorous curriculum, which trains students in theory, history, and a wide range of modes of inquiry, the major enables students to follow multiple directions after graduation. According to our internal surveys, nearly half of CSER students continue to Ph.D. programs in history, anthropology, and ethnic studies, among other areas. A second significant number of students continue on to professions most notably related to law, public policy, medicine, human rights, community organizing, journalism, and the environment.

STUDY ABROAD

Students are highly encouraged to participate in study abroad programs, as they represent an exciting opportunity to learn new languages and live in countries that are germane to their areas of study. In addition, traveling abroad can enrich every student's intellectual experience by providing an opportunity to learn about other perspectives on ethnicity and race.

In the past, students have participated in study abroad programs in Australia, Dominican Republic, Mexico, and South Africa. To ensure that study abroad complements the major and integrates effectively with the requirements of the major, students are encouraged to consult with CSER's undergraduate adviser as early in their academic program as possible. The director of undergraduate studies can advise students on what may be exciting programs for their areas.

DEPARTMENTAL HONORS

CSER majors may choose to write and/or produce an honors project. If a monograph, the honors thesis is expected to be 35-50 pages in length. Honors projects can also take other forms, such as video or websites. These projects also require a written component, but of a shorter length than the traditional thesis. During their senior year, honors students perform research as part of CSER W3990 Senior Project Seminar. Senior projects are due in early April.

In order to qualify for departmental honors, students must satisfy all the requirements for the major, maintain a GPA of at least 3.6 in the major, and complete a high quality honors project. In addition, each student is expected to meet periodically with his or her supervising project adviser and preceptor. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

FACULTY

EXECUTIVE COMMITTEE

- Catherine Fennel (Anthropology)
- John Gamber (English and Comparative Literature)
- Karl Jacoby (History)
- Claudio Lomnitz (Anthropology)
- Frances Negrón-Muntaner (English and Comparative Literature)
- Mae Ngai (History)
- Ana Maria Ochoa (Ethnomusicology)
- Gary Okihiro (School of International and Public Affairs)
- Gray Tuttle (East Asian Languages and Cultures)
- Christopher Washburne (Ethnomusicology)

AFFILIATED FACULTY

- Rachel Adams (English and Comparative Literature)
- Carlos Alonso (Latin American and Iberian Cultures)
- Christina Burnett (Law School)
- Nadia Abu El-Haj (Anthropology, Barnard)
- Kevin Fellezs (Music)
- Kaiama L. Glover (French, Barnard)
- Steven Gregory (Anthropology)
- Kim Hall (English, Barnard)
- Marianne Hirsch (English and Comparative Literature)
- Maja Horn (Spanish and Latin American Cultures, Barnard)
- Jean Howard (English and Comparative Literature)
- Elizabeth Hutchinson (Art History, Barnard)
- Clara Irazabal Zurita (Architecture, Planning and Preservation)
- Ira Katznelson (Political Science)
- George Lewis (Music)
- Natasha Lightfoot (History)
- Jose Moya (History, Barnard)
- Celia Naylor (History, Barnard)
- Greg Pflugfelder (East Asian Languages and Cultures)
- Pablo Piccato (History)
- Caterina Pizzigoni (History)
- Elizabeth A. Povinelli (Anthropology)
- Bruce Robbins (English and Comparative Literature)
- Samuel Roberts (History)
- Joseph Slaughter (English and Comparative Literature)

- Audra Simpson (Anthropology)
- Dennis Tenen (English and Comparative Literature)

REQUIREMENTS

MAJOR IN ETHNICITY AND RACE STUDIES

The major in ethnicity and race studies consists of a minimum of 27 points. Students take three core courses and write a senior research project. Following the core courses, students take a minimum of four elective courses, one of which must be a seminar:

Core Courses

CSER W1040	Critical Approaches to the Study of Ethnicity and Race
or CSER W1010	Introduction to Comparative Ethnic Studies
CSER W3919	Modes of Inquiry
CSER W3928	Colonization/Decolonization

Specialization

Students must complete at least four courses, in consultation with their major adviser, in one of the following areas of specialization:

Asian American studies

Comparative ethnic studies

Latino/a studies

Native American/Indigenous studies

Individualized courses of study

Senior Research Project

CSER W3990 Senior Project Seminar

The final requirement for the major is completion of a senior essay, to be written in the spring of the senior year. All CSER seniors are expected to present their paper at the annual undergraduate symposium in April. Students may fulfill this requirement in one of the following two ways:

1. By matriculating in the Senior Thesis course and writing the thesis under the supervision of the course faculty.

2. By taking an additional 4-point seminar where a major paper is required and further developing the paper into a thesis length work (minimum of 30 pages) under the supervision of a CSER faculty member.

Language Courses

One of the following is highly recommended, although not required for the major:

One course beyond the intermediate-level in language pertinent to the student's focus

An introductory course in a language other than that used to fulfill the degree requirements, but that is pertinent to the student's focus

A linguistics or other course that critically engages language

An outside language and study abroad programs that include an emphasis on language acquisition

CONCENTRATION IN ETHNICITY AND RACE STUDIES

The requirements for this program were modified on September 19, 2014. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

The concentration in ethnicity and race studies requires a minimum of 19 points. Students take two core courses and four elective courses, one of which must be a seminar:

Core Courses

CSER W1040	Critical Approaches to the Study of Ethnicity and Race
or CSER W1010	Introduction to Comparative Ethnic Studies
CSER W3928	Colonization/Decolonization

Specialization

Students must complete at least four courses, in consultation with their major adviser, in one of the following areas of specialization:

- Asian American studies
- Comparative ethnic studies
- Latino/a studies
- Native American/Indigenous studies
- Individualized courses of study

COURSES

FALL 2015

Ethnicity and Race Studies

CSER W1010 Introduction to Comparative Ethnic Studies. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required
Students MUST register for a Discussion Section.

Introduction to the field of comparative ethnic studies.

Fall 2015: CSER W1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 1010	001/90945	T Th 4:10pm - 5:25pm 310 Fayerweather	Nelson Maldonado Torres	4	82/96

CSER W1601 Introduction to Latino/a Studies. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I), BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL), CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, SIPA: United States
Enrollment limited to 101.

This course provides an introductory, interdisciplinary discussion of the major issues surrounding this nation's Latino population. The focus is on social scientific perspectives utilized by scholars in the field of Latino Studies. Major demographic, social,

economic, and political trends are discussed. Key topics covered in the course include: the evolution of Latino identity and ethnicity; the main Latino sub-populations in the United States; the formation of Latino communities in the United States; Latino immigration; issues of race and ethnicity within the Latino population; socioeconomic status and labor force participation of Latinos; Latino social movements; and the participation of Latinos in U.S. civil society.

Fall 2015: CSER W1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 1601	001/67194	T Th 1:10pm - 2:25pm 309 Havemeyer Hall	Frances Negron-Muntaner	3	149

CSER W3490 Post 9/11 Immigration Policies. 4 points.

Enrollment limited to 22.

Since September 11, 2001, there has been an avalanche of immigration enforcement policies and initiatives proposed or implemented under the guise of national security. This course will analyze the domino effect of the Patriot Act, the Absconder Initiative, Special Registration, the Real I.D. Act, border security including the building of the 700-mile fence along the U.S./Mexico border, Secured Communities Act-that requires the cooperation of state and local authorities in immigration enforcement, the challenge to birthright citizenship, and now the congressional hearings on Islamic radicalization. Have these policies been effective in combating the war on terrorism and promoting national security? Who stands to benefit from these enforcement strategies? Do immigrant communities feel safer in the U.S.? How have states joined the federal bandwagon of immigration enforcement or created solutions to an inflexible, broken immigration system?

Fall 2015: CSER W3490

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3490	001/29576	Th 10:10am - 12:00pm 420 Hamilton Hall	Elizabeth OuYang	4	20/22

CSER W3904 Rumor and Racial Conflict. 4 points.

This course will take a transnational look at the strange ways that race and mass rumors have interacted. From the judicial and popular riots in the U.S. justified by recurrent rumors of African-American insurrection, to accusations that French Jews were players in the 'white slave trade,' to tales of white fat-stealing monsters among indigenous people of Bolivia and Peru, rumors play a key role in constructing, enforcing, and contesting regimes of racial identity and domination. In order to grasp rumor's importance for race, we will need to understand how it works, so our readings will cover both instances of racialized rumor-telling, conspiracy theories and mass panics, and some key approaches to how rumors work as a social phenomenon. The instructor will expect you to post a response to the reading on Courseworks each week and to engage actively in class discussion. There will be an in-class midterm exam, and you will be able to choose between

writing an independent research project or doing a take-home exam.

Fall 2015: CSER W3904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3904	001/91248	W 2:10pm - 4:00pm 420 Hamilton Hall	Stuart Rockefeller	4	7/22

CSER W3905 Asian Americans and the Psychology of Race. 4 points.

This seminar provides an introduction to mental health issues for Asian Americans. In particular, it focuses on the psychology of Asian Americans as racial/ethnic minorities in the United States by exploring a number of key concepts: immigration, racialization, prejudice, family, identity, pathology, and loss.

We will examine the development of identity in relation to self, family, college, and society. Quantitative investigation, qualitative research, psychology theories of multiculturalism, and Asian American literature will also be integrated into the course.

Fall 2015: CSER W3905

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3905	001/66546	W 10:10am - 12:00pm 420 Hamilton Hall	Shinhee Han	4	22/22

CSER W3916 Native American and Indigenous Film. 4 points.

This course will examine filmic representations by Native American and Indigenous filmmakers, screenwriters, producers, and directors in order to query the ways that these Native artists construct and communicate Indigenous self, community, and nation. In many ways, these films serve to counter certain stereotypes of Native people, especially those found in films throughout cinematic history, serving a pedagogical purpose for outgroup, non-Native audiences. However, many, especially more recent, works move away from such autoethnographic purposes, targeting Indigenous audiences and participating in allusive conversations with and between Indigenous artistic works from a variety of genres.

Fall 2015: CSER W3916

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3916	001/87352	M 10:10am - 12:00pm 420 Hamilton Hall	John Gamber	4	12/20

CSER W3919 Modes of Inquiry. 4 points.

Lab Required

Corequisites: *CSER W3921* Modes of Inquiry-Lab, which takes place on Mondays 2:10-3:10pm (meets five times a semester). This class, a combination of a seminar and a workshop, will prepare students to conduct, write up, and present original research. It has several aims and goals. First, the course introduces students to a variety of ways of thinking about knowledge as well as to specific ways of knowing and making arguments key to humanistic and social science fields. Second, this seminar asks

students to think critically about the approaches they employ in pursuing their research. The course will culminate in a semester project, not a fully executed research project, but rather an 8-10 page proposal for research that will articulate a question, provide basic background on the context that this question is situated in, sketch preliminary directions and plot out a detailed methodological plan for answering this question. Students will be strongly encouraged to think of this proposal as related to their thesis or senior project. Over the course of the semester, students will also produce several short exercises to experiment with research techniques and genres of writing.

Fall 2015: CSER W3919

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3919	001/71898	W 4:10pm - 6:00pm 420 Hamilton Hall	Melissa Milewski	4	7/16

CSER W3921 Modes of Inquiry-Lab. 0 points.

Corequisites: *CSER W3919* Modes of Inquiry.

This lab session meets 5 times a semester, for an hour.

Fall 2015: CSER W3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3921	001/77846	M 3:00pm - 3:50pm 201d Philosophy Hall	Warren McKinney	0	7

CSER W3922 Asian American Cinema. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

This seminar focuses on the critical analysis of Asian representation and participation in Hollywood by taking a look at how mainstream American cinema continues to essentialize the Asian and how Asian American filmmakers have responded to Hollywood Orientalist stereotypes. We will analyze various issues confronting the Asian American, including yellowface, white patriarchy, male and female stereotypes, the "model minority" myth, depictions of "Chinatowns," panethnicity, the changing political interpretations of the term "Asian American" throughout American history, gender and sexuality, and cultural hegemonies and privileging within the Asian community.

Fall 2015: CSER W3922

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3922	001/81597	Th 4:10pm - 6:00pm 420 Hamilton Hall	Eric Gamalinda	4	23/22

CSER W3923 Latina/o and Asian American Memoir. 4 points.

In this class, we will explore Latino and Asian American memoir, focusing on themes of immigration and duality. How do we construct identity and homeland when we are 'multiple'? How do we define ourselves and how do others define us? By reading some of the most challenging and exciting memoirs by Latino and Asian Americans, we will attempt to answer these questions and/or at least try to understand these transnational

and multicultural experiences. This class combines the critical with the creative—students have to read and critic memoirs as well as write a final 10-page nonfiction creative writing piece. Students will also have the opportunity to speak to some Latino and Asian authors in class or via SKYPE. Students will be asked to prepare questions in advance for the author, whose work(s) we will have read and discussed. This usually arises interesting and thought-provoking conversations and debates. This 'Dialogue Series' within the class exposes students to a wide-range of voices and offers them a deeper understanding of the complexity of duality.

Fall 2015: CSER W3923

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3923	001/86898	M 2:10pm - 4:00pm 420 Hamilton Hall	Nathalie Handal	4	20/22

CSER W3926 Latin Music and Identity. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Latin music has had a historically strained relationship with mainstream music tastes, exploding in occasional 'boom' periods, and receding into invisibility in others. What if this were true because it is a space for hybrid construction of identity that directly reflects a mixture of traditions across racial lines in Latin America? This course will investigate Latin music's transgression of binary views of race in Anglo-American society, even as it directly affects the development of pop music in America. From New Orleans jazz to Texas *corridos*, salsa, rock, and reggaeton, Latin music acts as both as a soundtrack and a structural blueprint for the 21st century's multicultural experiment. There will be a strong focus on studying Latin music's political economy, and investigating the story it tells about migration and globalization.

Fall 2015: CSER W3926

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3926	001/96547	T 4:10pm - 6:00pm 420 Hamilton Hall	Edward Morales	4	15/22

CSER W3928 Colonization/Decolonization. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor's permission. This course explores the centrality of colonialism in the making of the modern world, emphasizing cross-cultural and social contact, exchange, and relations of power; dynamics of conquest and resistance; and discourses of civilization, empire, freedom, nationalism, and human rights, from 1500 to 2000. Topics include pre-modern empires; European exploration, contact, and conquest in the new world; Atlantic-world slavery and emancipation; and European and Japanese colonialism in Asia, Africa, and the Middle East. The course ends with a section on decolonization and post-colonialism in the period after World War II. Intensive reading and discussion of primary documents.

Fall 2015: CSER W3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/77531	T 2:10pm - 4:00pm 420 Hamilton Hall	Theodore Hughes	4	16/22

Spring 2016: CSER W3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/71996	W 10:10am - 12:00pm 420 Hamilton Hall	Mae Ngai	4	22/8

CSER W3935 Historical Anthropology of the US-Mexico Border. 4 points.

Beginning in the 1980s, border crossing became an academic rage in the humanities and the social sciences. This was a consequence of globalization, an historical process that reconfigured the boundaries between economy, society, and culture; and it was also a primary theme of post-modernist aesthetics, which celebrated playful borrowing of multiple and diverse historical references. Within that frame, interest in the US-Mexican border shifted dramatically. Since that border is the longest and most intensively crossed boundary between a rich and a poor country, it became a paradigmatic point of reference. Places like Tijuana or El Paso, with their rather seedy reputation, had until then been of interest principally to local residents, but they now became exemplars of post-modern "hybridity," and were meant to inspire the kind of transnational scholarship that is required in today's world. Indeed, the border itself became a metaphor, a movable imaginary boundary that marks ethnic and racial distinction in American and Mexican cities. This course is an introduction to the historical formation of the US-Mexican border.

Fall 2015: CSER W3935

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3935	001/72192	T 10:10am - 12:00pm 457 Schermerhorn Hall	Claudio Lomnitz	4	4/22

CSER W4482 Indigenous People's Rights: From Local Identities to the Global Indigenous Movement. 4 points.

Indigenous Peoples, numbering more than 370 million in some 90 countries and about 5000 groups and representing a great part of the world's human diversity and cultural heritage, continue to raise major controversies and to face threats to their physical and cultural existence. The main task of this course is to explore the complex historic circumstances and political actions that gave rise to the international Indigenous movement through the human rights agenda and thus also produced a global Indigenous identity on all continents, two intertwined and deeply significant phenomena over the past fifty years. We will analyze the achievements, challenges and potential of the dynamic interface between the Indigenous Peoples' movement—one of the strongest social movements of our times— and the international community, especially the United Nations system. Centered on the themes laid out in the United Nations Declaration on the Rights of Indigenous Peoples (2007),

the course will examine how Indigenous Peoples have been contesting and reshaping norms, institutions and global debates in the past 50 years, re-shaping and gradually decolonizing international institutions and how they have contributed to some of the most important contemporary debates, including human rights, development, law, and specifically the concepts of self-determination, governance, group rights, inter-culturality and pluriculturality, gender, land, territories and natural resources, cultural rights, intellectual property, health, education, the environment and climate justice. The syllabus will draw on a variety of academic literature, case studies and documentation of Indigenous organizations, the UN and other intergovernmental organizations as well as States from different parts of the world. Students will also have the opportunity to meet with Indigenous leaders and representatives of international organizations and States and will be encouraged to attend the United Nations Permanent Forum on Indigenous Issues. Select short films will be shown and discussed in class.

Fall 2015: CSER W4482

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4482	001/26548	M W 4:10pm - 5:25pm 652 Schermerhorn Hall	Elsa Stamatopoulou	4	12/35

CSER W4701 Troubling the Color: Passing, Inter-racial Sex, and Ethnic Ambiguity. 4 points.

Passing, remarked W.E.B. Du Bois in 1929, “is a petty, silly matter of no real importance which another generation will comprehend with great difficulty.” Yet passing and related phenomena such as intermarriage continue to raise profound challenges to the U.S.’s racial hierarchy. How does one differentiate the members of one race from another? What happens when an individual’s background combines several supposed races? What do such uncertainties suggest as to the stability of race as a concept? How might racial passing intersect with other forms of reinvention (women passing as men, queers passing as straight, Jews passing as gentiles)? Is passing, as Langston Hughes once put it, an ethical response to the injustices of white supremacy: “Most Negroes feel that bigoted white persons deserve to be cheated and fooled since the way they behave towards us makes no moral sense at all”? Or are passers turning their backs on African-American notions of community and solidarity? Such dilemmas rendered passing a potent topic not only for turn-of-the-century policy makers but artists and intellectuals as well. The era’s literature and theater referenced the phenomenon, and celebrated cases of racial passing riveted the public’s attention. This class will address the complex historical, artistic, and cultural issues that passing has raised in American life.

Fall 2015: CSER W4701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4701	001/26446	T 10:10am - 12:00pm 420 Hamilton Hall	Karl Jacoby	4	18/20

Ecology, Evolution, and Environmental Biology

EEEB W4321 Human Identity. 4 points.

The course focuses on human identity, beginning with the individual and progressing to communal and global viewpoints using a framework of perspectives from biology, genetics, medicine, psychiatry, religion and the law.

Fall 2015: EEEB W4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4321	001/69898	W 2:10pm - 4:00pm 309 Hamilton Hall	Robert Pollack, Marya Pollack	4	14

Spring 2016: EEEB W4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4321	001/22892	W 2:10pm - 4:00pm 309 Hamilton Hall	Robert Pollack, Marya Pollack	4	13

SPRING 2016

Ethnicity and Race Studies

CSER W1011 Introduction to Asian American Studies. 4 points.

This course provides an overview of Asian/ Pacific American history from the late 18th Century until the present day. The course follows a thematic format that begins with European and American empires in Asia and the Pacific. The course surveys significant and interrelated topics -- including anti-Asian movements, immigration and exclusion, various forms of resistance, Orientalism, media representations, the model minority myth, the Asian American movement, identity, and racial, ethnic, and generational conflicts -- in Asian/ Pacific American history of the 19th and 20th Centuries. Each of these concepts and topics will resonant, in various expressions and forms, well into the 21st Century and beyond.

Spring 2016: CSER W1011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 1011	001/17383	M W 8:40am - 9:55am 420 Hamilton Hall	Daniel Inouye	4	14/24

CSER W1040 Critical Approaches to the Study of Ethnicity and Race. 0 points.

This course provides an introduction to central approaches and concepts animating the investigation of race and ethnicity. We will not treat either of these categories of difference as a given, nor as separable from other axes of social difference. Rather, we will apply an interdisciplinary and intersectional framework to illuminate how these concepts have come to emerge and cohere within a number of familiar and less familiar socio-cultural and historical contexts. We will consider how racial and ethnic differentiation as fraught but powerful processes have

bolstered global labor regimes and imperial expansion projects; parsed, managed, and regulated populations; governed sexed and gendered logics of subject and social formation; and finally, opened and constrained axes of self-understanding, political organization, and social belonging. Special attention will be given to broadening students' understanding of racial and ethnic differentiation beyond examinations of identity. Taken together, theoretical and empirical readings, discussions, and outside film screenings will prepare students for further coursework in race and ethnic studies, as well as fields such as literary studies, women's studies, history, sociology, and anthropology.

Spring 2016: CSER W1040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 1040	001/62794	M W 11:40am - 12:55pm 503 Hamilton Hall	John Gamber	0	19/22

CSER W3701 US Latina/o Cultural Production. 4 points.
Enrollment limited to 22.

The course will investigate the possibility that hybrid constructions of identity among Latinos in the U.S. are the principal driving force behind the cultural production of Latinos in literature and film. There will be readings on the linguistic implications of "Spanglish" and the construction of Latino racial identity, followed by examples of literature, film, music, and other cultural production that provide evidence for bilingual/bicultural identity as a form of adaptation to the U.S. Examples will be drawn from different Latino ethnicities from the Caribbean, Mexico, and the rest of Latin America.

Spring 2016: CSER W3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3701	001/28690	T 4:10pm - 6:00pm 420 Hamilton Hall	Edward Morales	4	19/22

CSER W3913 Video as Inquiry. 4 points.

The goal of this course is to familiarize students with visual production, particularly video production, as a mode of inquiry to explore questions related to race, ethnicity, indigeneity, and other forms of social hierarchy and difference. The class will include readings in visual production as a mode of inquiry and on the basic craft of video production in various genres (fiction, documentary, and experimental). As part of the course, students will produce a video short and complete it by semester's end.

Spring 2016: CSER W3913

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3913	001/76810	Th 2:10pm - 4:00pm 420 Hamilton Hall	Frances Negrón-Muntaner	4	26/14

CSER W3928 Colonization/Decolonization. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor's permission. This course explores the centrality of colonialism in the making of the modern world, emphasizing cross-cultural and social contact, exchange, and relations of power; dynamics of conquest and resistance; and discourses of civilization, empire, freedom, nationalism, and human rights, from 1500 to 2000. Topics include pre-modern empires; European exploration, contact, and conquest in the new world; Atlantic-world slavery and emancipation; and European and Japanese colonialism in Asia, Africa, and the Middle East. The course ends with a section on decolonization and post-colonialism in the period after World War II. Intensive reading and discussion of primary documents.

Fall 2015: CSER W3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/77531	T 2:10pm - 4:00pm 420 Hamilton Hall	Theodore Hughes	4	16/22

Spring 2016: CSER W3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/71996	W 10:10am - 12:00pm 420 Hamilton Hall	Mae Ngai	4	22/8

CSER W3940 Comparative Study of Constitutional Challenges Affecting African, Latino, and Asian American Communities. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

This course will examine how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Focus will be on the role that race, citizenship, capitalism/labor, property, and ownership played in the court decision in the context of the historical, social, and political conditions existing at the time. Topics include the denial of citizenship and naturalization to slaves and immigrants, government sanctioned segregation, the struggle for reparations for descendants of slavery, and Japanese Americans during World War II.

Spring 2016: CSER W3940

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3940	001/23272	Th 10:10am - 12:00pm 420 Hamilton Hall	Elizabeth OuYang	4	21/22

CSER W3970 Arabs in Literature and Film. 4 points.

This course explores contemporary Arab American and the Arab Diaspora culture and history through literature and film produced by writers and filmmakers of these communities. As a starting historical point, the course explores the idea of *Arabness*, and examines the Arab migration globally, in particular to the U.S., focusing on three periods: 1875-1945, 1945-early 1960s, and late 1960s-present. By reading and viewing the most exciting and best-known literary works and films produced by

these writers and filmmakers, students will attain an awareness of the richness and complexity of these societies. Additionally, students will read historical and critical works to help them have a deeper understanding of these creative works. Discussions revolve around styles and aesthetics as well as identity and cultural politics. Some of the writers the class will cover include, Wajdi Mouawad, Diana Abu Jaber, Amin Maalouf, Tahar Ben Jelloun, Anthony Shadid (http://www.nationalbook.org/nba2012_nf_shadid.html), Hisham Matar, and Adhaf Soueif.

Spring 2016: CSER W3970

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3970	001/11512	M 2:10pm - 4:00pm 420 Hamilton Hall	Nathalie Handal	4	15/22

CSER W3990 Senior Project Seminar. 4 points.

The Senior Paper Colloquium will focus primarily on developing students' ideas for their research projects and discussing their written work. The course is designed to develop and hone the skills necessary to complete the senior paper. Students will receive guidance in researching for and writing an advanced academic paper. Conducted as a seminar, the colloquium provides the students a forum in which to discuss their work with each other. The CSER preceptor, who facilitates the colloquium, will also provide students with additional academic support, supplementary to the advice they receive from their individual faculty sponsors. While most of the course will be devoted to the students' work, during the first weeks of the term, students will read and discuss several ethnic studies-oriented texts to gain insight into the kinds of research projects done in the field.

Spring 2016: CSER W3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3990	001/12790	M 6:10pm - 8:00pm 420 Hamilton Hall	Warren McKinney	4	7/12

CSER W4340 Visionary Medicine: Racial Justice, Health and Speculative Fictions. 4 points.

In Fall 2014, medical students across the U.S. staged die-ins as part of the nationwide #blacklivesmatter protests. The intention was to create a shocking visual spectacle, laying on the line "white coats for black lives." The images were all over social media: students of all colors, dressed in lab coats, lying prone against eerily clean tile floors, stethoscopes in pockets, hands and around necks. One prone student held a sign reading, "Racism is Real." These medical students' collective protests not only created visual spectacle, but produced a dynamic speculative fiction. What would it mean if instead of Michael Brown or Eric Garner or Freddie Gray, these other, more seemingly elite bodies were subjected to police violence? In another viral image, a group of African American male medical students from Harvard posed wearing hoodies beneath their white coats, making clear that the bodies of *some* future doctors could perhaps be more easily targeted for state-sanctioned brutality. "They tried to bury us," read a sign held by one of the students, "they didn't realize we were seeds." Both medicine and racial justice are acts of speculation; their practices are inextricable from the practice

of imagining. By imagining new cures, new discoveries and new futures for human beings in the face of illness, medicine is necessarily always committing acts of speculation. By imagining ourselves into a more racially just future, by simply imagining ourselves any sort of future in the face of racist erasure, social justice activists are similarly involved in creating speculative fictions. This course begins with the premise that racial justice is the bioethical imperative of our time. It will explore the space of science fiction as a methodology of imagining such just futures, embracing the work of Asian- and Afroturism, Cosmos Latinos and Indigenous Imaginaries. We will explore issues including Biocolonialism, Alien/nation, Transnational Labor and Reproduction, the Borderlands and Other Diasporic Spaces. This course will be seminar-style and will make central learner participation and presentation. The seminar will be inter-disciplinary, drawing from science and speculative fictions, cultural studies, gender studies, narrative medicine, disability studies, and bioethics. Ultimately, the course aims to connect the work of science and speculative fiction with on the ground action and organizing.

Spring 2016: CSER W4340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4340	001/89031	T 12:10pm - 2:00pm 420 Hamilton Hall	Sayantani DasGupta	4	21/21

CSER W4483 Subcitizenship. 4 points.

The class will survey the status of groups with compromised citizenship status internationally, including indigenous Bolivians, Indian immigrants to Dubai, and Arabs in France. Then we will look at several different kinds of subcitizenship in the United States, focusing on African Americans, Native Americans, "white trash," and Chicanos. In the course of the term we will shift between looking at the administrative practices that render people subcitizens, experiences of marginalization, and how contestations such as the DREAM Act movement, the idea of "cultural citizenship" and newly powerful indigenous movements in South America are removing control of citizenship from states, and transforming citizenship for everyone.

Spring 2016: CSER W4483

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4483	001/70644	W 2:10pm - 4:00pm 420 Hamilton Hall	Stuart Rockefeller	4	13/22

CSER W4350 Cinema of Subversion: Responses to Authoritarianism in Global Cinema. 4 points.

Russian filmmaker Andre Tarkovsky said that "the artist has no right to an idea in which he is not socially committed." Argentine filmmaker Fernando Solanas and Spanish-born Octavio Getino postulated an alternative cinema that would spur spectators to political action. In this course we will ask the question: How do authoritarian governments influence the arts, and how do artists respond? We will study how socially committed filmmakers have subverted and redefined cinema aesthetics to challenge authoritarianism and repression. In addition, we will look at

how some filmmakers respond to institutional oppression, such as poverty and corruption, even within so-called “free” societies. The focus is on contemporary filmmakers but will also include earlier classics of world cinema to provide historical perspective. The course will discuss these topics, among others: What is authoritarianism, what is totalitarianism, and what are the tools of repression within authoritarian/totalitarian societies? What is Third Cinema, and how does it represent and challenge authoritarianism? How does film navigate the opposition of censorship, propaganda and truth? How do filmmakers respond to repressive laws concerning gender and sexual orientation? How do they deal with violence and trauma? How are memories of repressive regimes reflected in the psyche of modern cinema? And finally, what do we learn about authority, artistic vision, and about ourselves when we watch these films?

Spring 2016: CSER W4350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4350	001/62201	Th 4:10pm - 6:00pm 420 Hamilton Hall	Eric Gamalinda	4	15/22

CSER W4051 Narrative, Health and Social Justice. 4 points.

This course will explore the connections between narrative, health, and social justice. In doing so, it broadens the mandate of narrative medicine – challenging each of us to bring a critical, self-reflective eye to our scholarship, teaching, practice, and organizing. We will examine such questions as: How do power and hierarchy – on an interpersonal, institutional, cultural, social, or political scale - impact the work of Narrative Medicine? How can we ‘read’ multiple, simultaneous narratives – ie. the individual and the sociopolitical? What are the intersections of Narrative Medicine with health advocacy and activism on local, national, and global levels? How can the pedagogy of Narrative Medicine enact social justice in health care? In other words, how do we teach Narrative Medicine and why? Finally, how are the stories we tell, and are told, manifestations of social injustice?

How can we transform such stories into narratives of justice, health, and change?

Spring 2016: CSER W4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4051	001/88247	M 10:10am - 12:00pm 420 Hamilton Hall	Sayantani DasGupta	4	14/16

CSER W4360 American Diva: Gender and Performance. 4 points.

What makes a diva a diva? How have divas shaped and challenged our ideas about American culture, performance, race, space, and capital during the last century? This seminar explores the central role of the diva—the celebrated, iconic, and supremely skilled female performer—in the fashioning and re-imagining of racial, gendered, sexual, national, temporal, and aesthetic categories in American culture. Students in this course will theorize the cultural function and constitutive aspects of the diva and will analyze particular performances of a range

of American divas from the 20th and 21st centuries and their respective roles in (re)defining American popular culture.

Spring 2016: CSER W4360

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4360	001/19694	T 10:10am - 12:00pm 420 Hamilton Hall	Deborah Paredes	4	22/22

FILM STUDIES

Departmental Office: 513 Dodge; 212-854-2815
<http://arts.columbia.edu/film>

Director of Undergraduate Studies: Prof. Robert King, 509C Dodge Hall; 212-854-2815; rk2704@columbia.edu. Office hours: Wednesdays, 2–5 p.m.

The major in film studies is scholarly, international in scope, and writing-intensive. Students choose to major in film if they want to learn more about the art form, from technology to cultural significance; want to work in the film industry; or are interested in a major that combines arts and humanities.

Students usually declare the major toward the end of the second year by meeting with the departmental adviser; together, they create a program of twelve required courses within the major, often supplemented by courses outside the department. In the lecture classes and seminars, there tends to be a mixed population of undergraduate majors and graduate film students.

Students have the opportunity to gain additional experience by taking advantage of internship opportunities with film companies, working on graduate student films, and participating in the Columbia Undergraduate Film Productions (CUFP), an active, student-run organization that provides film-making experience to Columbia undergraduate producers and directors. In addition to careers in screenwriting, directing, and producing, alumni have gone on to work in film distribution, publicity, archives, and festivals, and to attend graduate school to become teachers and scholars.

The trajectory of the major is from introductory-level courses (three are required), to intermediate and advanced-level courses (two are required, plus seven electives). While film studies majors take workshops in screenwriting and film-making, the course of study is rooted in film history, theory, and culture.

The prerequisite for all classes is *Introduction to Film and Media Studies (FILM W3000)* offered each term at Columbia as well as at Barnard, and open to first-year students. Subsequently, majors take a combination of history survey courses; workshops ("Labs"); and advanced classes in theory, genre study, national cinemas, auteur study, and screenwriting.

The educational goal is to provide film majors with a solid grounding in the history and theory of film; its relation to other forms of art; and its synthesis of visual storytelling, technology, economics, and sociopolitical context, as well as the means to begin writing a script and making a short film.

Students who wish to graduate with honors must take the Senior Seminar in Film Studies (FILM W3900), writing a thesis that reflects mastery of cinematic criticism. The essay is submitted after the winter break. Students decide upon the topic with the professor and develop the essay during the fall semester.

Since film courses tend to be popular, it is imperative that students attend the first class. Registration priority is usually given to film majors and seniors.

DEPARTMENTAL HONORS

In order to qualify for departmental honors, students must take FILM W3900 Senior Seminar in Film Studies, have a GPA of at least 3.75 in the major and distinction in their overall achievements in film study. The department submits recommendations to the undergraduate honors committees for confirmation. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

FACULTY

FACULTY

- Nico Baumbach
- Loren-Paul Caplin
- Jane Gaines
- Annette Insdorf
- Caryn James
- Christina Kallas
- Nelson Kim
- Robert King
- Sandra Luckow
- Richard Peña
- James Schamus
- Edward Turk

REQUIREMENTS

MAJOR IN FILM STUDIES

The major in film studies requires a minimum of 36 points distributed as follows:

Introductory Courses

FILM W3000	Introduction to Film and Media Studies
FILM W4000	Film and Media Theory

History Courses

Select two of the following courses, one of which must either be FILM W3003 or FILM W3006:

FILM W3003	Cinema History 1: Beginning-1930
FILM W3006	Cinema History 2: 1930-60
FILM W3008	Cinema History 3: 1960-90
FILM W3010	Cinema History 4: after 1990

Laboratories

Select one of the following courses:

FILM W3820	Laboratory in Writing Film Criticism
FILM W3830	Laboratory In Nonfiction Filmmaking
FILM W3831	Laboratory in Screenwriting
FILM W3832	Laboratory in Fiction Filmmaking

Electives

Select seven of the following electives, one of which must be an international course:

FILM W3050	The Documentary Tradition
FILM W3300	Topics in American Cinema
FILM W3500	Interdisciplinary Studies: History of TV
FILM W3842	Senior Seminar in Filmmaking
FILM W3850	Senior Seminar in Screenwriting
FILM W3851	Narrative Strategies in Screenwriting
FILM W3870 (Section	Seminar in International Film
FILM W3900	Senior Seminar in Film Studies
FILM W4005	Script Analysis
FILM W4108	Auteur Study
FILM W4145 (Section	Topics in World Cinema: India
FILM W4145 (Section	Topics in World Cinema: Contemporary Israeli Cinema
FILM G4310	Experimental Film and Media
FILM G4320	New Directions in Film and Philosophy
FILM R4440	Seeing Narrative

COURSES**FILM W3000 Introduction to Film and Media Studies. 3 points.**

Discussion Section Required

Lecture and discussion. Priority given to declared film majors. Fee: \$75.

This course serves as an introduction to the study of film and related visual media, examining fundamental issues of aesthetics (mise-en-scene, editing, sound), history (interaction of industrial, economic, and technological factors), theory (spectatorship, realism, and indexicality), and criticism (auteurist, feminist, and genre-based approaches). The course also investigates how digital media change has been productive of new frameworks for moving image culture in the present.

Fall 2015: FILM W3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3000	001/19257	W 2:00pm - 5:45pm 511 Dodge Building	Robert King	3	71/75

Spring 2016: FILM W3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3000	001/65591	Th 2:00pm - 5:45pm 511 Dodge Building	Jane Gaines	3	59/75

FILM W3003 Cinema History 1: Beginning-1930. 0 points.

This course rethinks the “birth of cinema” from the vantage of “when old media was new.” Following standard approaches, it moves from *actualities* to fiction, from the “cinema of attractions” to narrative, from the *cinématographe* to cinema, from cottage industry to studio system. Units in silent film music, early

genres, film piracy and copyright, word and moving image, and restoration—the film archivist’s dilemma in the digital era.

Spring 2016: FILM W3003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3003	001/12186	W 10:00am - 1:45pm 511 Dodge Building	Vito Adriaenssens	0	29/65

FILM W3006 Cinema History 2: 1930-60. 3 points.

Discussion Section Required

Priority given to film majors. Fee: \$75.

This course examines major developments and debates in the history of cinema between 1930 and 1960, from the consolidation of the classic Hollywood studio system in the early sound era to the articulation of emergent “new waves” and new critical discourses in the late 1950s. Our approach will be interdisciplinary in scope, albeit with an emphasis on social and cultural history – concerned not only with how movies have developed as a form of art and medium of entertainment, but also with cinema’s changing function as a social institution.

Fall 2015: FILM W3006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3006	001/62796	Th 10:00am - 1:45pm 511 Dodge Building	Robert King	3	48/65

FILM W3008 Cinema History 3: 1960-90. 3 points.

Discussion Section Required

Priority given to film majors and seniors. Fee: \$75.

By closely watching representative classics from countries including Italy, Poland, Russia and Argentina, we will study the distinctive trends and masters of this vibrant era. Special attention will be paid to the French New Wave (60s); the New German Cinema (70s); the reformulation of Hollywood studio filmmaking in the 70s (Altman, Cassavetes, Coppola), and the rise of the independent American cinema (80s).

Fall 2015: FILM W3008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3008	001/87946	Th 2:00pm - 5:45pm 511 Dodge Building	Annette Insdorf	3	34/65

FILM W3010 Cinema History 4: after 1990. 3 points.

Discussion Section Required

This course brings our survey of the development of the art, technology, and industry of motion images up to the present. During this era, most people no longer watched movies (perhaps the most neutral term) in theaters, and digital technology came to dominate every aspect of production, distribution, and exhibition. Highlighted filmmakers include Michael Haneke, Lars von Trier, Wong Kar-wei, and Steve McQueen. Topics range from contemporary horror to animation. Requirements:

short (2-3 pages) papers on each film shown for the class and a final, take-home exam.

Spring 2016: FILM W3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3010	001/18670	Th 10:00am - 1:45pm 511 Dodge Building	Jerome Game	3	49/65

FILM W3050 The Documentary Tradition. 3 points.

Discussion Section Required

Film screening, lecture, and discussion. Fee: \$75.

Documentary film from the late 1890s to the mid-1980s. Attention focuses on the documentary as a means of either supporting or attacking the status quo, on the relationship between the creators and consumers, on claims to truth and objectivity, and on how new technology influences the oldest form of filmmaking.

Spring 2016: FILM W3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3050	001/67627	T 10:00am - 1:45pm 511 Dodge Building	Aline Caillet	3	27/65

FILM W3300 Topics in American Cinema. 3 points.

Discussion Section Required

Spring 2016: FILM W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3300	001/66270	M 2:00pm - 5:45pm 511 Dodge Building	Robert King	3	62/65

FILM W3500 Interdisciplinary Studies: History of TV. 3 points.

Discussion Section Required

Fee: \$75. **Not offered during 2015-16 academic year.**

A survey of American TV history, with a focus on dramatic narration related to independent cinema. Structured in three acts—from the "Golden Age" of the 1950s to the dramatic complexity found in recent Cable series—it begins with prestigious writers Rod Serling and Paddy Chayefsky; studies groundbreaking mini-series like "Roots" and "Holocaust"; and explores how shows, such as "Hill Street Blues" and "Twin Peaks", laid the groundwork for HBO series, including "Oz", "The Sopranos", "The Wire", and "Six Feet Under". Producing 13-week dramas over the span of years, these programs have developed a sophisticated narrative form, borrowing from, as well as informing, cinematic storytelling.

FILM W3820 Laboratory in Writing Film Criticism. 3 points.

Priority is given to film majors.

Prerequisites: the instructor's permission. Non-majors must also submit a writing sample, approximately 3 pages long, to cj2374@columbia.edu.

This course will focus on writing fresh, original, lively criticism, and on creating strong arguments for your ideas. We will screen films from classics to some currently in theaters. We will read, analyze and evaluate critical responses to them considering some crucial questions: How do you approach a new film? How do you approach one that has been written about for decades? Students will write short reviews and longer essays, including first-day reviews of new films and a final paper taking a longer look at a director's career. Screenings in and outside class will be followed by discussion of critical approaches to the films, and by in-class writing exercises. This course assumes there is no right or wrong in criticism, no single best approach, just stronger or weaker arguments.

Fall 2015: FILM W3820

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3820	001/12193	M 2:00pm - 5:00pm 403 Dodge Building	Caryn James	3	10/0

FILM W3830 Laboratory In Nonfiction Filmmaking. 3 points.

Open to film majors only. Fee: \$75.

Exercises in the use of video for documentary shorts.

FILM W3831 Laboratory in Screenwriting. 3 points.

Open to film majors only.

Exercises in the writing of film scripts.

Fall 2015: FILM W3831

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3831	001/18346	W 10:00am - 1:00pm 513f Dodge Building	Mounia Akl	3	11/12
FILM 3831	002/22646	Th 6:00pm - 9:00pm 504 Dodge Building	Michael Craft	3	12/12

Spring 2016: FILM W3831

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3831	001/98096	M 2:00pm - 5:00pm 403 Dodge Building	Willy Berliner	3	12/12
FILM 3831	002/81029	T 2:00pm - 5:00pm 504 Dodge Building	Clara Roquet	3	10/12

FILM W3832 Laboratory in Fiction Filmmaking. 3 points.

Open to film majors only. Fee: \$75.

Exercises in the use of video for fiction shorts.

Fall 2015: FILM W3832

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3832	001/26496	Th 6:00pm - 9:00pm 403 Dodge Building	Cyril Aris	3	12/12
FILM 3832	002/28396	W 2:00pm - 5:00pm 504 Dodge Building	George Sikharulidze	3	7/12

Spring 2016: FILM W3832

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3832	001/88279	Th 10:00am - 1:00pm 403 Dodge Building	Iesh Thapar	3	10/12

FILM W3842 Senior Seminar in Filmmaking. 3 points.Prerequisites: *FILM W3831* or *FILM W3832*.

An advanced directing workshop for senior film majors who have already completed *FILM W3831* or *FILM W3832*.

Fall 2015: FILM W3842

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3842	001/20944	W 6:00pm - 9:00pm 302 Lehman Hall	Sandra Luckow	3	8/12

FILM W3850 Senior Seminar in Screenwriting. 3 points.

A seminar for senior film majors. Students will complete a step outline and minimum of 30 pages of their project, including revisions. Through reading/viewing and analyzing selected scripts/films, as well as lectures, exercises and weekly critiques, students will expand their understanding of dramatic writing and narrative-making for film and TV, including adaptations. They will learn appropriate structure for each specific screen-writing form, and endeavor to apply their understanding of drama, character, theme, and structure to their chosen narrative project.

Fall 2015: FILM W3850

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3850	001/19258	M 6:00pm - 9:00pm 403 Dodge Building	Loren-Paul Caplin	3	14/12

FILM W3851 Narrative Strategies in Screenwriting. 3 points.Prerequisites: *FILM 3831*.

This workshop is primarily a continuation of *Senior Seminar in Screenwriting*. Students will either continue developing the scripts they began in *Senior Seminar in Screenwriting*, or create new ones including a step outline and a minimum of 30 pages. Emphasis will be placed on character work, structure, theme, and employing dramatic devices. Weekly outlining and script writing, concurrent with script/story presentation and class critiques, will ensure that each student will be guided toward the completion of his or her narrative script project.

Spring 2016: FILM W3851

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3851	001/95941	M 10:00am - 1:00pm 403 Dodge Building	Loren-Paul Caplin	3	13/12

FILM W3870 (Section 1) Seminar in International Film. 3 points.

SEMINAR IN INTERNATIONAL FILM – Spanish and Mexican Cinema The Mexican and Spanish film industries, the two largest of the Spanish-speaking world, have had a long and intertwined history that started with the establishment of the First Hispano-American Film Conference held in Madrid in 1931. This seminar will analyze the multiple historical

connections between the cinemas of Mexico and Spain from a transnational perspective and through the study of different forms of economic and cultural exchange (indifference, competition, collaboration) beyond national boundaries. The first part of the course will examine how a group of Spanish exiles working within the Mexican studio system in the 1950s tried to subvert its conventional narrative and genres in order to create a new auteurist tradition in Latin American cinema. We will study some key "Mexican" features of Luis Buñuel –*Los olvidados* (1950), *The Criminal Life of Archibaldo de la Cruz* (1955), *Nazarín* (1959), and *The Exterminating Angel* (1962) – as well as films by other Spanish expatriates, such as Carlos Velo, Jomí García Ascot, and Luis Alcoriza. Special attention will be paid to the troubled co-production of Buñuel's masterwork *Viridiana* (1961) and the importance of the short-lived journal *Nuestro cine* (Mexico City, 1961-62). In the second part of the seminar, we will study the global success of the New Mexican Cinema of the 1990s and 2000s, with an emphasis on the role played by Spanish producers, technicians and actors. We will evaluate the co-financing system of historical films, such as Nicolás Echevarría's *Cabeza de Vaca* (1991) and Arturo Ripstein's *Deep Crimson* (1996), as well as three of the most representative features of the Nuevo Cine Mexicano: Alfonso Cuarón's *Y tu mamá también* (2001), Guillermo del Toro's *Pan's Labyrinth* (2006), and Alejandro González Iñárritu's *Biutiful* (2010). The critical interpretation of these films will allow us to redefine the idea of the so-called "national cinemas" and to reexamine the historical tensions between state control, commercialism, and independent cinema in both Mexico and Spain.

Fall 2015: FILM W3870 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3870	001/67746	T 2:00pm - 5:45pm 507 Dodge Building	Edward Turk	3	16/20

Spring 2016: FILM W3870 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3870	001/82780	W 10:00am - 1:45pm 507 Dodge Building	Breixo Viejo	3	17/20

FILM W3900 Senior Seminar in Film Studies. 3 points.

Fee: \$30.

A seminar for senior film majors planning to write a research paper in film history/theory/culture. Course content changes yearly.

Fall 2015: FILM W3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3900	001/68447	M 2:00pm - 5:30pm 512 Dodge Building	Annette Insdorf	3	12/12

FILM W4000 Film and Media Theory. 3 points.

Discussion Section Required

Fee: \$50.

Prerequisites: *FILM W3001*.

An introduction to some of the major texts in film theory, with particular attention to film theory's evolving relations to a number of philosophical issues: the nature of the aesthetic; the relation of symbolic forms to the construction of human subjectivities; narrative and the structure of experience; modernity, technology, popular culture, and the rise of mass political formations; and meaning, intention, and authorship.

Fall 2015: FILM W4000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4000	001/83196	M 10:00am - 1:45pm 511 Dodge Building	James Schamus	3	66/75

FILM W4005 Script Analysis. 3 points.

Discussion Section Required

Lecture and discussion. Fee: \$50.

The dramatic and cinematic principles of screen storytelling, including dramaturgy, character and plot development, use of camera, staging, casting, sound, editing, and music. Diverse narrative techniques, story patterns, dramatic structures, and artistic and genre forms are discussed, and students do screenwriting exercises.

Fall 2015: FILM W4005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4005	001/87897	T 2:00pm - 5:45pm 511 Dodge Building	Christina Kalogeropoulou	3	33/75

FILM W4108 Auteur Study. 3 points.

Fee: \$50.

Course content changes yearly.

Spring 2016: FILM W4108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4108	001/64506	W 2:00pm - 5:45pm 511 Dodge Building	Annette Insdorf	3	19/20

FILM W4145 (Section 1) Topics in World Cinema: India. 3 points.

Discussion Section Required

This course is designed to introduce the different periods, forms and idioms of Indian sound cinema (post-1931) to both those who are initiating their study of Indian cinema and those who are interested in contextualizing and expanding their current understanding of the cinematic medium within the Indian subcontinent. The course aims to (i) provide a systematic introduction to the historical and linguistic range of production that Indian cinema studies attempts to address (ii) introduce the key films, directors, stars, genres, formal techniques and themes of Indian sound cinema and (iii) emphasize the interdynamic relationship between India's regional, national and global cinema. Starting from pre-independence (pre-1947) Indian cinema the course moves chronologically, through the decades, to the contemporary period: all the while providing a political,

economic, social and cultural background to the universe of these plural film practices.

Spring 2016: FILM W4145 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4145	001/12916	M 9:00am - 1:45pm 511 Dodge Building	Priyadarshini3 Shanker		9/75

FILM W4145 (Section 2) Topics in World Cinema:

Contemporary Israeli Cinema. 3 points.

An examination of the ideological and aesthetic trends in contemporary Israeli cinema including *Yossi and Jagger*, *Or, My Treasure*, *Beaufort*, and *Waltz with Bashir*. Focus on films dealing with events that were repressed or insufficiently mourned--such as the memory of the Holocaust, traumas from wars and terrorist attacks--often through the private memories of soldiers, immigrants, women, and gays. The course will explore these issues, critically viewing contemporary Israeli films using feminist, postmodern, and trauma and memory theories.

FRENCH AND ROMANCE PHILOLOGY

Departmental Office: 515 Philosophy; 212-854-2500 or 212-854-3208

<http://www.columbia.edu/cu/french/>

Director of Undergraduate Studies: Prof. Antoine Compagnon, 513 Philosophy; 212-854-5528; amc6@columbia.edu

Director of the Language Program: Dr. Pascale Hubert-Leibler, 519 Philosophy; 212-854-4819; ph2028@columbia.edu

Academic Department Administrator: Isabelle Chagnon, 515 Philosophy; 212-854-7978; ic7@columbia.edu

The Department of French and Romance Philology offers a major and concentration in French, as well as a major and concentration in French and Francophone studies. Students who are primarily interested in French literature should consider the major in French. Students who are interested in French history and civilization, and in the literature and culture of the Francophone world, should consider the major in French and Francophone studies.

Major in French

The major in French gives students an in-depth familiarity with the language, culture, and literature of France and the French-speaking world. After completing the four-semester language requirement, students take courses in advanced grammar, composition and stylistics to refine their skills in reading, speaking, and writing French. In a required two-semester survey course (FREN W3333-FREN W3334), they receive a comprehensive overview of the development of French literature from the Middle Ages to the present day. After completing these core courses, French majors are encouraged to pursue individual interests; a wide range of language, literature, and cultural studies courses is available. Small classes and seminars allow for individual attention and enable students to work closely with faculty members. Advanced elective courses on French literature, history, philosophy, and cinema allow students to explore intellectual interests, perfect critical reading skills, and master close reading techniques.

The capstone course is the senior seminar, in which students study a range of texts and critical approaches and are encouraged to synthesize their learning in previous courses. The optional senior essay, written under the direction of a faculty member, introduces students to scholarly research. To be considered for departmental honors, students must complete the senior essay.

Major in French and Francophone Studies

The major in French and Francophone studies provides an interdisciplinary framework for the study of the history, literature, and culture of France and parts of the world in which French is an important medium of culture. Students explore

the history and contemporary applications of concepts such as citizenship, national unity, secularism, and human rights, and explore central issues including universalism/relativism, tradition/modernity, and religion/state as they have developed in France and its colonies/former colonies since the 18th century.

Students take a series of required courses that includes:

- French grammar and composition/stylistics, essential to achieving proficiency in French language;
- FREN W3420 Introduction To French and Francophone Studies I-FREN W3421 Introduction To French and Francophone Studies II;
- FREN W3995 Senior Seminar.

Having completed these courses, students take courses in related departments and programs, e.g., history, anthropology, political science, women's studies, human rights, art history, to fulfill the interdisciplinary portion of the major. To ensure methodological focus, three of these courses should be taken within a single field (e.g., history, music, anthropology, or political science), or in relation to a single issue or world region, e.g., West Africa.

IN FULFILLMENT OF THE LANGUAGE REQUIREMENT

Students beginning the study of French at Columbia must take four terms of the following two-year sequence:

FREN W1101	Elementary Course I
- FREN W1102	and Elementary Course II
FREN W1201	Intermediate Course I
- FREN W1202	and Intermediate Course II

Entering students are placed, or exempted, on the basis of their College Board Achievement or Advanced Placement scores, or their scores on the placement test administered by the Center for Student Advising, 403 Lerner. An SAT score of 780 or a score of 4 on the AP exam satisfies the language requirement.

The Barnard course, FREN BC1204 Intermediate II does **not** fulfill the undergraduate language requirement.

Language Proficiency Courses

Elementary and intermediate French courses help students develop an active command of the language. In FREN W1101 Elementary Course I and FREN W1102 Elementary Course II, the communicative approach is the main instructional method. In addition to practicing all four language skills—listening, speaking, reading, and writing—students are introduced to the cultural features of diverse French-speaking communities.

In intermediate courses FREN W1201 Intermediate Course I and FREN W1202 Intermediate Course II, students develop linguistic competence through the study of short stories, films, novels, and plays. After completing the four-semester language sequence, students can discuss and write in fairly proficient French on complex topics.

At the third-year level, attention is focused on more sophisticated use of language, in grammar and composition courses, and on literary, historical, and philosophical questions.

Conversation Courses

Students looking for intensive French oral practice may take one of the 2-point conversation courses offered at intermediate and advanced levels. Conversation courses generally may not be counted toward the major. The exception is the special 3-point advanced conversation course, FREN W3498 French Cultural Workshop, offered in the fall, designed to meet the needs of students planning to study abroad at Reid Hall.

ADVANCED PLACEMENT

- AP score of 4: The department grants 0 credits for a score of 4 on the AP French Language exam, but the foreign language requirement is satisfied.
- AP score of 5 or DELF: The department grants 3 credits for a score of 5 on the AP French Language exam, or for the completion of DELF (Diplôme d'Études en Langue Française). Students are awarded this credit after they take a 3000-level French course (taught in French, for at least 3 points) and obtain a grade of B or above in that course.
- DALF C1 level or IB HL score of 6 or 7: The department grants 6 credits for the C1 level of DALF (Diplôme Approfondi de Langue Française), or for a score of 6 or 7 on the International Baccalaureate (IB) Higher Level (HL) exam. Students have no obligation to take higher-level French courses in order to receive these 6 credits, but restrictions apply on the use of these credits toward the French major.

LANGUAGE LABORATORY AND ON-LINE MATERIALS

Language laboratories located in the International Affairs Building provide opportunities for intensive practice in French pronunciation and aural comprehension. French courses typically make extensive use of on-line interactive materials that students can access from their own computer terminals.

MAISON FRANÇAISE

Students interested in French should acquaint themselves with the Maison Française, which houses a reading room of French newspapers, periodicals, books, and videos, and sponsors lectures/discussions by distinguished French visitors to New York City. With its weekly French film series, book club, café-conversation and other events, the Maison Française offers an excellent opportunity for students to perfect their language skills and enhance their knowledge of French and Francophone culture.

STUDY ABROAD

Because a direct experience of contemporary French society is an essential part of the program, majors and concentrators are strongly encouraged to spend either a semester or a year at Reid Hall-Columbia University in Paris, or at another French or Francophone university. During their time abroad, students take

courses credited toward the major and, in some cases, also toward other majors (e.g. history, art history, political science).

For information on study abroad, visit the OGP website at www.ogp.columbia.edu, call 212-854-2559, or e-mail studyabroad@columbia.edu. For a list of approved study abroad programs, visit <http://www.ogp.columbia.edu/index.cfm?FuseAction=Programs.ListAll>.

Reid Hall, Paris

Located at 4 rue de Chevreuse, Paris, Reid Hall is administered by Columbia University. It offers semester and year-long programs of study, as well as summer courses.

Most students who study at Reid Hall take courses in the French university system (e.g., at the Sorbonne) and core courses offered at Reid Hall. In their first semester, students take a course in academic writing in French, enabling them to succeed at a high level in French university courses. Special opportunities include small topical seminars of Reid Hall students and French students.

For information on study abroad at Reid Hall, visit www.ogp.columbia.edu.

GRADING

Students who wish to use toward the major or concentration a course in which a grade of D has been received must consult with the director of undergraduate studies.

DEPARTMENTAL HONORS

Majors who wish to be considered for departmental honors should consult with the director of undergraduate studies. To be eligible, students must have a grade point average of at least 3.7 in major courses and have completed an approved senior thesis under the guidance of a faculty member at Columbia or Reid Hall. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

UNDERGRADUATE PRIZES

The Department of French and Romance Philology awards the following prizes to students enrolled in courses in the department:

1. Prize for Excellence in French Studies: awarded to a highly promising student in an intermediate or advanced French course;
2. Senior French Prize: awarded to an outstanding graduating major.

FACULTY PROFESSORS

- Madeleine Dobie
- Antoine Compagnon
- Souleymane Bachir Diagne
- Pierre Force

- Elisabeth Ladenson

ASSOCIATE PROFESSORS

- Peter Connor (Barnard)
- Vincent Debaene
- Emmanuelle Saada
- Joanna Stalnaker

ASSISTANT PROFESSORS

Eliza Zingesser

VISITING PROFESSORS

Etienne Balibar

SENIOR LECTURERS

- Pascale Hubert-Leibler
- Sophie Queuniet

LECTURERS

- Vincent Aurora
- Alexandra Borer
- Pascale Crépon
- Heidi Holst-Knudsen
- Samuel Skippon

REQUIREMENTS

MAJOR IN FRENCH

The program of study should be planned before the end of the sophomore year with the director of undergraduate studies.

The major in French requires a minimum of 33 points beyond completion of the language requirement (FREN W1202 Intermediate Course II), distributed as follows:

FREN W3405	Advanced Grammar and Composition I
FREN W3333 - FREN W3334	Introduction to Literary Study I and Introduction to Literary Studies II
FREN W3600	France, Past and Present. An Introduction to French Civilization.
FREN W3995	Senior Seminar

Select one upper-level course on literature before 1800.

Select one course in area of Francophone literature or culture, i.e., bearing on practices of French outside of France or on internal cultural diversity of France.

The remaining courses (12 points) are to be chosen from 3000-level offerings in French literature, linguistics, or civilization.

Note the following:

- FREN BC3006 Composition and Conversation is not applicable to either the French major or the concentration.

Other Barnard French courses may be taken with the approval of the director of undergraduate studies;

- Heritage speakers are exempted from FREN W3405 Advanced Grammar and Composition I, but must replace the course by taking an advanced elective.

The following Columbia French courses are **not applicable** to the French major or concentration:

FREN W1101	Elementary Course I
FREN W1102	Elementary Course II
FREN W1105	Accelerated Elementary French
FREN W1201	Intermediate Course I
FREN W1202	Intermediate Course II
FREN W1206	Rapid Reading and Translation
FREN W1221	Intermediate Conversation I
FREN W1222	Intermediate Conversation II
FREN W3131	Third-Year Conversation I
FREN W3132	Third-Year Conversation II
FREN W3240	French Language, Society, and Culture through film
FREN W3498	French Cultural Workshop

CONCENTRATION IN FRENCH

The concentration in French requires a minimum of 27 points beyond completion of the language requirement (FREN W1202 Intermediate Course II), distributed as follows:

FREN W3405	Advanced Grammar and Composition I
FREN W3600	France, Past and Present. An Introduction to French Civilization.
FREN W3333 - FREN W3334	Introduction to Literary Study I and Introduction to Literary Studies II

The remaining courses (15 points) are to be chosen from 3000-level offerings in French literature, linguistics, or civilization.

MAJOR IN FRENCH AND FRANCOPHONE STUDIES

The requirements for this program were modified on February 14, 2014. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

The program of study should be planned before the end of the sophomore year with the director of undergraduate studies.

The major in French and Francophone studies requires a minimum of 33 points beyond completion of the language requirement (FREN W1202 Intermediate Course II), distributed as follows:

FREN W3405	Advanced Grammar and Composition I
FREN W3420	Introduction To French and Francophone Studies I
FREN W3421	Introduction To French and Francophone Studies II
FREN W3995	Senior Seminar

Select one course on Francophone/postcolonial French literature.

The remaining courses (18 points) are to be chosen from upper-level offerings in French and other disciplines. Nine (9) of these points must be taken in a discipline other than French literature. To ensure focus, these interdisciplinary electives must fall within a single discipline of subject area. Courses must be pre-approved by the director of undergraduate studies. One of the advanced electives may be a senior essay written under the direction of a faculty member affiliated with the French and Francophone studies committee or teaching at Reid Hall. Majors who choose to write a senior essay at Columbia should register for the senior tutorial course in their adviser's home department.

Note the following:

- FREN BC3006 Composition and Conversation is not applicable to either the French and Francophone studies major or concentration. Other Barnard College French courses may be taken with the approval of the director of undergraduate studies;
- Heritage speakers are exempted from FREN W3405 Advanced Grammar and Composition I, but must replace the course by taking an advanced elective.

The following Columbia French courses are not applicable to the French and Francophone studies major or concentration:

FREN W1101	Elementary Course I
FREN W1102	Elementary Course II
FREN W1105	Accelerated Elementary French
FREN W1201	Intermediate Course I
FREN W1202	Intermediate Course II
FREN W1206	Rapid Reading and Translation
FREN W1221	Intermediate Conversation I
FREN W1222	Intermediate Conversation II
FREN W3131	Third-Year Conversation I
FREN W3132	Third-Year Conversation II
FREN W3240	French Language , Society, and Culture through film
FREN W3498	French Cultural Workshop

CONCENTRATION IN FRENCH AND FRANCOPHONE STUDIES

The requirements for this program were modified on February 14, 2014. Students who declared this program before this date should

contact the director of undergraduate studies for the department in order to confirm their correct course of study.

The concentration in French and Francophone studies requires a minimum of 27 points beyond completion of the language requirement (FREN W1202 Intermediate Course II), distributed as follows:

FREN W3405	Advanced Grammar and Composition I
FREN W3420	Introduction To French and Francophone Studies I
FREN W3421	Introduction To French and Francophone Studies II

Select one course on Francophone/postcolonial French literature.

The remaining courses (15 points) are to be chosen from upper-level offerings in French and other disciplines. Six (6) of these points must be taken in a discipline other than French literature. To ensure focus, these interdisciplinary elective courses must fall within a single discipline or subject area. Courses must be pre-approved by the director of undergraduate studies.

COURSES LANGUAGE

FREN W1101 Elementary Course I. 4 points.

Enrollment limited to 20.

The same course as *W1101x-W1102y*, above.

Fall 2015: FREN W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1101 001/74995		M T W Th 8:50am - 9:55am 316 Hamilton Hall	Pascale Crepon	4	13/18
FREN 1101 002/76325		T Th F 10:10am - 11:25am 255 International Affairs Bldg	Raphaelle Burns	4	11/18
FREN 1101 003/70306		M T W Th 10:10am - 11:15am 316 Hamilton Hall	Pascale Crepon	4	15/18
FREN 1101 004/11282		T Th F 8:40am - 9:55am 407 Hamilton Hall	Samuel Skippon	4	15/18
FREN 1101 005/29666		M T W Th 11:40am - 12:45pm 318 Hamilton Hall	Noni Carter	4	17/18
FREN 1101 006/28964		M T W Th 1:10pm - 2:15pm 201a Philosophy Hall	David Haziza	4	14/18
FREN 1101 007/24465		T Th F 1:10pm - 2:25pm 609 Hamilton Hall	Helene Quiniou	4	7/18
FREN 1101 008/19975		M W F 2:40pm - 3:55pm 316 Hamilton Hall	Adham Azab	4	12/18
FREN 1101 009/72428		T Th F 4:10pm - 5:25pm	Caio Ferreira	4	13/18

		201a Philosophy Hall				
FREN 1101 010/17236	M W F 4:10pm - 5:25pm	Aline Rogg	4	11/18		
	254 International Affairs Bldg					
FREN 1101 011/61226	T Th F 6:10pm - 7:25pm	Gabriela Badea	4	6/18		
	413 Hamilton Hall					
FREN 1101 012/26704	M W Th 6:10pm - 7:25pm	Ines Nam	4	15/18		
	411 Hamilton Hall					
Spring 2016: FREN W1101						
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	
FREN 1101 001/62105	M T W Th 8:50am - 9:55am	Greet Van Belle	4	10/18		
	411 Hamilton Hall					
FREN 1101 002/64945	T Th F 10:10am - 11:25am	Adham Azab	4	14/18		
	411 Hamilton Hall					
FREN 1101 003/25837	M T W Th 11:40am - 12:45pm	Eric Matheis	4	14/18		
	411 Hamilton Hall					
FREN 1101 004/68355	M T W Th 1:10pm - 2:15pm	Eric Matheis	4	16/18		
	411 Hamilton Hall					
FREN 1101 005/68580	M W F 1:10pm - 2:25pm	Mara Lasky	4	12/18		
	254 International Affairs Bldg					
FREN 1101 006/65365	T Th F 2:40pm - 3:55pm	Aurelie Chatton	4	7/18		
	201a Philosophy Hall					
FREN 1101 007/73027	T Th F 4:10pm - 5:25pm	Aurelie Chatton	4	11/20		
	201a Philosophy Hall					
FREN 1101 008/12079	T Th F 6:10pm - 7:25pm	Aurelie Chatton	4	7/20		
	201a Philosophy Hall					

FREN W1102 Elementary Course II. 4 points.

Enrollment limited to 20.

The same course as *W1101x-W1102y*, above.

Fall 2015: FREN W1102						
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	
FREN 1102 001/23694	M T W Th 8:50am - 9:55am	Aurelie Chatton	4	12/18		
	411 Hamilton Hall					
FREN 1102 002/15045	M T W Th 10:10am - 11:15am	Aurelie Chatton	4	13/18		
	411 Hamilton Hall					
FREN 1102 003/15976	M T W Th 11:40am - 12:45pm	Eric Matheis	4	15/18		
	507 Philosophy Hall					
FREN 1102 004/76293	M T W Th 1:10pm - 2:15pm	Eric Matheis	4	13/18		
	255 International Affairs Bldg					
FREN 1102 005/10040	T Th F 2:40pm - 3:55pm	Hadley Suter	4	16/18		

		201a Philosophy Hall				
Spring 2016: FREN W1102						
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	
FREN 1102 001/68105	T Th F 8:40am - 9:55am	Alexandra Borer	4	14/18		
	318 Hamilton Hall					
FREN 1102 002/74876	M T W Th 10:10am - 11:15am	Sarah Myers	4	17/18		
	255 International Affairs Bldg					
FREN 1102 003/14384	T Th 10:10am - 11:25am	Raphaelle Burns	4	17/18		
	253 International Affairs Bldg					
FREN 1102 003/14384	F 10:10am - 11:25am	Raphaelle Burns	4	17/18		
	255 International Affairs Bldg					
FREN 1102 004/16958	M T W Th 11:40am - 12:45pm	Noni Carter	4	15/18		
	255 International Affairs Bldg					
FREN 1102 005/17566	T Th F 1:10pm - 2:25pm	Hadley Suter	4	13/18		
	255 International Affairs Bldg					
FREN 1102 006/22033	M T W Th 1:10pm - 2:15pm	Pascale Hubert-Leibler	4	13/18		
	201a Philosophy Hall					
FREN 1102 007/10049	M T W Th 2:40pm - 3:45pm	Christopher Wood	4	17/18		
	413 Hamilton Hall					
FREN 1102 008/27427	M W F 4:10pm - 5:25pm	Caio Ferreira	4	12/18		
	318 Hamilton Hall					
FREN 1102 009/63365	M W Th 6:10pm - 7:25pm	Helene Quiniou	4	14/18		
	411 Hamilton Hall					
FREN 1102 010/67583	M W Th 6:10pm - 7:25pm	Aline Rogg	4	12/18		
	407 Hamilton Hall					

FREN W1105 Accelerated Elementary French. 8 points.

Prerequisites: the instructor's permission.

Fall 2015: FREN W1105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	
FREN 1105 001/77116	M T W Th 9:00am - 11:00am	Pascale Hubert-Leibler	8	16/18		
	201a Philosophy Hall					

FREN W1201 Intermediate Course I. 4 points.

Enrollment limited to 20.

The same course as *W1201x-W1202y*, above.**Fall 2015: FREN W1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	
FREN 1201 001/10988	T Th F 8:40am - 9:55am	Nicolae Virastau	4	12/18		
	313 Hamilton Hall					

FREN 1201 002/63222	T Th F 10:10am - 11:25am 253 International Affairs Bldg	Celia Abele	4	12/18	254 International Affairs Bldg				
FREN 1201 004/60545	M T W Th 12:00pm - 12:50pm 201a Philosophy Hall	Wesley Gunter	4	18/18	FREN 1202 004/14367	M T W Th 1:10pm - 2:00pm 309 Hamilton Hall	Theo Tedeschi	4	12/18
FREN 1201 005/11852	T Th F 1:10pm - 2:25pm 254 International Affairs Bldg	Christopher Wood	4	11/18	FREN 1202 005/69066	T Th F 1:10pm - 2:25pm 411 Hamilton Hall	Heidi Holst-Knudsen	4	10/18
FREN 1201 006/14131	T W Th 8:40am - 9:55am 317 Hamilton Hall	Sophie Queuniet	4	11/18	FREN 1202 006/20387	T Th F 2:40pm - 3:55pm 411 Hamilton Hall	Heidi Holst-Knudsen	4	9/18
FREN 1201 007/18327	M T W Th 1:10pm - 2:00pm 302 Hamilton Hall	Wesley Gunter	4	17/18	Spring 2016: FREN W1202				
FREN 1201 008/68502	T Th F 2:40pm - 3:55pm 254 International Affairs Bldg	Christopher Wood	4	15/18	Course Number	Section/Call Number	Times/Location	Instructor	Points Enrollment
FREN 1201 009/60664	M W Th 6:10pm - 7:25pm 201a Philosophy Hall	William Burton	4	12/18	FREN 1202 001/73389	T W Th 8:40am - 9:55am 407 Hamilton Hall	Samuel Skippon	4	11/18
FREN 1201 010/69015	M W F 4:10pm - 5:25pm 255 International Affairs Bldg	Joshua Jordan	4	11/18	FREN 1202 002/76947	M T W Th 9:00am - 9:50am 201a Philosophy Hall	Pascale Crepon	4	16/18
Spring 2016: FREN W1201					FREN 1202 003/75464	T Th F 10:10am - 11:25am 507 Philosophy Hall	Celia Abele	4	9/18
Course Number	Section/Call Number	Times/Location	Instructor	Points Enrollment	FREN 1202 004/66978	T Th F 11:40am - 12:55pm 507 Philosophy Hall	William Burton	4	10/18
FREN 1201 001/13029	M T W Th 9:00am - 9:50am 507 Philosophy Hall	Nicolae Virastau	4	19/18	FREN 1202 005/68880	M T W Th 12:00pm - 12:50pm 253 International Affairs Bldg	Wesley Gunter	4	15/18
FREN 1201 002/13060	T Th F 10:10am - 11:25am 407 Hamilton Hall	Vincent Aurora	4	17/18	FREN 1202 006/71715	M T W Th 1:00pm - 1:50pm 253 International Affairs Bldg	Wesley Gunter	4	16/18
FREN 1201 003/67071	T Th F 1:10pm - 2:25pm 609 Hamilton Hall	Vincent Aurora	4	17/18	FREN 1202 007/23602	T Th F 1:10pm - 2:25pm 652 Schermerhorn Hall	Heidi Holst-Knudsen	4	14/18
FREN 1201 004/26222	M T W Th 12:00pm - 12:50pm 201a Philosophy Hall	Nicolae Virastau	4	16/18	FREN 1202 008/62253	T Th F 2:40pm - 3:55pm 411 Hamilton Hall	Theo Tedeschi	4	12/18
					FREN 1202 009/68711	M W Th 6:10pm - 7:25pm 507 Philosophy Hall	Gabriela Badea	4	18/18

FREN W1202 Intermediate Course II. 4 points.
Enrollment limited to 20.

The same course as *W1201x-W1202y*, above.

Fall 2015: FREN W1202					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1202 001/67093	T Th F 8:40am - 9:55am 507 Philosophy Hall	Alexandra Borer	4	13/18	
FREN 1202 002/26728	T Th F 10:10am - 11:25am 507 Philosophy Hall	Alexandra Borer	4	12/18	
FREN 1202 003/22793	M T W Th 12:00pm - 12:50pm	Camille Belloc	4	12/18	

FREN W1206 Rapid Reading and Translation. 3 points.

This a course designed to prepare graduate students in other departments to fulfill their foreign language proficiency requirement.

Fall 2015: FREN W1206					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1206 001/10924	M W 4:10pm - 5:25pm 315 Hamilton Hall	Matthew Trumbo-Tual	3	4	
Spring 2016: FREN W1206					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1206 001/65819	M W 4:10pm - 5:25pm 315 Hamilton Hall	Kalinka Alvarez	3	7/15	

FREN W1221 Intermediate Conversation I. 2 points.

Corequisites: Recommended: *FREN W1201-FREN W1202*.
Conducted in French. Practice in conversational French, with emphasis on comprehension, pronunciation, and idiomatic usage.

Fall 2015: FREN W1221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1221	001/67747	T Th 10:10am - 11:25am 315 Hamilton Hall	Greet Van Belle	2	8/15
FREN 1221	002/15843	M W 1:10pm - 2:25pm 652 Schermerhorn Hall	Greet Van Belle	2	9/15

Spring 2016: FREN W1221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1221	001/19178	M W 10:10am - 11:25am 201a Philosophy Hall	Pascale Crepon	2	9/15
FREN 1221	002/25705	T Th 2:40pm - 3:55pm 313 Hamilton Hall	Eric Matheis	2	11/15

FREN W1222 Intermediate Conversation II. 2 points.

Corequisites: Recommended: *FREN W1201-FREN W1202*.
Conducted in French. Practice in conversational French, with emphasis on comprehension, pronunciation, and idiomatic usage.

Fall 2015: FREN W1222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1222	001/72903	M W 2:40pm - 3:55pm 413 Hamilton Hall	Maya Sidhu	2	5/15
FREN 1222	002/77052	M W 4:10pm - 5:25pm 413 Hamilton Hall	Maya Sidhu	2	5/15

Spring 2016: FREN W1222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1222	001/65869	M W 10:10am - 11:25am 406 Hamilton Hall	Ines Nam	2	7/15
FREN 1222	002/15741	M W 11:40am - 12:55pm 406 Hamilton Hall	Ines Nam	2	10/15

FREN W3131 Third-Year Conversation I. 2 points.

Prerequisites: completion of the language requirement in French or the equivalent.
Conversation on contemporary French subjects based on readings in current popular French periodicals.

Fall 2015: FREN W3131

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3131	001/61945	M W 10:10am - 11:25am	Wesley Gunter	2	12/15

254 International
Affairs Bldg

FREN 3131	002/65569	T Th 10:10am - 11:25am 652 Schermerhorn Hall	Eric Matheis	2	12/15
FREN 3131	003/18792	M W 2:40pm - 3:55pm 317 Hamilton Hall	Joshua Jordan	2	8/15

FREN W3132 Third-Year Conversation II. 2 points.

Prerequisites: completion of the language requirement in French or the equivalent.

Conversation on contemporary French subjects based on readings in current popular French periodicals.

Spring 2016: FREN W3132

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3132	001/11742	M W 10:10am - 11:25am 254 International Affairs Bldg	David Haziza	2	9/15
FREN 3132	002/29164	T Th 10:10am - 11:25am 652 Schermerhorn Hall	Theo Tedeschi	2	15/15
FREN 3132	003/74355	M W 11:40am - 12:55pm 254 International Affairs Bldg	David Haziza	2	11/15

FREN W3240 French Language , Society, and Culture through film. 3 points.

Prerequisites: *FREN W1202* Intermediate French II.

French socio-political issues and language through the prism of film. Especially designed for non-majors wishing to further develop their French language skills and learn about French culture. Each module includes assignments targeting the four language competencies: reading, writing, speaking and oral comprehension, as well as cultural understanding. Note: this course does not count toward the French major or concentration.

Fall 2015: FREN W3240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3240	001/60133	T Th 4:10pm - 5:25pm 411 Hamilton Hall	Heidi Holst-Knudsen	3	6/15

Spring 2016: FREN W3240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3240	001/23456	T Th 2:40pm - 3:55pm 652 Schermerhorn Hall	Heidi Holst-Knudsen	3	9/18

FREN W3405 Advanced Grammar and Composition I. 3 points.

Enrollment limited to 15.

Prerequisites: *FREN W3405* must be taken before *FREN W3333/4* unless the student has an AP score of 5 or the director of undergraduate studies' permission.

The goal of *FREN W3405* is to help students improve their grammar and perfect their writing and reading skills, especially as a preparation for taking literature or civilization courses, or spending a semester in a francophone country. Through the study of two full-length works of literature and a number of short texts representative of different genres, periods, and styles, they will become more aware of stylistic nuances, and will be introduced to the vocabulary and methods of literary analysis. Working on the advanced grammar points covered in this course will further strengthen their mastery of French syntax. They will also be practicing writing through a variety of exercises, including pastiches and creative pieces, as well as typically French forms of academic writing such as “résumé,” “explication de texte,” and “dissertation”.

Fall 2015: FREN W3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3405 001/17221		T Th 10:10am - 11:25am 407 Hamilton Hall	Samuel Skippon	3	9/15
FREN 3405 002/10153		M W 11:40am - 12:55pm 315 Hamilton Hall	Pascale Crepon	3	8/15
FREN 3405 003/10486		T Th 1:10pm - 2:25pm 616 Hamilton Hall	Alexandra Borer	3	10/15
FREN 3405 004/72497		T Th 2:40pm - 3:55pm 316 Hamilton Hall	Nicolae Virastau	3	2/15
FREN 3405 005/26323		M W 1:10pm - 2:25pm 315 Hamilton Hall	Kalinka Alvarez	3	8/15

Spring 2016: FREN W3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3405 001/25903		T Th 10:10am - 11:25am 318 Hamilton Hall	Alexandra Borer	3	11/15
FREN 3405 002/70498		M W 10:10am - 11:25am 316 Hamilton Hall	Matthew Trumbo-Tual	3	6/15
FREN 3405 003/69419		T Th 2:40pm - 3:55pm 616 Hamilton Hall	Vincent Aurora	3	15/15

FREN W3498 French Cultural Workshop. 3 points.

Prerequisites: completion of *FREN W1202*.

Designed (though not exclusively) for students contemplating a stay at Reid Hall, this course will foster a comparison of the French and American cultures with readings from sociological sources and emphasis on in-class discussion in an attempt to comprehend and avoid common causes of cross-cultural communication.

Fall 2015: FREN W3498

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3498 001/93001		T Th 2:40pm - 3:55pm 413 Hamilton Hall	Vincent Aurora	3	10/18

FREN W4995 French for Diplomats. 3 points.

This course deals with French foreign policy. It is designed for students who have a good French level (the whole course is taught in French, so there are minimal requirements) and are interested by international relations and France. It aims at improving students' knowledge of French diplomacy: the vision and values it carries, its history, its logic, its strengths, its weaknesses, the interrogations and challenges it faces. Though it is not a language course (there will be no grammar), it will also sharpen students' mastering of French (especially useful for those considering an exchange at Sciences Po, or wanting to work in places such as the United Nations where it is useful to master some French diplomatic vocabulary).

Spring 2016: FREN W4995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 4995 001/26340		T Th 4:10pm - 5:25pm 652 Schermerhorn Hall	Camille Belloc	3	9/18

LITERATURE AND CULTURE

FREN W3333 Introduction to Literary Study I. 3 points.

Enrollment limited to 20.

Prerequisites: *FREN W3405* Advanced Grammar and Composition or an AP score of 5 or the instructor's permission. Reading and discussion of major works from the Middle Ages to 1750.

Fall 2015: FREN W3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3333 001/70363		T Th 2:40pm - 3:55pm 707 Hamilton Hall	Eliza Zingesser	3	14/20

Spring 2016: FREN W3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3333 001/64039		M W 10:10am - 11:25am 507 Philosophy Hall	Nicolae Virastau	3	7/18

FREN W3334 Introduction to Literary Studies II. 3 points.

Enrollment limited to 20.

Prerequisites: *FREN W3405* Advanced Grammar and Composition or an AP score of 5 or the instructor's permission. Reading and discussion of major works from 1750 to the present.

Fall 2015: FREN W3334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3334 001/70760		M W 10:10am - 11:25am 507 Hamilton Hall	Sarah Myers	3	9/20

Spring 2016: FREN W3334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3334 001/63798		T Th 11:40am - 12:55pm	Max McGuinness	3	11/18

652 Schermerhorn
Hall

FREN W3420 Introduction To French and Francophone Studies I. 3 points.

Prerequisites: *FREN W3405* Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies' permission.

Examines conceptions of culture and civilization in France from the Enlightenment to the Exposition Coloniale of 1931, with an emphasis on the historical development and ideological foundations of French colonialism. Authors and texts include: the Encyclopédie; the Déclaration des droits de l'homme et du citoyen; the Code noir; Diderot; Chateaubriand; Tocqueville; Claire de Duras; Renan; Gobineau; Gauguin; Drumont.

Fall 2015: FREN W3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3420	001/62024	M W 10:10am - 11:25am 507 Philosophy Hall	Madeleine Dobie	3	15/20

FREN W3421 Introduction To French and Francophone Studies II. 3 points.

Prerequisites: *FREN W3405* Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies' permission.

Universalism vs. exceptionalism, tradition vs. modernity, integration and exclusion, racial, gender, regional, and national identities are considered in this introduction to the contemporary French-speaking world in Europe, the Americas, and Africa. Authors include: Aimé Césaire, Léopold Sedar Senghor, Frantz Fanon, Maryse Condé.

Spring 2016: FREN W3421

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3421	001/15512	M W 11:40am - 12:55pm 516 Hamilton Hall	Souleymane Diagne	3	28

FREN W3503 Enlightenment/Counter-Enlightenment. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: completion of *FREN W3333* or *W3334* and *W3405*, or the director of undergraduate studies' permission. Taking modern definitions and critiques of Enlightenment as its starting point, this course will look at how the Enlightenment defined itself as a philosophical, cultural and literary movement, practiced self-criticism from within, and responded to dissension and critique from without. Authors will include Adorno, Horkheimer, Foucault and Israel for the modern critical context, and Voltaire, Diderot, Buffon, Rousseau, Sade and Kant for the eighteenth century material. The course will be given in French, but non-majors may write papers in English. This course fulfills the French Major requirement for a course on literature before 1800.

FREN W3517 Montaigne, Descartes, Pascal. 3 points. **Not offered during 2015-16 academic year.**

Prerequisites: *FREN W3333-W3334* or the director of undergraduate studies' or the instructor's permission.

A study of Montaigne's *Essais* and their rewriting by Descartes and Pascal, with a focus on the nature of intellectual and aesthetic innovation in a humanist context.

FREN W3520 The Avant-Gardes in France. From Baudelaire to Situationism.. 0 points.

Not offered during 2015-16 academic year.

In this course, we will study the main movements of 19th and 20th-century literary history: symbolism, modernism, dada, surrealism, existentialism, Nouveau Roman, situationism... We will pay particular attention to the emergence of the notion of avant-garde and to its theoretical implications. Although centered on literature, the course will also consider some musical and visual pieces (paintings, collages, sculptures, photographs, short films, etc.).

FREN W3529 French Theater in Performance. 3 points.

Enrollment limited to 15. **Not offered during 2015-16 academic year.**

Prerequisites: Advanced coursework in French (*FREN W3405*, *W3333*, *W3334* or the equivalent).

This course will combine reading, interpretation and performance of a small selection of short French plays from the eighteenth and nineteenth centuries, in preparation for a public performance at Columbia University's Maison Française at the end of the semester.

FREN W3544 French Lyric Poetry. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *FREN W3333-FREN W3334* or the director of undergraduate studies' or the instructor's permission.

A study of lyric poetry from the Middle-Ages to the Nineteenth Century, with a focus on the changing uses of poetic form. Authors include Charles d'Orléans, Christine de Pizan, Voiture, Musset, Banville, Hugo.

FREN W3600 France, Past and Present. An Introduction to French Civilization.. 3 points.

Prerequisites: *FREN W3333* or *W3334* and *W3405*, or the director of undergraduate studies' permission.

Based on readings of short historical sources, the course will provide an overview of French political and cultural history since 1700.

Spring 2016: FREN W3600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3600	001/60692	T Th 10:10am - 11:25am 201a Philosophy Hall	Anna Provitola	3	13/18

FREN W3603 Sexual Enlightenment. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: *FREN W3333-FREN W3334* or the instructor's permission.

This course explores the relationship between sex and knowledge in literary and philosophical works of the French Enlightenment. Authors include Montesquieu, Cr  billon, Buffon, Condillac, Diderot, Bernardin de Saint-Pierre, Laclos and Sade. The course fulfills the pre-1800 requirement for the French major.

FREN W3640 Poesie Francophone d'Afrique et des Antilles 1890-1970. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *FREN W3333-FREN W3334* or the director of undergraduate studies' or the instructor's permission.

This class is devoted to an understudied aspect of Francophone literature, namely the wide corpus of poetry written in French in Africa and the Caribbean, until (and including) decolonization. We will close-read poems, insisting on the basic tools required to do so and on the history of poetic forms (e.g. what are the differences between *vers libre*, *verset*, *po  me en prose*?), and we will explore notions such as exoticism, automatism, avant-garde or anthology. The ultimate goal is to reflect on the practice of writing and reading poetry in the context of a structural imbalance between center and periphery. The course is taught in French and the readings will be in French.

FREN W3666 Moliere. 3 points.

Prerequisites: completion of *FREN W3333* or *W3334* and *W3405*, or the director of undergraduate studies' permission. Study of Moli  re's major plays, including *Tartuffe*, *Dom Juan*, and *Le Misanthrope*, focusing on key concepts such as naturalness and convention, value and exchange, and the relationship between ethics and comedy. Special attention will be paid to the connections between critical approaches of the text and the various ways in which the plays can be staged.

Fall 2015: FREN W3666

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3666	001/28626	M W 2:40pm - 3:55pm 507 Hamilton Hall	Pierre Force	3	4

FREN W3714 1914-2014 : un siecle de litteratures en francais. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: completion of *FREN W3333* or *W3334* and *W3405*, or the director of undergraduate studies' permission. This class is intended as a survey course on French literatures in the past 100 years. It will consider all major moments and movements of literature in French in the 20th century (surrealism, existentialism, negritude, Nouveau Roman...) until and including some of the most remarkable literary creations of the early 21st century. The course is taught in French and the readings will be in French.

FREN W3672 Surrealism. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: *FREN W3333-FREN W3334* or the director of undergraduate studies' or the instructor's permission.

Study of one of the main movements of 20th-century literary history, and art history in general. We will pay particular attention to the evolution of surrealism and to its theoretical implications on such key notions as: the notion of author, of avant-garde, of automatism, of image or of work of art. Although centered on literature, the course will also consider some visual pieces (paintings, collages, sculptures, photographs, short films...).

FREN W3766 Transcribing/Writing Tales in Africa. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: *FREN W3333-FREN W3334* or the director of undergraduate studies' or the instructor's permission. The students are required to be able to read and discuss tales in French.

Transcribing, adapting, rewriting, reinventing in the French language African oral tales is an important literary genre in African francophone literature. The works of authors such as Amadou Hamp  t   B   from Mali, Bernard Dadi   from C  te d'Ivoire and Birago Diop from Senegal are among the classics of that genre. The course is a study of a certain number of "tales" written with talent and humor by B  , Dadi   and Diop; they are from the following books: *Il n' y a pas de petite querelle* (B  ), *Le pagne noir* (Dadi  ), *Les contes d'Amadou Koumba*, and *Les nouveaux contes d'Amadou Koumba* (Diop). This course is intended primarily for undergraduate students interested in French and in Francophone Studies majors, concentrators, and those who speak French and want to study an important aspect of literature in French.

CLFR W3830 French Film. 3 points.

A study of landmarks of French cinema from its origins to the 1970s. We will pay particular attention to the relation between cinema and social and political events in France. We will study films by Jean Vigo, Jean Renoir, Rene Clair, Alain Resnais, Francois Truffaut and Jean-Luc Godard. In English.

Spring 2016: CLFR W3830

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLFR 3830	001/60828	M 4:10pm - 6:00pm 509 Hamilton Hall	Laure Astourian	3	17/20
CLFR 3830	001/60828	T 8:10pm - 10:00pm 509 Hamilton Hall	Laure Astourian	3	17/20

SENIOR SEMINAR AND SENIOR THESIS

FREN W3995 Senior Seminar. 3 points.

Prerequisites: completion of either *FREN W3333-FREN W3334* or *FREN W3420-FREN W3421*, and *FREN W3405*, or the director of undergraduate studies' or the instructor's permission.

Required of all French and French & Francophone Studies majors. Usually taken by majors during the fall term of their senior year. Critical discussion of a few major literary works along with some classic commentaries on those works. Students critically assess and practice diverse methods of literary analysis.

Fall 2015: FREN W3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3995	001/23654	T 4:10pm - 6:00pm 507 Philosophy Hall	Antoine Compagnon	3	10

FREN W3996 Senior Tutorial in French Literature. 3 points.

Prerequisites: the director of undergraduate studies' permission. Required for majors wishing to be considered for departmental honors. This course may also be taken at Reid Hall.

Recommended for seniors majoring or concentrating in French and open to other qualified students. Preparation of a senior essay. In consultation with a staff member designated by the director of undergraduate studies, the student develops a topic withing the areas of French language, literature, or intellectual history.

GERMANIC LANGUAGES

Departmental Office: 414 Hamilton; 212-854-3202
<http://www.columbia.edu/cu/german/>

Director of Undergraduate Studies: Prof. Stefan Andriopoulos,
 418 Hamilton; 212-854-7802; sa610@columbia.edu

Language Instruction: Prof. Richard Korb, 404A Hamilton;
 212-854-2070; rak23@columbia.edu

The Department of Germanic Languages and Literatures is considered one of the very best in the country. Many of the faculty specialize in the study of German literature and culture from 1700 to the present. German majors acquire proficiency in examining literary, philosophical, and historical texts in the original, as well as critical understanding of modern German culture and society. Particular attention is given to German-speaking traditions within larger European and global contexts. Courses taught in translation build on Columbia's Core Curriculum, thereby allowing students to enroll in upper-level seminars before completing the language requirement.

All classes are taught as part of a living culture. Students have ample opportunities to study abroad, to work with visiting scholars, and to take part in the cultural programs at Deutsches Haus. In addition, the department encourages internships with German firms, museums, and government offices. This hands-on experience immerses students in both language and culture, preparing them for graduate study and professional careers.

Upon graduation, German majors compete successfully for Fulbright or DAAD scholarships for research in Germany or Austria beyond the B.A. degree. Our graduating seniors are highly qualified to pursue graduate studies in the humanities and social sciences, as well as professional careers. Former majors and concentrators have gone on to careers in teaching, law, journalism, banking and consulting, international affairs, and communications.

German literature and culture courses are taught as seminars integrating philosophical and social questions. Topics include romanticism, revolution, and national identity; German intellectual history; minority literatures; Weimar cinema; German-Jewish culture and modernity; the Holocaust and memory; and the history and culture of Berlin. Classes are small, with enrollment ranging from 5 to 15 students.

The department regularly offers courses in German literature and culture in English for students who do not study the German language. The department also participates in Columbia's excellent program in comparative literature and society.

ADVANCED PLACEMENT

The department grants 3 credits for a score of 5 on the AP German Language exam, which satisfies the foreign language requirement. Credit is awarded upon successful completion

of a 3000-level (or higher) course with a grade of B or higher. This course must be for at least 3 points of credit and be taught in German. Courses taught in English may not be used for language AP credit. The department grants 0 credits for a score of 4 on the AP German Language exam, but the foreign language requirement is satisfied.

THE YIDDISH STUDIES PROGRAM

The program in Yiddish studies offers a track in both the undergraduate major and concentration, in addition to graduate studies leading to the Ph.D. The graduate program is considered one of the world's most important, with its graduates holding many of the major university positions in the field. In both the undergraduate and graduate program, emphasis is placed not merely on acquiring linguistic proficiency and textual study, but also viewing Yiddish literature in a larger cultural and interdisciplinary context.

Students work with faculty in Germanic languages, Jewish studies, history, and Slavic studies to broaden their understanding of the literature, language, and culture of Eastern European Jewry. Classes are small, and instruction is individualized and carefully directed to ensure that students gain both a thorough general grounding and are able to pursue their own particular interests in a wide-spanning field. The program also offers classes taught in translation for students who do not study Yiddish.

THE GERMAN LANGUAGE PROGRAM

First- and second-year German language courses emphasize spoken and written communication, and provide a basic introduction to German culture. Goals include mastery of the structure of the language and enough cultural understanding to interact comfortably with native speakers.

After successfully completing the elementary German sequence, GERM V1101 Elementary German Language Course, I-GERM V1102 Elementary German Language Course, II, students are able to provide information about themselves, their interests, and daily activities. They can participate in simple conversations, read edited texts, and understand the main ideas of authentic texts. By the end of GERM V1102 Elementary German Language Course, II, students are able to write descriptions, comparisons, and creative stories, and to discuss general information about the German-speaking countries.

The intermediate German sequence, GERM V1201 Intermediate German Language Course, I-GERM V1202 Intermediate German Language Course, II, increases the emphasis on reading and written communication skills, expands grammatical mastery, and focuses on German culture and literary texts. Students read short stories, a German drama, and increasingly complex texts. Regular exposure to video, recordings, the World Wide Web, and art exhibits heightens the cultural dimensions of the third

and fourth semesters. Students create portfolios comprised of written and spoken work.

Upon completion of the second-year sequence, students are prepared to enter advanced courses in German language, culture, and literature at Columbia and/or at the Berlin Consortium for German Studies in Berlin. Advanced-level courses focus on more sophisticated use of the language structure and composition (GERM V3001 Advanced German, I-GERM V3002 *Advanced German II: Vienna*); on specific cultural areas (e.g., GERM W3220 Berlin: Past and Present [In German] or GERM W4090 German for International and Public Affairs [In German]); and on literary, historical, and philosophical areas in literature-oriented courses (GERM W3333 Introduction To German Literature [In German]).

IN FULFILLMENT OF THE LANGUAGE REQUIREMENT IN GERMAN

Students beginning the study of German at Columbia must take four terms of the following two-year sequence:

GERM V1101	Elementary German Language
- GERM V1102	Course, I and Elementary German Language Course, II
GERM V1201	Intermediate German Language
- GERM V1202	Course, I and Intermediate German Language Course, II

Entering students are placed, or exempted, on the basis of their College Board Achievement or Advanced Placement scores, or their scores on the placement test administered by the departmental language director. Students who need to take GERM V1201 Intermediate German Language Course, I-GERM V1202 Intermediate German Language Course, II may take GERM V1125 Accelerated Elementary German I & II as preparation for GERM V1201 Intermediate German Language Course, I.

UNIVERSITY STUDY IN BERLIN

The Berlin Consortium for German Studies provides students with a study abroad program, administered by Columbia, which includes students from the other consortium member schools (Princeton, Yale, University of Pennsylvania, Johns Hopkins, and the University of Chicago). Under the guidance of a senior faculty member, the program offers a home stay with a German family, intensive language instruction, and study in regular German university courses at the Freie Universität Berlin.

For additional information on the Berlin Consortium, see the *Study Abroad—Sponsored Programs* section in this Bulletin, visit the Office of Global Programs (<http://www.ogp.columbia.edu>), or consult the program's office in 606 Kent Hall; 212-854-2559; berlin@columbia.edu.

DEUTSCHES HAUS

Deutsches Haus, 420 West 116th Street, provides a center for German cultural activities on the Columbia campus. It sponsors lectures, film series, and informal gatherings that enrich the academic programs of the department. Frequent events throughout the fall and spring terms offer students opportunities to practice their language skills.

GRADING

Courses in which a grade of D has been received do not count toward the major or concentration requirements.

DEPARTMENTAL HONORS

Normally no more than 10% of graduating majors receive departmental honors in a given academic year. For the requirements for departmental honors, see the director of undergraduate studies.

FACULTY PROFESSORS

- Mark Anderson
- Stefan Andriopoulos
- Jeremy Dauber
- Andreas Huyssen
- Harro Müller
- Dorothea von Mücke (Chair)

ASSOCIATE PROFESSOR

- Oliver Simons

ASSISTANT PROFESSOR

- Tobias Wilke

SENIOR LECTURERS

- Wijnie de Groot (Dutch)
- Richard Korb
- Jutta Schmiers-Heller

LECTURERS

Agnieszka Legutko (Yiddish)

REQUIREMENTS

MAJOR IN GERMAN LITERATURE AND CULTURAL HISTORY

The goal of the major is to provide students with reasonable proficiency in reading a variety of literary, philosophical, and historical texts in the original and, through this training, to facilitate a critical understanding of modern German-speaking cultures and societies. Students should plan their program of study with the director of undergraduate studies as early as possible. Competence in a second foreign language is strongly

recommended, especially for those students planning to attend graduate school.

The major in German literature and cultural history requires a minimum of 30 points, distributed as follows:

GERM V3001	Advanced German, I
or GERM V3002	Advanced German II: Vienna
GERM W3333	Introduction To German Literature [In German]

Select two of the following survey courses in German literature and culture (at least one of these must focus on pre-20th-century cultural history):

GERM W3443	Romanticism, Revolution, Realism [In German]
GERM W3444	Decadence, Modernism, Exile [In German]
GERM W3445	German Literature After 1945 [In German]

One course in German intellectual history

GERM C3991	Senior Seminar: Goethe [In German] (required of all majors in their senior year, but may also be taken as a seminar by juniors)
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The remaining courses to be chosen from the 3000- or 4000-level offerings in German and Comparative Literature–German

Senior Thesis

A senior thesis is not required for the major. Students interested in a senior thesis or research project may do so through independent study with a faculty member over one or two semesters.

MAJOR TRACK IN YIDDISH STUDIES

First- and second-year Yiddish language courses emphasize spoken and written communication, and provide a basic introduction to Eastern European Jewish culture. Goals include mastery of the structure of the language and enough cultural understanding to interact comfortably with native speakers.

After second-year Yiddish language courses are completed, students should feel sufficiently comfortable to begin to work with Yiddish literature in the original. Upper-level undergraduate/graduate courses are designed to accommodate students with a range of Yiddish language experience, and intensive language summer study is also encouraged for improvement in language acquisition and comprehension.

The goal is to provide students with reasonable proficiency in reading a variety of literary, philosophical, and historical texts in the original and, through this training, to provide them with a critical understanding of Yiddish-speaking culture and society.

Students should plan their program of study with the director of undergraduate studies as early as possible.

The major track in Yiddish studies requires a minimum of 30 points, distributed as follows:

1. At least three courses of intermediate/advanced language study;
2. Two courses in Yiddish literature, at least one of which is not taught in translation;
3. One course in the senior seminar or independent study;
4. Four related courses, at least one of which is in medieval or modern Jewish history.

A senior thesis is required for the track in Yiddish studies.

Students interested in a senior thesis or research project may do so through independent study with a faculty member over one or two semesters.

CONCENTRATION IN GERMAN LITERATURE AND CULTURAL HISTORY

The concentration in German literature and cultural history requires a minimum of 21 points in German courses numbered GERM V3001 and above, including the senior seminar *GERM C3991 Senior Seminar: Goethe [In German]*, which may be taken in the junior or senior year.

CONCENTRATION TRACK IN YIDDISH STUDIES

The concentration track in Yiddish studies requires a minimum of 24 points, distributed as follows:

1. At least three courses of beginning/intermediate language study
2. Two courses in Yiddish literature
3. Three related courses, at least one of which is in medieval or modern Jewish history

COURSES

COMPARATIVE LITERATURE-GERMAN

CLGR W4207 Aesthetics Under Siege: the Frankfurt School. 3 points.

This lecture course works with an expanded notion of the Frankfurt School. The central figures treated are Siegfried Kracauer, Walter Benjamin, and Theodor W. Adorno, but readings also include György Lukács, Ernst Bloch, Bertolt Brecht, and some others. It focuses on aesthetic and political issues in high and mass culture debates in Europe, the Soviet Union, and the U.S. in the inter-war period and post-1945. All readings will be contextualized in relationship to modernism

and modernization, Marxism and National Socialism in the first half of the past century. Metropolitan modernism, realism, the historical avant-garde, and mass media culture will be recurring themes throughout the semester, which ends with a coda on the culture of the Cold War.

Spring 2016: CLGR W4207

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGR 4207	001/62734	T Th 4:10pm - 5:25pm 717 Hamilton Hall	Andreas Huyssen	3	58

CLGR G4250 Aesthetics and the Philosophy of History [In English]. 3 points.

This course offers an introduction to German intellectual history by focusing on the key texts from the 18th and 19th century concerned with the philosophy of art and the philosophy of history. Instead of providing a general survey, this thematic focus that isolates the relatively new philosophical subspecialties allows for a careful tracing of a number of key problematics. The texts chosen for discussion in many cases are engaged in lively exchanges and controversies. For instance, Winckelmann provides an entry into the debate on the ancients versus the moderns by making a claim for both the historical, cultural specificity of a particular kind of art, and by advertising the art of Greek antiquity as a model to be imitated by the modern artist. Lessing's *Laocoon* counters Winckelmann's idealizing approach to Greek art with a media specific reflection. According to Lessing, the fact that the *Laocoon* priest from the classical sculpture doesn't scream has nothing to do with the nobility of the Greek soul but all with the fact that a screaming mouth hewn in stone would be ugly. Herder's piece on sculpture offers yet another take on this debate, one that refines and radicalizes an aesthetics based on the careful examination of the different senses, especially touch and feeling versus sight.—The second set of texts in this class deals with key enlightenment concepts of a philosophical anthropology informing the then emerging philosophy of history. Two literary texts will serve to mark key epochal units: Goethe's *Prometheus*, which will be used in the introductory meeting, will be examined in view of its basic humanist program, Kleist's "Earthquake in Chili" will serve as a base for the discussion of what would be considered the "end" of the Enlightenment: be that the collapse of a belief in progress or the critique of the beautiful and the sublime. The last unit of the class focuses on Hegel's sweeping supra-individualist approach to the philosophy of history and Nietzsche's fierce critique of Hegel. Readings are apportioned such that students can be expected to fully familiarize themselves with the arguments of these texts and inhabit them.

Fall 2015: CLGR G4250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGR 4250	001/71297	W 2:10pm - 4:00pm 402 Hamilton Hall	Dorothea von Muecke	3	23

CLGR G4460 Climate and Catastrophe [In English]. 3 points.

This course will explore concepts and narratives of climate and climate change. We will focus on literary and theoretical texts ranging from the eighteenth century to today's debates on global warming and the "Anthropocene". While "climate" is currently tightly bound to the idea of its catastrophic destabilization, for centuries climate was seen as a principle of stability, as cyclic time and as a steady influence on culture. However, climate change is not a discovery of the past twenty years, but has been part of natural history and literature since 1800. We will examine the historical and aesthetic responses to a wide array of questions revolving around the relationship between human life-worlds and their environmental and climatic conditions: How does climate affect different cultures? How do humans experience time through the medium of the seasons? How can we relate to the deep time of climatic change? How do extreme climates affect human bodies and minds? How can climate and climate change be grasped aesthetically? Instead of focusing solely on present debates and genres (such as "Cli-Fi") the course aims at a deeper historical understanding of a century-old discourse on climate and climatic change. The goal of such a historical perspective will be not only to re-assess concepts such as "global warming" or the "Anthropocene", but also to open up a better understanding of how literature engages with the profound environmental transformations that we are facing today.

Spring 2016: CLGR G4460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGR 4460	001/25520	W 12:10pm - 2:00pm 401 Hamilton Hall	Eva Horn	3	8

CLGR G4675 Intertextuality [In English]. 3 points.

In this course, we will explore theories of intertextuality developed by Mikhail Bakhtin, Julia Kristeva, Gerard Genette, and Harold Bloom, among others, and discuss why the debates of intertextuality have provoked such a resonance in contemporary literary studies. In addition to the theoretical underpinnings of intertextuality we will examine concepts such as influence, imitation, allusion, and quotation. A series of literary texts will provide test cases for the various theories. We will discuss exemplary applications of each theory (and their limitations) in close readings of Büchner Prize acceptance speeches delivered by Paul Celan, Ingeborg Bachmann, and Elfriede Jelinek; poems by Bachmann and Celan; and three seminal novels of the 20th century: Bachmann's *Malina*, Thomas Bernhard's *Extinction*, and W.G. Sebald's *Austerlitz*. Special attention will be paid to the underlying discourse on memory and trauma in their poetics of intertextuality. The goals of the course are (1) to provide a solid grounding in the historical development of theories of intertextuality, (2) to provide students with methodological frameworks for critically analyzing literary texts, and (3) to discuss the role intertextuality plays in 20th century cultures of memory. Please note: readings and discussions in English.

Fall 2015: CLGR G4675

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CLGR 4675	001/73198	M 12:10pm - 2:00pm 402 Hamilton Hall	Oliver Simons	3	18
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DUTCH

DTCH W1101 Elementary Dutch I. 4 points.

Fundamentals of grammar, reading, speaking, and comprehension of the spoken language. During the spring term supplementary reading is selected according to students' needs.

Fall 2015: DTCH W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 1101	001/24463	M W 6:10pm - 8:00pm 1 Deutsches Haus	Wijnie de Groot	4	16/18

DTCH W1102 Elementary Dutch II. 4 points.

Fundamentals of grammar, reading, speaking, and comprehension of the spoken language. During the spring term supplementary reading is selected according to students' needs.

Spring 2016: DTCH W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 1102	001/27843	M W 6:10pm - 8:00pm 1 Deutsches Haus	Wijnie de Groot, Stephane Charitos	4	14/20

DTCH W1201 Intermediate Dutch I. 4 points.

Prerequisites: *DTCH W1101-W1102* or the equivalent.
Continued practice in the four skills (aural comprehension, reading, speaking, and writing); review and refinement of basic grammar; vocabulary building. Readings in Dutch literature.

Fall 2015: DTCH W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 1201	001/76125	M W 4:10pm - 6:00pm 352c International Affairs Bldg	Wijnie de Groot	4	10/18

DTCH W1202 Intermediate Dutch II. 4 points.

Prerequisites: *DTCH W1101-W1102* or the equivalent.
Continued practice in the four skills (aural comprehension, reading, speaking, and writing); review and refinement of basic grammar; vocabulary building. Readings in Dutch literature.

Spring 2016: DTCH W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 1202	001/67418	M W 4:10pm - 6:00pm 352c International Affairs Bldg	Wijnie de Groot, Stephane Charitos	4	6/20

DTCH W3101 Advanced Dutch I. 3 points.

Fall 2015: DTCH W3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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DTCH 3101	001/12312	M 1:30pm - 4:00pm 1 Deutsches Haus	Wijnie de Groot	3	4/18
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DTCH W3102 Advanced Dutch II. 3 points.

Spring 2016: DTCH W3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 3102	001/12679	M 1:30pm - 4:00pm 1 Deutsches Haus	Wijnie de Groot, Stephane Charitos	3	2/20

DTCH W3994 Special Reading Course. 1 point.

Spring 2016: DTCH W3994

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 3994	001/65452	W 10:00am - 11:30am Room TBA	Wijnie de Groot	1	1

FINNISH

FINN W1101 Elementary Course I. 4 points.

Fundamentals of grammar and lexicon. Building proficiency in aural comprehension, reading, speaking, and writing. Linguistic structures in the cultural context.

Fall 2015: FINN W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FINN 1101	001/73902	T Th 4:10pm - 6:00pm 255 International Affairs Bldg	Tuomas Hiltunen	4	4/18

FINN W1102 Elementary Course II. 4 points.

Fundamentals of grammar and lexicon. Building proficiency in aural comprehension, reading, speaking, and writing. Linguistic structures in the cultural context.

Spring 2016: FINN W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FINN 1102	001/23863	T Th 4:10pm - 6:00pm 1 Deutsches Haus	Tuomas Hiltunen	4	3/20

FINN W1201 Intermediate Course I. 4 points.

Prerequisites: *FINN W1101-W1102* or the instructor's permission.
Continued practice in aural comprehension, reading, speaking, and writing; review and refinement of grammatical structures; vocabulary building. Readings include Finnish fiction and nonfiction.

Fall 2015: FINN W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FINN 1201	001/69142	T Th 6:10pm - 8:00pm 404 Hamilton Hall	Tuomas Hiltunen	4	2/18

FINN W1202 Intermediate Course II. 4 points.

Prerequisites: *FINN W1101-W1102* or the instructor's permission.

Continued practice in aural comprehension, reading, speaking, and writing; review and refinement of grammatical structures; vocabulary building. Readings include Finnish fiction and nonfiction.

Spring 2016: FINN W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FINN 1202	001/25763	T Th 6:10pm - 8:00pm 1 Deutsches Haus	Tuomas Hiltunen	4	2/20

GERMAN**GERM V1101 Elementary German Language Course, I. 4 points.**

Upon completion of the course, students understand, speak, read, and write German at a level enabling them to communicate with native speakers about their background, family, daily activities, student life, work, and living quarters. Daily assignments and laboratory work.

Fall 2015: GERM V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1101	001/67214	M W F 10:10am - 11:25am 313 Hamilton Hall	Peter Kalal	4	15/18
GERM 1101	002/71679	T Th F 1:10pm - 2:25pm 315 Hamilton Hall	Evan Parks	4	12/18
GERM 1101	003/68745	M W F 2:40pm - 3:55pm 313 Hamilton Hall	Richard Korb	4	16/18
GERM 1101	004/65125	T Th 6:10pm - 8:00pm 313 Hamilton Hall	Alwin Franke	4	8/18
GERM 1101	005/28116	M W 6:10pm - 8:00pm 313 Hamilton Hall	Sophie Schweiger	4	13/18
GERM 1101	006/91350	M W 6:10pm - 8:00pm 316 Hamilton Hall	Alexander Holt	4	18/18
GERM 1101	007/97101	T Th 6:10pm - 8:00pm 304 Hamilton Hall	Vincent Hessling	4	5/18

Spring 2016: GERM V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1101	001/70912	M W F 10:10am - 11:25am 318 Hamilton Hall	Evan Parks	4	16/18
GERM 1101	002/66037	T Th F 1:10pm - 2:25pm 313 Hamilton Hall	Miriam Schulz	4	10/18
GERM 1101	004/77113	T Th 6:10pm - 8:00pm 315 Hamilton Hall	Peter Kalal	4	17/18

GERM V1102 Elementary German Language Course, II. 4 points.

Prerequisites: *GERM V1101* or the equivalent.

Students expand their communication skills to include travel, storytelling, personal well-being, basic economics, and recent historical events. Daily assignments and laboratory work.

Fall 2015: GERM V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1102	002/16652	T Th F 1:10pm - 2:25pm 404 Hamilton Hall	Erin Moir	4	8/18
GERM 1102	003/12010	M W F 2:40pm - 3:55pm 315 Hamilton Hall	Tomasz Kurianowicz	4	7/18
GERM 1102	004/23543	T Th 6:10pm - 8:00pm 315 Hamilton Hall	Michael Lipkin	4	6/18
GERM 1102	005/69641	M W 6:10pm - 8:00pm 315 Hamilton Hall	Diana Reese	4	12

Spring 2016: GERM V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1102	001/74466	M W F 10:10am - 11:25am 315 Hamilton Hall	Viola Huang	4	11/18
GERM 1102	002/28305	T Th F 1:10pm - 2:25pm 315 Hamilton Hall	Simona Vaidean	4	6/18
GERM 1102	003/68845	M W F 2:40pm - 3:55pm 313 Hamilton Hall	Richard Korb	4	14/18
GERM 1102	004/71344	T Th 6:10pm - 8:00pm 313 Hamilton Hall	Alwin Franke	4	18/18
GERM 1102	005/66259	M W 6:10pm - 8:00pm 313 Hamilton Hall	Sophie Schweiger	4	11/18
GERM 1102	006/96448	M W 6:10pm - 8:00pm 316 Hamilton Hall	Diana Reese	4	9/18

GERM V1125 Accelerated Elementary German I & II. 8 points.

Equivalent to *GERM V1101-V1102*.

This intensive semester provides all of elementary German enabling students to understand, speak, read, and write in German. Topics range from family and studies to current events. Conducted entirely in German, requirements include oral and written exams, essays, German-culture projects, and a final exam.

Fall 2015: GERM V1125

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1125	001/21245	M T W Th 12:10pm - 2:00pm 316 Hamilton Hall	Simona Vaidean	8	8/18

Spring 2016: GERM V1125

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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GERM 1125	001/68026	M T W Th 12:10pm - 2:00pm 316 Hamilton Hall	Jutta Schmiers-Heller	8	11/18
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GERM V1201 Intermediate German Language Course, I. 4 points.

Prerequisites: *GERM V1102* or the equivalent.

Corequisites: Recommended: *GERM W1521*.

Prepares students for advanced German language and literature courses. Topics emphasize contemporary German life and cross-cultural awareness. Daily assignments, video material, and laboratory work.

Fall 2015: GERM V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1201	001/09865	T Th F 1:10pm - 2:25pm 327 Milbank Hall	Irene Motyl	4	17/18
GERM 1201	002/08400	T Th F 11:40am - 12:55pm 203 Diana Center	Foteini Samartzi	4	7/18
GERM 1201	003/20330	M W F 10:10am - 11:25am 318 Hamilton Hall	Alyssa Greene	4	9/18
GERM 1201	004/75078	T Th 6:10pm - 8:00pm 316 Hamilton Hall	Viola Huang	4	16/18

Spring 2016: GERM V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1201	001/13435	T Th F 10:10am - 11:25am 404 Hamilton Hall	Alexander Holt	4	8/18
GERM 1201	002/63844	T Th F 2:40pm - 3:55pm 316 Hamilton Hall	Tabea Weitz	4	9/18
GERM 1201	003/65707	T Th 6:10pm - 8:00pm 316 Hamilton Hall	Tomasz Kurianowicz	4	13/18

GERM V1202 Intermediate German Language Course, II. 4 points.

Prerequisites: *GERM V1201* or the equivalent.

Corequisites: Recommended: *GERM W1522*.

Students read a German novel. Intermediate-high to advanced-low proficiency in speaking, listening, reading, and writing German is expected upon completion. Daily assignments, video material, and laboratory work.

Fall 2015: GERM V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1202	002/25413	T Th F 1:10pm - 2:25pm 318 Hamilton Hall	Jutta Schmiers-Heller	4	7/20
GERM 1202	003/11382	T Th 6:10pm - 8:00pm 318 Hamilton Hall	Tabea Weitz	4	14/18

Spring 2016: GERM V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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GERM 1202	001/07080	T Th F 11:40am - 12:55pm 501 Milbank Hall	Foteini Samartzi	4	14/18
GERM 1202	002/84783	M W F 10:10am - 11:25am 313 Hamilton Hall	Richard Korb	4	12/18
GERM 1202	003/26450	T Th F 1:10pm - 2:25pm 318 Hamilton Hall	Alyssa Greene	4	6/18
GERM 1202	004/00504	T Th 6:10pm - 8:00pm 318 Hamilton Hall	Vincent Hessling	4	14/18

GERM V1225 Accelerated Intermediate German I, II. 8 points.

Prerequisites: GERM V1102 Elementary II

Accelerated language study as preparation for Study Abroad in Berlin.

Spring 2016: GERM V1225

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1225	001/09862	M T W Th 12:10pm - 2:00pm 207 Milbank Hall	Irene Motyl	8	13

GERM V3001 Advanced German, I. 3 points.

Prerequisites: *GERM V1202* or the director of undergraduate studies' permission.

Designed to follow up the language skills acquired in first- and second-year language courses (or the equivalent thereof), this course gives students greater proficiency in speaking, reading, and writing German, while focusing on topics from German society today through German newspapers and periodicals.

Fall 2015: GERM V3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3001	001/63822	T Th 1:10pm - 2:25pm 313 Hamilton Hall	Richard Korb	3	19/18

GERM V3002 Advanced German II: Vienna. 3 points.

Corequisites: Course either taken before or after GERM V3001.

Intensive practice in oral and written German. Discussions, oral reports, and weekly written assignments, based on material of topical and stylistic variety taken from German press and from literary sources.

Spring 2016: GERM V3002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3002	001/07100	T Th 4:10pm - 5:25pm 302 Milbank Hall	Irene Motyl	3	11/18
GERM 3002	002/62798	T Th 4:10pm - 5:25pm 408 Hamilton Hall	Simona Vaidean	3	7/18

GERM W1521 Intermediate Conversation, I. 2 points.

Prerequisites: *GERM V1102* or the equivalent, or placement by the director of undergraduate studies.

Corequisites: Recommended: *GERM V1201*.

Practice in idiomatic conversational German through discussion of a wide variety of topics.

Fall 2015: GERM W1521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1521	001/11385	M W 4:10pm - 5:25pm 313 Hamilton Hall	Diana Reese	2	6/18

GERM W1522 Intermediate Conversation, II. 2 points.

Prerequisites: *GERM V1201* or the equivalent, or placement by the director of undergraduate studies.

Corequisites: Recommended: *GERM V1202*.

Practice in idiomatic conversational German through discussion of a wide variety of topics.

Spring 2016: GERM W1522

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1522	001/66388	M W 2:40pm - 3:55pm 316 Hamilton Hall	Jutta Schmiers-Heller	2	17/18

GERM W3333 Introduction To German Literature [In German]. 3 points.

Prerequisites: *GERM V1202* or the equivalent.

Examines short literary texts and various methodological approaches to interpreting such texts in order to establish a basic familiarity with the study of German literature and culture.

Fall 2015: GERM W3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3333	001/77189	T Th 2:40pm - 3:55pm 313 Hamilton Hall	Dorothea von Muecke	3	11

GERM W3443 Romanticism, Revolution, Realism [In German]. 3 points.

Prerequisites: *GERM W3333* or *W3334* or the director of undergraduate studies' or the instructor's permission.

Literary, philosophical, and political cross currents of the 19th century. Authors include Novalis, Brentano, Eichendorff, Tiech, Hoffmann, Büchner, Heine, Keller, Storm, Fontane, and others.

Fall 2015: GERM W3443

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3443	001/72376	M W 10:10am - 11:25am 413 Hamilton Hall	Mark Anderson	3	9

GERM W3444 Decadence, Modernism, Exile [In German]. 3 points.

Prerequisites: *GERM W3333* or *W3334* or the director of undergraduate studies' or the instructor's permission.

The course covers the turn of the century, Expressionism, the Weimar Republic, and the exile period. Authors include Hofmannsthal, Schnitzler, Benn, Musil, Brecht, Thomas Mann, and Kafka.

Spring 2016: GERM W3444

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3444	001/27807	T Th 11:40am - 12:55pm 315 Hamilton Hall	Andreas Huyssen	3	12

GERM W3780 Berlin/Istanbul: Migration, Culture, Values (GER). 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An intensive seminar analyzing questions of migration, identity, (self-) representation, and values with regard to the Turkish minority living in Germany today. Starting with a historical description of the „guest worker“ program that brought hundreds of thousands of Turkish nationals to Germany in the 1960s and 1970s, the course will focus on the experiences and cultural production of the second and third generations of Turkish Germans, whose presence has profoundly transformed German society and culture. Primary materials include diaries, autobiographies, legal and historical documents, but the course will also analyze poetry, novels, theater plays and films. In German.

Fall 2015: GERM W3780

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3780	001/17248	M 2:10pm - 4:00pm 401 Hamilton Hall	Mark Anderson	3	16/20

GERM C3991 Senior Seminar: Goethe [In German]. 3 points.

Prerequisites: one of the Introduction to German Literature courses and one upper-level literature course, or the instructor's permission.

Required of all German majors in their senior year. Lectures and readings in German. The topic will be *Faust*.

Spring 2016: GERM C3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3991	001/24287	Th 2:10pm - 4:00pm 309 Hamilton Hall	Dorothea von Muecke	3	12

GERM W4520 Ariadne's Thread: Contemporary German Women Writers [In German]. 3 points.

Examines prose works of women writers in the late 20th c. century; emphasis on new modes of writing and topical issues such as family conflicts, cultural memories of Eastern Europe, the Balkan wars, the impact of media; discussions are informed by theorists such as L.Adelson, S.Benhahib, N.Fraser; focus on inequality and gender-conscious views of the politicized personal or cosmopolitan plurality. Readings incl. I.Bachmann, J.Franck, K.Hacker, Y.Kara, H.Müller, J.Zeh and others.

Fall 2015: GERM W4520

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 4520	001/01067	T Th 10:10am - 11:25am 325 Milbank Hall	Erk Grimm	3	6

SWEDISH

SWED W1101 Elementary Swedish I. 4 points.

The goal of this course is to introduce students to the Swedish language as it is spoken in Sweden today. The class will also introduce important aspects of contemporary Swedish culture, historical figures and events, and Swedish traditions. Upon the completion of the course, students who have attended class regularly have submitted all assignments and taken all tests and quizzes should be able to: provide basic information in Swedish about themselves, families, interests, food, likes and dislikes, daily activities; understand and participate in a simple conversation on everyday topics (e.g. occupation, school, meeting people, food, shopping, hobbies, etc.); read edited texts on familiar topics, understand the main ideas and identify the underlying themes; pick out important information from a variety of authentic texts (e.g. menus, signs, schedules, websites, as well as linguistically simple literary texts such as songs and rhymes); fill in forms requesting information, write letters, notes, postcards, or messages providing simple information; provide basic information about Sweden and the rest of the Nordic countries (e.g. languages spoken, capitals, etc); use and understand a range of essential vocabulary related to everyday life (e.g. days of the week, colors, numbers, months, seasons, telling time, foods, names of stores, family, common objects, transportation, basic adjectives etc.) pronounce Swedish well enough and produce Swedish with enough grammatical accuracy to be comprehensible to a Swedish speaker with experience in speaking with non-natives. use and understand basic vocabulary related to important aspects of contemporary Swedish culture and Swedish traditions (e.g. Christmas traditions, St. Lucia, etc.).

Methodology The class will be taught in a communicative way. It will be conducted primarily, but not exclusively in Swedish. In-class activities and homework assignments will focus on developing speaking, reading, writing, listening skills, and a basic understanding of Swedish culture through interaction. Authentic materials will be used whenever possible.

Fall 2015: SWED W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWED 1101	001/20130	M W 10:10am - 12:00pm 1 Deutsches Haus	Lena Stenwall	4	10/18

SWED W1102 Elementary Swedish II. 4 points.

This course is a continuation of the introductory Swedish 101 course. It will introduce you to the Swedish language as it is used in Sweden today. You will also learn about aspects of contemporary Swedish culture, main events and figures in Sweden's history, and Swedish traditions. Upon the completion of the course, students who have attended class regularly, have submitted all assignments and taken all tests and quizzes should be able to: talk about themselves, families, interests, likes and dislikes, daily activities, education, professional interests and future plans in some detail; understand and participate in a simple conversation on everyday topics such as educational choices, subjects, plans for the weekend and the holidays, places

to live, transportation, etc read and fully comprehend edited texts on familiar topics understand the main ideas and identify the underlying themes in original texts such as literary fiction, film, and newspaper articles write short essays on a familiar topic using the relevant vocabulary understand and utilize the information in a variety of "authentic texts" (e.g. menus, signs, train schedules, websites) carry out simple linguistic tasks that require speaking on the phone (e.g. setting up an appointment, asking questions about an announcement, talking to a friend) fill in forms requesting information, write letters, e-mails, notes, post cards, or messages providing simple information; provide basic information about Sweden including: Sweden's geography, its political system and political parties, educational system, etc. discuss and debate familiar topics recognize significant figures from Sweden's history and literary history use and understand basic vocabulary related to important aspects of contemporary Swedish culture and Swedish traditions and contemporary lifestyles in Sweden. pronounce Swedish well enough and produce Swedish with enough grammatical accuracy to be comprehensible to a Swedish speaker with experience in speaking with non-natives. **Methodology** The class will be taught in a communicative way. It will be conducted primarily, but not exclusively in Swedish. In-class activities and homework assignments will focus on developing speaking, reading, writing, listening skills and a basic understanding of Swedish culture through interaction. Authentic materials will be used whenever possible.

Spring 2016: SWED W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWED 1102	001/24491	M W 10:10am - 12:00pm 1 Deutsches Haus	Lena Stenwall	4	7/20

SWED W1201 Intermediate Swedish I. 3 points.

The goal of this course is to further develop the speaking, reading, writing, and listening skills you have acquired in the first year Swedish courses and broaden your knowledge about the Swedish culture and history. Topics emphasize contemporary Swedish life and cross-cultural awareness. In addition to the main text, newspaper articles, shorter literary texts, film, and internet resources will be used. Class will be conducted almost exclusively in Swedish. To succeed in this course, you must actively participate. You will be expected to attend class regularly, prepare for class daily, and speak as much Swedish as possible. **Methodology** The class will be taught in a communicative way. It will be conducted primarily, but not exclusively in Swedish. In-class activities and homework assignments will focus on improving and developing speaking, reading, writing, listening skills, and deepening the students' understanding of Swedish culture through interaction and exposure to a broad range of authentic materials.

Fall 2015: SWED W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWED 1201	001/22575	M W 12:10pm - 2:00pm	Lena Stenwall	3	2/18

03 Deutsches Haus

SWED W1202 Intermediate Swedish II. 4 points.

The goal of this course is to further develop your speaking, reading, writing, and listening skills and broaden your knowledge about the Swedish culture, history and literature. Topics emphasize contemporary Swedish life and cross-cultural awareness. Topics to be covered include Sweden's regions, the party and political system, major historical and cultural figures, and the Swedish welfare state. In addition to the main text we will use a selection of short stories, newspaper articles, films and audio resources available on the internet. Class will be conducted almost exclusively in Swedish. To succeed in this course, you must actively participate. You will be expected to attend class regularly, prepare for class daily, and speak as much Swedish as possible. Methodology The class will be taught in a communicative way. It will be conducted primarily in Swedish. In-class activities and homework assignments will focus on improving and developing speaking, reading, writing, listening skills, and deepening the students' understanding of Swedish culture through interaction and exposure to a broad range of authentic materials.

Spring 2016: SWED W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWED 1202	001/26221	M W 12:10pm - 2:00pm 03 Deutsches Haus	Lena Stenwall	4	2/20

YIDDISH**YIDD W1101 Elementary Yiddish I. 4 points.**

This course offers an introduction to the language that has been spoken by the Ashkenazi Jews for more than a millennium, and an opportunity to discover a fabulous world of Yiddish literature, language and culture in a fun way. Using games, new media, and music, we will learn how to speak, read, listen and write in a language that is considered one of the richest languages in the world (in some aspects of vocabulary). We will also venture outside the classroom to explore the Yiddish world today: through field trips to Yiddish theater, Yiddish-speaking neighborhoods, Yiddish organizations, such as YIVO or Yiddish farm, and so on. We will also have Yiddish-speaking guests and do a few digital projects. At the end of the two-semester course, you will be able to converse in Yiddish on a variety of everyday topics and read most Yiddish literary and non-literary texts. Welcome to Yiddishland!

Fall 2015: YIDD W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1101	001/64603	M W 2:10pm - 4:00pm 406 Hamilton Hall	Agnieszka Legutko	4	5/18
YIDD 1101	002/67596	M W 6:10pm - 8:00pm 404 Hamilton Hall	Sandra Chiritescu	4	3/18

Spring 2016: YIDD W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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YIDD 1101 001/70221

T Th 4:10pm - 6:00pm

401 Hamilton Hall

Agnieszka 4
Legutko

11/20

YIDD W1102 Elementary Yiddish II. 4 points.

This course offers an introduction to the language that has been spoken by the Ashkenazi Jews for more than a millennium, and an opportunity to discover a fabulous world of Yiddish literature, language and culture in a fun way. Using games, new media, and music, we will learn how to speak, read, listen and write in a language that is considered one of the richest languages in the world (in some aspects of vocabulary). We will also venture outside the classroom to explore the Yiddish world today: through field trips to Yiddish theater, Yiddish-speaking neighborhoods, Yiddish organizations, such as YIVO or Yiddish farm, and so on. We will also have Yiddish-speaking guests and do a few digital projects. At the end of the two-semester course, you will be able to converse in Yiddish on a variety of everyday topics and read most Yiddish literary and non-literary texts. Welcome to Yiddishland!

Fall 2015: YIDD W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1102	001/11628	M W 4:10pm - 6:00pm 404 Hamilton Hall	Joshua Price	4	2

YIDD W3520 Magic and Monsters in Yiddish Literature [In English]. 3 points.

A Serious Man, the 2009 movie by the Coen Brothers opens with a Yiddish folk tale featuring a dybbuk. Dybbuks, golems, magicians, and monsters haunt not only Yiddish literature but also the contemporary cinema, as illustrated by such recent films as *The Unborn* and *The Possession*. Why are we so attracted to dybbuks, spirit possession, magic, and monsters in the twenty-first century? This course will focus on magic, monsters, dybbuks, demons, and golems in Yiddish literature and beyond, including film and popular culture. We will approach the supernatural motif from the perspective of gender, body, and performance studies, and will explore the questions of memory, trauma, and identity. The aim of the course is to encourage students to discuss and critically engage with the various texts and film adaptations listed on the syllabus in an attempt to answer the following questions: In what ways do these works explore, interrogate with, and reflect on human experience? What do they tell us about the powers of good and evil? How relevant are they in the twenty-first century? The course puts emphasis on developing the skills of critical, analytical, and abstract thinking in relation to the discussed works, as well as the ability to express that critical thinking in writing. No knowledge of Yiddish required.

Fall 2015: YIDD W3520

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 3520	001/95799	M W 10:10am - 11:25am 406 Hamilton Hall	Agnieszka Legutko	3	11

YIDD G4420 Readings in Yiddish Literature: The Three Classic Yiddish Writers. 3-4 points.

This seminar for advanced undergraduates and graduate students is an extended examination of the three Yiddish writers of the late nineteenth and early twentieth century – S.Y. Abramovitch (Mendele Moykher Seferim), Sholem Rabinovitch (Sholem Aleichem), and I.L. Peretz – who became, in contemporary and critical opinion, the canonical triumvirate of modern Yiddish literature. A critical appraisal of their work in various genres will allow both analysis of the development of Jewish and Yiddish literary “tradition,” a focus on dynamics of canonicity, and an investigation into the specific stress points and emphases of a self-consciously minor literature. Optional: Digital Lab/Final Project Track (additional 1 credit for course) For an additional, optional credit and in lieu of the final research paper, students have the option of partnering with the Studio@Butler Course Lab to create a digital project related to the course: in this semester’s case, the creation of a Sholem Aleichem information portal. Participation in the lab--and undertaking this final project-- will entail an attached and optional weekly hour-long session with Dr. Alex Gil, Digital Scholarship Coordinator for Humanities & History, and Michelle Chesner, the Norman E. Alexander Librarian for Jewish Studies at Columbia University. The extra session will result in an additional credit for the course – as in the case of any lab course. In the Lab you will learn web fundamentals—development and design—with a focus on public digital humanities, while engaging in critical questions directly linked to Yiddish cultural memory and the new medium.

Students must register for this lab within the first two weeks of term.

Spring 2016: YIDD G4420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 4420	001/81533	W 10:10am - 12:00pm 404 Hamilton Hall	Jeremy Dauber	3-4	6

YIDD G4650 Yiddish New York: Literature, Culture and Space [In English]. 3 points.

This new course explores an immensely rich Yiddish cultural history of New York through literary, historical and memoiristic narratives, film, theater and field trips around this “most Yiddish” city of the United States. What role did the city play in the development of modern Yiddish culture in America? How did Yiddish culture contribute to mainstream American culture? The class will be part of the Mapping Yiddish New York (MYNY) Project: we will create digital essays (stories) about our Yiddish New York discoveries. An additional objective of this class is acquiring skills in academic research and digital presentation of the findings as part of the MYNY online archive that is being created at Columbia in cooperation with Columbia Center for New Media Teaching and Learning. All materials are in English translation.

Spring 2016: YIDD G4650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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YIDD 4650 001/75786

M 10:10am -

12:00pm

404 Hamilton Hall

Agnieszka

3

9

Legutko

OF RELATED INTEREST**German (Barnard)**

GERM BC1210	Grammatik Aktiv
GERM BC3012	Telenovelas

HISTORY

Departmental Office: 413 Fayerweather; 212-854-4646
<http://www.history.columbia.edu>

Director of Undergraduate Studies: Prof. Pablo Piccato, 324 Fayerweather; pp143@columbia.edu

Undergraduate Administrator: Sia Mensah; sjm2206@columbia.edu

The history curriculum covers most areas of the world and most periods of history. It encourages students to develop historical understanding in the widest sense of the word: a thorough empirical grasp along with the kind of analytical skills that come with a genuinely historical sensibility. This is done through two types of courses: lectures and seminars. Lectures range from broad surveys of the history of a place or period to more thematically oriented courses. Seminars offer students the opportunity to work more closely with historical sources in smaller groups and to do more sophisticated written work. Because history courses usually have no prerequisites, there are no preordained sequences to follow. It is advisable, however, that students take a relevant lecture course in preparation for a seminar. Majors wishing to follow a more intensive program are advised to enroll in a historiography course and to undertake a senior thesis project. Historically, majors have pursued careers in a very wide range of areas including medicine, law, mass media, Wall Street, and academia.

ADVANCED PLACEMENT

Students may receive 3 credits toward the degree for a score of 5 on the AP European History exam or the AP United States History exam. No points count toward or fulfill any requirements of the history major or concentration.

ADVISING

During their junior and senior years, majors and concentrators are advised by the faculty members of the Undergraduate Education Committee (UNDED). UNDED advisers also review and sign Plan of Study (POS) forms for majors and concentrators at least once per year. POS forms track students' progress toward completing all major and concentration requirements. New history majors and concentrators may see any member of UNDED. For the most up-to-date information on UNDED members, please see the undergraduate advising page of the departmental website (<http://www.history.columbia.edu>).

Majors and concentrators can also receive pure academic interest advising (non-requirement advising) from any faculty member and affiliated faculty member of the department.

First-years and sophomores considering a history major or concentration can seek advising from UNDED or any other faculty member.

For questions about requirements, courses, or the general program, majors and concentrators can also contact the undergraduate administrator.

DEPARTMENTAL HONORS

To be eligible for departmental honors, the student must have a GPA of at least 3.6 in courses for the major, an ambitious curriculum, and an outstanding senior thesis. Honors are awarded on the basis of a truly outstanding senior thesis. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

COURSE NUMBERING

Courses are numbered by type and field:

1000-level: Introductory survey lecture

3000-level: Lecture

4000-level: Undergraduate seminar

x000-x059: Ancient

x060-x099: Medieval

x100-x199: Early modern Europe

x200-x299: East Central Europe

x300-x399: Modern Western Europe

x400-x599: United States

x600-x659: Jewish

x660-x699: Latin America

x700-x759: Middle East

x760-x799: Africa

x800-x859: South Asia

x860-x899: East Asia

x900-x999: Research, historiography, and transnational

SEMINARS

Seminars are integral to the undergraduate major in history. In these courses, students develop research and writing skills under the close supervision of a faculty member. Enrollment is normally limited to approximately 15 students. In order to maintain the small size of the courses, admission to most seminars is by instructor's permission or application.

In conjunction with the Barnard History Department and other departments in the University (particularly East Asian Languages and Cultures), the History Department offers about 25 seminars each semester that majors may use to meet their seminar requirements. While there are sufficient seminars offered to meet the needs of majors seeking to fulfill the two-seminar requirement, given the enrollment limits, students may not always be able to enroll in a particular seminar. Students should discuss with UNDED their various options for completing the seminar requirement.

The History Department has developed an on-line application system for some seminars. The department regularly provides declared majors and concentrators with information on upcoming application periods, which typically occur midway through the preceding semester. Students majoring in other fields, or students who have not yet declared a major, must

inform themselves of the application procedures and deadlines by checking the undergraduate seminar page of the departmental website (<http://www.history.columbia.edu>).

FACULTY PROFESSORS

- Charles Armstrong
- Csaba Bekes (Visiting)
- Volker Berghahn
- Richard Billows
- Elizabeth Blackmar
- Casey Blake
- Alan Brinkley
- Christopher Brown
- Richard Bulliet (*emeritus*)
- Elisheva Carlebach
- Mark Carnes (Barnard)
- John Coatsworth (School of International and Public Affairs)
- Matthew Connelly
- Victoria de Grazia
- Abram de Swaan (Visiting)
- Mamadou Diouf (Middle Eastern, South Asian, and African Studies)
- Edhem Eldem (Visiting)
- Barbara Fields
- Eric Foner
- Carol Gluck
- William Harris
- Martha Howell
- Robert Hymes (East Asian Language and Cultures)
- Kenneth Jackson
- Karl Jacoby
- Matthew Jones
- Ira Katznelson (Political Science)
- Joel Kaye (Barnard)
- Alice Kessler-Harris
- Rashid Khalidi
- Dorothy Ko (Barnard)
- Adam Kosto
- William Leach
- Gregory Mann
- Mark Mazower
- Robert McCaughey (Barnard)
- Stephanie McCurry
- Jose Moya (Barnard)
- Mae Ngai
- Susan Pedersen
- Pablo Piccato
- Rosalind Rosenberg (Barnard)

- David Rosner (Mailman School of Public Health)
- David Rothman (Physicians and Surgeons)
- Simon Schama (University Professor)
- Seth Schwartz
- Jerome Sgard (Visiting)
- Herbert Sloan (Barnard)
- Pamela Smith (Acting Chair)
- Robert Somerville (Religion)
- Michael Stanislawski
- Anders Stephanson
- Lisa Tiersten (Barnard)
- Adam Tooze
- Deborah Valenze (Barnard)
- Marc Van de Mieroop
- Madeleine Zelin (East Asian Languages and Cultures)

ASSOCIATE PROFESSORS

- Lisbeth Kim Brandt (East Asian Languages and Cultures)
- Marwa Elshakry
- Abosede George (Barnard)
- Frank Guridy
- Meg Jacobs (Visiting)
- Rebecca Kobrin
- Eugenia Lean (East Asian Languages and Cultures)
- Feng Li (East Asian Languages and Cultures)
- Natasha Lightfoot
- David Lurie (East Asian Languages and Cultures)
- Malgorzata Mazurek
- Nara Milanich (Barnard)
- Premilla Nadasen (Barnard)
- Celia Naylor (Barnard)
- Gregory Pflugfelder (East Asian Languages and Cultures)
- Christine Philliou
- Caterina Pizzigoni
- Anupama Rao (Barnard)
- Samuel Roberts
- Neslihan Senocak
- Carl Wennerlind (Barnard)
- Sergei Ivanovich Zhuk (Visiting)

ASSISTANT PROFESSORS

- Manan Ahmed
- Tarik Amar
- Gergely Baics
- Charly Coleman
- Elizabeth Esch (Barnard)
- Hilary-Anne Hallett
- Andrew Lipman (Barnard)
- Alexandre Roberts

- Rhiannon Stephens
- Gray Tuttle (East Asian Languages and Cultures)
- Emma Winter

ON LEAVE

- Profs. Ahmed, Brinkley, Carlebach, Coleman, de Grazia, Foner, Gluck, Howell, Kessler-Harris, Kosto, Lightfoot, Mazower, Pizzigoni, Senocak (2015-2016)
- Profs. Blake, Jackson, Stanislawski, Stephanson (Fall 2015)
- Profs. Connelly, Mann, Pedersen (Spring 2016)

REQUIREMENTS

GUIDELINES FOR ALL HISTORY MAJORS AND CONCENTRATORS

For detailed information about the history major or concentration, as well as the policies and procedures of the department, please refer to the *History at Columbia Undergraduate Handbook*, available for download on the departmental website (<http://www.history.columbia.edu/undergraduate/handbook>).

MAJOR IN HISTORY

Students must complete a minimum of *nine* courses in the department, of which *four* or more must be in an area of specialization. Students must fulfill a breadth requirement by taking three courses outside of their specialization.

The breadth requirement itself has two parts, time and space, which are explained below. Two of the courses taken in the major must be seminars, at least one of which must be in the area of specialization.

The requirements of the undergraduate program encourage students to do two things:

1. Develop a deeper knowledge of the history of a particular time and/or place. Students are required to complete a specialization by taking a number of courses in a single field of history of their own choosing. The field should be defined, in consultation with a member of UNDED, according to geographical, chronological, and/or thematic criteria. For example, a student might choose to specialize in 20th-century U.S. history, European diplomatic history, ancient Roman history, or modern East Asian history. The specialization does not appear on the student's transcript, but provides an organizing principle for the program the student assembles in consultation with UNDED;
2. Gain a sense of the full scope of history as a discipline by taking a broad range of courses. Students must fulfill a breadth requirement by taking courses outside their own specialization, at least one course far removed in time and two removed in space.
 - Time: majors must take at least one course removed in time from their specialization
 - Students specializing in the modern period must take one course in the pre-modern period (and *well before* their specialization *if the region remains the same*).
 - Students specializing in the pre-modern period must take one course in the modern period (and *well after* their specialization *if the region remains the same*).

- Space: majors must take at least two additional courses in regional fields not their own, meaning that the courses should cover regions removed from their chosen specialization
 - For example, students specializing in some part of Europe must take two courses in Africa, East or South Asia, Latin America/Caribbean, Middle East, and/or the U.S.
 - These two courses must also cover **two different** regions.

Some courses cover multiple geographic regions. If a course includes one of the regions within a student's specialization, that course cannot count towards the breadth requirement unless it is specifically approved by the director of undergraduate studies. For example, if a student is specializing in 20th-century U.S. history and takes the class *World War II*, the class is too close to the specialization and may not count as a breadth course in Asian or European history.

All courses in the Barnard History Department as well as select courses in East Asian Languages and Cultures; Middle Eastern, South Asian, and African Studies; and other departments count toward the major. Eligible inter-departmental courses may include African Civilizations (AFCV C1020), Introduction to East Asian Civilizations: China (ASCE V2359), Introduction to East Asian Civilization: Japan (ASCE V2361), and/or Introduction to East Asian Civilizations: Korea (ASCE V2363). Please see the Courses section on the departmental website (<http://www.history.columbia.edu>) to see which of these might count in a given semester. Any courses not listed on the departmental website, however historical in approach or content, do not count toward the history major or concentration, except with explicit written approval of the UNDED chair.

Thematic Specializations

Suitably focused thematic and cross-regional specializations are permitted and the breadth requirements for students interested in these topics are set in consultation with a member of UNDED. Classes are offered in fields including, but not limited to:

- Ancient history
- Medieval history
- Early modern European history
- Modern European history
- United States history
- Latin American and Caribbean history
- Middle Eastern history
- East Asian history

- South Asian history

Additionally, classes are offered in thematic and cross-regional fields which include, but are not limited to:

- Intellectual history
- Jewish history
- Women's history
- International history
- History of science

These fields are only examples. Students should work with a member of UNDED to craft a suitably focused specialization on the theme or field that interests them.

Thesis Requirements

Majors may elect to write a senior thesis, though this is not a graduation requirement. Only thesis writers are eligible to be considered for departmental honors. The senior thesis option is not available to concentrators.

The yearlong HIST C4398-HIST C4399 Senior Thesis Seminar carries 8 points, 4 of which typically count as a seminar in the specialization. Students are encouraged to take HIST W4900 Historian's Craft for a more intensive study of historiography. HIST W4900 Historian's Craft does not count toward the specialization or toward the breadth requirements. For the most up-to-date information on the field designations for history courses, please see the Courses section of the departmental website (<http://www.history.columbia.edu>).

CONCENTRATION IN HISTORY

Students must complete a minimum of *seven* courses in history. At least *three* of the seven courses must be in an area of specialization, *one* far removed in time, and *one* on a geographic region far removed in space. There is no seminar requirement for the concentration.

COURSES

FALL 2015

HIST W1010 The Ancient Greeks 800-146 B.C.E.. 3 points.

A review of the history of the Greek world from the beginnings of Greek archaic culture around 800 B.C., through the classical and hellenistic periods to the definitive Roman conquest in 146 B.C., with concentration on political history, but attention also to social and cultural developments. *Field(s): ANC*

Fall 2015: HIST W1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1010	001/75706	T Th 10:10am - 11:25am 313 Fayerweather	Richard Billows	3	61/74

AFCV C1020 African Civilizations. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course provides a general introduction to some of the key intellectual debates in Africa by Africans through primary sources, including scholarly works, political tracts, fiction, art, and film. Beginning with an exploration of African notions of spiritual and philosophical uniqueness and ending with contemporary debates on the meaning and historical viability of an African Renaissance, this course explores the meanings of 'Africa' and 'being African.' *Field(s): AFR**

Fall 2015: AFCV C1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFCV 1020	001/21194	T Th 12:10pm - 2:00pm 402 Hamilton Hall	Gregory Mann	4	13/22
AFCV 1020	002/29586	M W 4:10pm - 6:00pm 607 Hamilton Hall	Samuel Daly	4	18/22

Spring 2016: AFCV C1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFCV 1020	001/77199	T Th 10:10am - 12:00pm 420 Pupin Laboratories	Rhiannon Stephens	4	18/21
AFCV 1020	002/23699	M W 4:10pm - 6:00pm 607 Hamilton Hall	Samuel Daly	4	24/22

LACV C1020 Primary Texts of Latin American Civilization. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

It focuses on key texts from Latin America in their historical and intellectual context and seeks to understand their structure and the practical purposes they served using close reading and, when possible, translations. The course seeks to establish a counterpoint to the list of canonical texts of Contemporary Civilization. The selections are not intended to be compared directly to those in CC but to raise questions about the different contexts in which ideas are used, the critical exchanges and influences (within and beyond Latin America) that shaped ideas in the region, and the long-term intellectual, political, and cultural pursuits that have defined Latin American history. The active engagement of students toward these texts is the most important aspect of class work and assignments.

Fall 2015: LACV C1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LACV 1020	001/21731	M W 10:10am - 12:00pm 613 Hamilton Hall	Pablo Piccato	4	16/22
LACV 1020	002/16846	T Th 10:10am - 12:00pm C01 Knox Hall	Agnese Codebo	4	14/22

Spring 2016: LACV C1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LACV 1020	001/27047	M W 4:10pm - 6:00pm	Anne Freeland	4	16/22

467 Schermerhorn
Hall

HIST W1061 Introduction to the Early Middle Ages: 250-1050. 3 points.

This course surveys the history of the Mediterranean world and northern Europe from the Late Roman Empire to the eleventh century. We will begin (**Part 1**) by considering the interconnected Roman world of Late Antiquity, focusing on the changes brought about by Christianity. The second half (**Part 2**) will trace the emergence of new religious and political communities around the Mediterranean and in Northern Europe. Special attention will be given to the circulation of people, products and ideas across Europe and the Mediterranean and the changes that this brought about. This course emphasizes the diverse but fragmentary textual and material evidence that survives from the period and the problems of interpreting this evidence. Students will begin acquiring the skills of a historian and learn why and how other historians have studied the period. No previous background in medieval history is required.

Fall 2015: HIST W1061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1061	001/76033	T Th 4:10pm - 5:25pm 313 Fayerweather	Maya Maskarinec	3	19

ASCE V2361 Introduction to East Asian Civilization: Japan. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

A survey of important events and individuals, prominent literary and artistic works, and recurring themes in the history of Japan, from prehistory to the 20th century.

Fall 2015: ASCE V2361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2361	001/21449	M W 4:10pm - 5:25pm 310 Fayerweather	David Lurie	4	74/95

Spring 2016: ASCE V2361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2361	001/26391	T Th 4:10pm - 5:25pm 614 Schermerhorn Hall	Gregory Pflugfelder	4	95/105

ASCE V2365 Introduction to East Asian Civilizations: Tibet. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course seeks to introduce the sweep of Tibetan civilization and its history from its earliest recorded origins to the present. The course examines what civilizational forces shaped Tibet, especially the contributions of Indian Buddhism, sciences and literature, but also Chinese statecraft and sciences. Alongside the

chronological history of Tibet, we will explore aspects of social life and culture.

Fall 2015: ASCE V2365

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 2365	001/29996	T Th 11:40am - 12:55pm 428 Pupin Laboratories	Gray Tuttle	4	75/105

HIST W3020 Roman Imperialism. 3 points.

How did the Roman Empire grow so large and last so long? This course will examine the origins of the Romans' drive to expand, the theory of "defensive" imperialism, economic aspects, Roman techniques of control, questions about acculturation and resistance, and the reasons why the empire eventually collapsed.
Field(s): ANC

Fall 2015: HIST W3020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3020	001/26573	M W 4:10pm - 5:25pm 603 Hamilton Hall	William Harris	3	35/70

HIST W3160 Empires and Cultures of the Atlantic World. 3 points.

This course follows interconnected historical developments in Western Europe, the Americas, and West Africa from the late fifteenth through early nineteenth century. It highlights both the comparative, structural evolutions of European colonial empires and the cultural experiences and perspectives of Atlantic World inhabitants, including soldiers, merchants, slaves, missionaries, and revolutionaries.

Fall 2015: HIST W3160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3160	001/87781	T Th 10:10am - 11:25am 411 Fayerweather	Bronwen McShea	3	3

HIST W3246 Patterns of Soviet/Russian Interventions in Eastern Europe, 1939-2015. 3 points.

Graduate students must register for HIST G6999 version of this course.

The lecture course by Csaba BÉKÉŠ, a leading scholar on the Cold War, will analyze the patterns of Soviet interventions from the invasion of Poland at the onset of the Second World War and the Winter War against Finland up to the recent military conflict between Russia and Georgia in 2008 as well as the present crisis in Ukraine. The evolution of Soviet crisis management and conflict resolution will be analyzed by presenting the numerous internal crises of the Soviet Bloc: the uprising in East Germany in 1953, the Polish October in 1956, the 1956 Hungarian revolution, the invasion of Czechoslovakia in 1968, the invasion of Afghanistan in 1979, the Solidarity crisis in Poland in 1980-81 as well as the peaceful dissolution of the Soviet Bloc and the end of the Cold War.

Fall 2015: HIST W3246

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3246	001/22497	M W 4:10pm - 5:25pm 703 Hamilton Hall	Csaba Bekes	3	23

HIST W3250 Society and Political Thought in Modern Eastern Europe. 4 points.

Graduate students must register for HIST G6999 version of this course.

This lecture course will focus on key political ideas and intellectual currents that shaped Eastern European societies in the late 19th and 20th century. We will study a relationship between empires and nationalism, the triumph of self-determination that followed the collapse of Habsburg, Russian and German empires, population policies such as emigration and inner colonization, politics of conquest and occupation during the First and the Second World War, communism as lived ideology and everyday experience. The lecture will introduce political ideas that formed a turbulent history of the region: Marxism/socialism, living space/Lebensraum, race, genocide, peasantry and socialist modernization. Finally, we will consider how Eastern Europe fits into broader narratives of civilization and modern culture through the lens of literary works (Bohumil Hrabal, Herta Müller), films and a wide range of sources reflecting lived experiences of multi-ethnic Eastern European populations, including Jews and German-speaking communities.

Fall 2015: HIST W3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3250	001/25799	T Th 11:40am - 12:55pm 417 Mathematics Building	Malgorzata Mazurek	4	21

HIST W3295 The Russian Fin de Siecle. 3 points.

This course introduces students to the artistic movements, everyday life, and socio-cultural upheavals of urban Russia in the fin-de-siecle (1880 to 1917). The fast-paces, consumer-oriented modern city, with its celebrities, fashions, and technological wonders, gripped the imagination of imperial Russia's urban denizens. The inhabitants of St. Petersburg and Moscow, conscious of living in a new era, embraced and grappled with the Modern Age as journalists, impresarios, and artists narrated and interpreted it. We will explore the ways revolution and war, industrialization, the commercialization of culture, and new sensibilities about the self and identity were reflected in modernist art and thought, literature, and autobiographical writings. We also will look closely at the realms of elite entertainment and popular amusement in an attempt to relate consumer culture notions of gender and sexuality, the redefinition of status and privilege, and concepts of leisure. Historians have offered competing explanations of how and why the rapid social, economic, and cultural changes of this period contributed to the fall of the Russian monarchy and the Bolshevik Revolution of 1917. Our primary goals are to analyze and critique various historical texts, assess historians' arguments,

and make our own. This course will introduce students to a wide array of primary and secondary sources, and help them to develop skills of critical reading, writing, and oral discussion.

Fall 2015: HIST W3295

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3295	001/15997	T Th 4:10pm - 5:25pm 304 Hamilton Hall	Anna Fishzon	3	8/20

EAAS W3342 Mythology of East Asia. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Through close readings of major myths of China, Japan, and Korea, this course provides a survey of significant themes of East Asian culture. Inclusion of selected comparative readings also leads students to reconsider the nature of 'world mythology,' a field often constituted by juxtaposing Greek and Latin classics with oral texts collected during anthropological fieldwork. The core materials for this class are from ancient written traditions, but they speak with force and clarity to modern readers, as is underlined by our attention to latter-day reception and reconceptualization of these narratives. This is an introductory, discussion-based class intended for undergraduates. No prior knowledge of East Asian history or culture is required, and all course readings are in English. Counts towards the Global Core requirement.

Fall 2015: EAAS W3342

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3342	001/87998	W 10:10am - 12:00pm 201 80 Claremont	David Lurie	4	15/22

HIST W3360 British History From 1867: Between Democracy and Empire. 3 points.

This course surveys the main currents of British history from 1867 to the present, with particular attention to the changing place of Britain in the world and the changing shape of politics. *Group(s): B Field(s): MWE*

Fall 2015: HIST W3360

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3360	001/15099	M W 10:10am - 11:25am 313 Fayerweather	Susan Pedersen	3	35/70

HIST W3377 International and Global History Since WWII. 3 points.

In this course students will explore contemporary international and global history, focusing on how states have cooperated and competed in the Cold War, decolonization, and regional crises. But lectures will also analyze how non-governmental organizations, cross-border migration, new means of communication, and global markets are transforming the international system as a whole. *Group(s): B, C, D Field(s): INTL*

Fall 2015: HIST W3377

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3377	001/25944	T Th 1:10pm - 2:25pm 516 Hamilton Hall	Matthew Connelly	3	11

EAAS W3412 Conflict and Culture in Korean History. 4 points.

This course considers how accounts of conflict in Korean history reflect the development of core values, ethical priorities and emotions, and perceptions among Koreans from the late sixteenth century to the late twentieth century. By carefully examining the narrative and rhetorical styles of major accounts of problems such as wars, political strife, family tensions, and intellectual and personal tribulations at a given cultural and historical time, students will not only understand how Koreans have dealt with conflict throughout history but will also develop reading strategies for primary sources contested by and narrated in a multiplicity of ideologies, genres, and voices.

Fall 2015: EAAS W3412

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3412	001/86279	T 2:10pm - 4:00pm 507 Philosophy Hall	Jungwon Kim	4	16/25

HIST W3514 Immigrants in American History and Life. 3 points.

The course surveys patterns of migration and immigrant experience from colonial time to the present. Migration to the US is considered as part of the evolving global labor market and colonial expansion in the modern world. The class considers migration in different historical periods, the relationship of immigration to nation-building, national expansion, war, and the production and reproduction of national identity; the history of the legal regulation of immigration; the experience of immigrants in settling and negotiating life in a new society, and political debates surrounding the role of immigration in American society. Course materials include recent historical literature, fiction, primary-source documents, and film. *Group(s): D*

HIST W3523 History of Health Inequality in the Modern United States. 3 points.

Through assigned readings and a group research project, students will gain familiarity with a range of historical and social science problems at the intersection of ethnic/racial/sexual formations, technological networks, and health politics since the turn of the twentieth century. Topics to be examined will include, but will not be limited to, black women's health organization and care; HIV/AIDS politics, policy, and community response; "benign neglect"; urban renewal and gentrification; medical abuses and the legacy of Tuskegee; tuberculosis control; and environmental justice. There are no required qualifications for enrollment, although students will find the material more accessible if they have had previous coursework experience in United States history, pre-health professional (pre-med, pre-nursing, or pre-

public health), African-American Studies, Women and Gender Studies, Ethnic Studies, or American Studies.

Fall 2015: HIST W3523

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3523	001/22547	T Th 10:10am - 11:25am 516 Hamilton Hall	Samuel Roberts	3	4/75

HIST W3566 History of American Popular Culture Through Music. 3 points.

This course examines the history of American popular culture through music and radio, beginning in the 1830s with minstrelsy, the first distinctively "American" popular culture, and ending in the 1960s with Motown. The course acquaints students with key concepts that aim to "read" cultural production and to explore what's unique about culture primarily experienced through the ears. It examines debates over culture's qualifiers, from popular to mass, high to low. *Field(s): US*

Fall 2015: HIST W3566

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3566	001/82500	T Th 2:40pm - 3:55pm 313 Fayerweather	Hilary-Anne Hallett	3	17

HIST W3600 Russian and Soviet Jews: On the Move. 3 points.

Graduate students must register for HIST G6999 version of this course.

This is an introductory course for students with no prior knowledge about East European Jewry. It will provide an overview of Jewish life in Russia and the USSR in the modern era. Particular attention will be devoted to the huge changes that East European Jews underwent during these years – a period of repeated wars and massive changes in policy, demography and culture. The goal is to familiarize students with the history and culture of Jews in the former Soviet Union and their diasporas throughout the world.

Fall 2015: HIST W3600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3600	001/21997	M W 11:40am - 12:55pm 503 Hamilton Hall	Jonathan Dekel-Chen	3	4

HIST W3719 History of the Modern Middle East. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Graduate students must register for HIST G6999 version of this course.

This course will cover the history of the Middle East from the 18th century until the present, examining the region ranging from Morocco to Iran and including the Ottoman Empire. It

will focus on transformations in the states of the region, external intervention, and the emergence of modern nation-states, as well as aspects of social, economic, cultural and intellectual history of the region. *Field(s): ME*

Fall 2015: HIST W3719

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3719	001/63866	T Th 8:40am - 9:55am 417 International Affairs Bldg	Rashid Khalidi	3	205/245

HIST W3764 History of East Africa: Early Time to the Present. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A survey of East African history over the past two millennia with a focus on political and social change. Themes include early religious and political ideas, the rise of states on the Swahili coast and between the Great Lakes, slavery, colonialism, and social and cultural developments in the 20th century. This course fulfills the Global Core requirement. *Field(s): AFR*

Fall 2015: HIST W3764

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3764	001/17552	T Th 2:40pm - 3:55pm 516 Hamilton Hall	Rhiannon Stephens	3	25/70

HSME W3810 History of South Asia I: al-Hind to Hindustan. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Graduate students must register for HIST G6999 version of this course.

This survey lecture course will provide students with a broad overview of the history of South Asia as a region - focusing on key political, cultural and social developments over more than two millennia. The readings include both primary sources (in translation) and secondary works. Our key concerns will be the political, cultural and theological encounters of varied communities, the growth of cities and urban spaces, networks of trade and migrations and the development of both local and cosmopolitan cultures across Southern Asia. The survey will begin with early dynasties of the classical period and then turn to the subsequent formation of various Perso-Turkic polities, including the development and growth of hybrid political cultures such as those of Vijayanagar and the Mughals. The course also touches on Indic spiritual and literary traditions such as Sufi and Bhakti movements. Near the end of our course, we will look forward towards the establishment of European trading companies and accompanying colonial powers.

Fall 2015: HSME W3810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSME 3810	001/71819	T Th 11:40am - 12:55pm 703 Hamilton Hall	Allison Busch	3	17/35

HSEA W3871 Modern Japan: Images and Words. 3 points.

This course relies primarily on visual materials to familiarize students with the history of Japan from the beginning of the nineteenth century through the present. It follows a chronological order, introducing students to various realms of Japanese visual culture—from woodblock prints to film, anime, and manga—along with the historical contexts that they were shaped by, and in turn helped shape. Special attention will be paid to the visual technologies of nation-building, war, and empire; to historical interactions between Japanese and Euro-American visual culture; to the operations of still versus moving images; and to the mass production of visual commodities for the global marketplace. Students who take the course will emerge not only with a better understanding of Japan's modern historical experience, but also with a more discerning eye for the ways that images convey meaning and offer access to the past.

Fall 2015: HSEA W3871

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3871	001/82599	T 4:10pm - 6:00pm 411 Kent Hall	Gregory Pflugfelder	3	12/20

HSEA W3880 History of Modern China I. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

China's transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change.

Fall 2015: HSEA W3880

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3880	001/74461	T Th 10:10am - 11:25am 413 Kent Hall	Madeleine Zelin	3	14/40

MDES W3915 A History of African Cities. 3 points.

This seminar offers an interdisciplinary approach to the study of the history of African cities. It cuts across disciplinary boundaries of history, geography, anthropology, political and cultural sociology, literature and cultural studies, to explore the various trajectories of urbanization on the continent.

Fall 2015: MDES W3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3915	001/23021	T 2:10pm - 4:00pm 501b International Affairs Bldg	Mamadou Diouf	3	16/18

HIST W3920 Re-Imagining Cuba, 1868-Present. 3 points.

This course explores Cuban/U.S. relations from the nineteenth century to the present. Drawing upon monographs, travel writings, primary documents, and audio/visual materials, students will examine the complex interactions between the island's population and their U.S. American neighbors across all facets of society. While this is a course primarily rooted in Cuban history, its primary goal is to encourage students to write transnational histories of Cuban/U.S. interaction.

Fall 2015: HIST W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3920	001/71846	M W 10:10am - 11:25am 703 Hamilton Hall	Frank Guridy	3	19

HIST W3948 Capitalism in Crisis 2007-2015: A Global History of the Great Recession. 4 points.

The Financial Crisis that struck the United States and Europe in 2007 is the most severe in history. We are still living with its fall out. This course will explore the history of the crisis and the political reaction to it. We will explore how the crisis radiated out from the Atlantic economy where it originated to the rest of the world economy.

Fall 2015: HIST W3948

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3948	001/91302	M W 8:40am - 9:55am 702 Hamilton Hall	Adam Tooze	4	30/86

HSPB W3950 Social History of American Public Health. 3 points.

The purpose of this course is to provide students with an historical understanding of the role public health has played in American history. The underlying assumptions are that disease, and the ways we define disease, are simultaneously reflections of social and cultural values, as well as important factors in shaping those values. Also, it is maintained that the environments that we build determine the ways we live and die. The dread infectious and acute diseases in the nineteenth century, the chronic, degenerative conditions of the twentieth and the new, vaguely understood conditions rooted in a changing chemical and human-made environment are emblematic of the societies we created. Among the questions that will be addressed are: How does the health status of Americans reflect and shape our history? How do ideas about health reflect broader attitudes and values in American history and culture? How does the American experience with pain, disability, and disease affect our actions and lives? What are the responsibilities of the state and of the individual in preserving health? How have American institutions--from hospitals to unions to insurance companies--been shaped by changing longevity, experience with disability and death?

Fall 2015: HSPB W3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSPB 3950	001/66179	T Th 8:40am - 9:55am 207 Mathematics Building	James Colgrove	3	129/175

HIST W4024 The Golden Age of Athens. 4 points.

The 5th century BCE, beginning with the Persian Wars, when the Athenians fought off the might of the Persian Empire, and ending with the conclusion of the Peloponnesian War in 404, is generally considered the "Golden Age" of ancient Athens. This is the century when Athenian drama, both tragedy and comedy, thrived; when the Greeks began to develop philosophy at

Athens, centered around the so-called "Sophistic movement" and Sokrates; when classical Greek art and architecture approached perfection in the monuments and sculptures of the great Athenian building programs on and around the Akropolis. This seminar will cover the political, military, economic, social, and cultural history of Athens' "Golden Age". Much of the course reading will be drawn from the ancient Athenian writing themselves, in translation. Everyone will be required to read enough to participate in weekly discussions; and all students will prepare two oral reports on topics to be determined. The course grade will be based on a ca. 20-25 page research paper to be written on an agreed upon topic. *Group(s): A Field(s): *ANC*

Fall 2015: HIST W4024

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4024	001/22336	Th 2:10pm - 4:00pm 301m Fayerweather	Richard Billows	4	14/15

HIST W4076 Devotional Objects in Medieval and Early Modern Christianity. 4 points.

This course will consider the history of religious objects from ca. 1200 to ca. 1600 mostly in northern Europe, examining both what kind of religious "charge" they carried and what sorts of ambivalence and/or rejection they met with in the period of the Protestant Reformation. Although we will spend approximately half the course time studying examples of what we would today call "art"-that is panel paintings, miniatures, and statues-we will place these in the context of other sorts of things (for example, relics of the saints, the Eucharist, and religious clothing) that also expressed the sacred through their materiality, as well as in the context of written sources.

Fall 2015: HIST W4076

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4076	001/16746	W 2:10pm - 4:00pm 311 Fayerweather	Caroline Bynum	4	17/16

HIST W4147 A Botanical History of European Expansion, 1400-1850. 4 points.

This course investigates the connection between plants and European empires from roughly 1450 to 1850. The search for spices and other Asian luxury goods compelled Europeans to cross the Atlantic. Instead, they stumbled upon continents that were new to them and held great riches of their own. They found both new plants, like tobacco and potatoes, and lands suitable for growing exotic Old World crops, like sugar and coffee. To capitalize on the riches these plants promised, empires imported slaves, destroyed civilizations, altered landscapes, and transformed cultures. Plants made the global world in which we live. In this seminar, you will meet a diverse cast of characters: monarchs who financed the search for new botanicals; seafarers and merchants who helped take them all over the world; unfree and indigenous laborers who grew them; and the everyday men, women, and children who consumed them. By considering how plants and their products were grown, bought, sold, used, and circulated,

this course will provide cultural, economic, and environmental histories of European empires in the early modern era.

Fall 2015: HIST W4147

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4147	001/76497	M 12:10pm - 2:00pm 311 Fayerweather	Melissa Morris	4	9/15

RELI W4171 Law and Medieval Christianity. 4 points.

Prerequisites: the instructor's permission.

An introduction to the importance of Church law for the study of medieval Christianity through readings in both primary and secondary sources (all in English or English translations). Topics will be selected, as the sources permit, to illustrate the evolution of Western canon law and its impact both as a structural and as an ideological force, in medieval Christianity and in medieval society in general.

Fall 2015: RELI W4171

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4171	001/63922	F 10:10am - 12:00pm 201 80 Claremont	Robert Somerville	4	4/20

HIST W4225 The Future of the Soviet Union: New Approaches to the Soviet Past. 4 points.

The Soviet Union ceased to exist within living memory. Its dissolution largely coincided with the end of much of the post-World-War-Two international order, whether called Cold War or Détente. We are still living through the reverberations of these two "ends of history." One consequence is that our perspective on Soviet history has been changing and will continue to change. This course will introduce its participants to what is new about the Soviet past. It will combine approaches that are mostly still new when applied to Soviet history (subaltern studies or the history of sexuality, for instance), topics that are largely new (capitalism, for instance), and topics that are traditional (revolution or Communism, for instance), which we will seek to look at in a fresh way. Focusing on what is new does not mean to exclude the "classics"; in fact, sometimes it means to return to them. Field(s); MEU

Fall 2015: HIST W4225

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4225	001/29804	M 10:10am - 12:00pm 311 Fayerweather	Tarik Amar	4	10/15

HIST W4235 Central Asia: Imperial Legacies, New Images. 4 points.

This course is designed to give an overview of the politics and history of the five Central Asian states, including Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, and Tajikistan starting from Russian imperial expansion to the present. We will examine the imperial tsarist and Soviet legacies that have profoundly reshaped the regional societies' and governments' practices and

policies of Islam, gender, nation-state building, democratization, and economic development. Field(s): ME/EA

Fall 2015: HIST W4235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4235	001/27797	W 12:10pm - 2:00pm 301m Fayerweather	Gulnar Kendirbai	4	7/15

HIST W4287 Russian Rulers: History and Myth. 4 points.

To this day, the power of Russia's rulers often appears to be uncommonly expansive and even consecrated by its centuries-old tradition of monarchical government. This course will begin with medieval Eastern Slavic conceptions of kingship and focus on the emergence and development of unlimited monarchy as a key political institution in Russia, discussing the ways in which ordinary individuals -rich and poor- responded to these presentations. We will consider several of Russia's most prominent historical figures as case studies, including Ivan the Terrible, Peter the Great, Catherine the Great, Nicholas II, as well as Stalin, described by one recent biographer as the "red tsar."

Fall 2015: HIST W4287

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4287	001/96549	M 2:10pm - 4:00pm 301m Fayerweather	Sergei Antonov	4	10/20

HIST W4358 Themes in Intellectual History: Pascal. 4 points.

Themes in Intellectual History offers an intensive examination of one major intellectual concept or problem as it develops over time.

Fall 2015: HIST W4358

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4358	001/66900	F 2:10pm - 4:00pm 311 Fayerweather	Mark Lilla	4	15/15

HIST W4364 The Other Idea of Europe: Mass Annihilation in the 20th Century. 4 points.

The idea of Europe implies the notions of "Civilization" and "Modernity," but also images of conquest, tyranny and mass annihilation. This seminar will explore the "dark side of Europe:" the succession of genocidal episodes perpetrated during the long 20th century by Europeans in colonial expeditions overseas and in murderous campaigns on the subcontinent itself. The assigned literature ranges from anthropology, sociology and political science, to psychology and contemporary history. It contains a variety of perspectives on genocidal regimes and their perpetrators, as well as an array of descriptive accounts of episodes of mass annihilation. An overall theoretical framework is provided by Prof. Abram de Swaan's *The Killing Compartments: The Mentality of Mass Murder* (Yale UP, 2015). The experience with mass violence of the Dutch - a nation with a relatively peaceful past and a self-image of righteousness - will serve as a touchstone for a subcontinent that at the dawn of the

20th century was considered the epitome of peace and progress.

Field: MEU

Fall 2015: HIST W4364

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4364	001/61530	F 10:10am - 12:00pm 302 Fayerweather	Abram de Swaan	4	5/16

HIST W4377 Cold War Public Diplomacy: Cultural Battles Abroad. 4 points.

This course has three purposes: (i) to examine the role of culture and the arts as a reflection and enactment of Cold War politics; (ii) to provide an understanding of the arts as a cultural force in building ideas in foreign markets; (iii) to reframe the arts as a part of Cold War cultural battles.

Fall 2015: HIST W4377

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4377	001/96348	Th 2:10pm - 4:00pm 302 Fayerweather	Victoria Phillips	4	15/15

HIST C4398 Senior Thesis Seminar. 4 points.

A year-long course for outstanding senior majors who want to conduct research in primary sources on a topic of their choice in any aspect of history, and to write a senior thesis possibly leading toward departmental honors. *Field(s): ALL*

Fall 2015: HIST C4398

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4398	001/21200	F 10:10am - 12:00pm 311 Fayerweather	Hilary-Anne Hallett	4	8/10
HIST 4398	002/23868	W 4:10pm - 6:00pm 302 Fayerweather	Rebecca Kobrin	4	8/10
HIST 4398	003/12527	Th 12:10pm - 2:00pm 311 Fayerweather	Matthew Vaz	4	10/10

HIST W4400 Americans and the Natural World, 1800 to the Present. 4 points.

Prerequisites: seminar application required. SEE UNDERGRADUATE SEMINAR SECTION OF THE HISTORY DEPARTMENT'S WEBSITE.

This seminar deals with how Americans have treated and understood the natural world, connected or failed to connect to it, since 1800. It focuses on changing context over time, from the agrarian period to industrialization, followed by the rise of the suburban and hyper-technological landscape. We will trace the shift from natural history to evolutionary biology, give special attention to the American interest in entomology, ornithology, and botany, examine the quest to save pristine spaces, and read from the works of Buffon, Humboldt, Jefferson, Theodore Roosevelt, Darwin, Aldo Leopold, Nabokov, among others. Perspectives on naming, classifying, ordering, and most especially, collecting, will come under scrutiny. Throughout the semester we will assess the strengths and weaknesses of the

environmentalist movement, confront those who thought they could defy nature, transcend it, and even live without it. *Field(s): US*

Fall 2015: HIST W4400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4400	001/64989	Th 2:10pm - 4:00pm 402 Hamilton Hall	William Leach	4	0/15

HIST W4532 The American Civil War. 4 points.

Few events in American history can match the significance of the American Civil War and few left a better cache of records for scholars seeking to understand its signal events, actors, and processes. Indeed, between 1861 and 1865, as the war assumed a massive scope it drove a process of state building and state-sponsored slave emancipation in the United States that ultimately reconfigured the nation and remade the terms of political membership in it. This is a research seminar. The course introduces students to key issues and contributions to the literature, and provides an opportunity to undertake independent research on any topic related to the history of the American Civil War. Pedagogically the course pursues a parallel process of reading in the relevant literature and guided research on a topic of the student's choice. The course is designed to model the research and writing process professional historians use, beginning with a paper proposal and bibliography of primary and secondary sources. It proceeds through the various stages of the research process to produce drafts of the essay and finally the finished essay. All major written work is for peer review. The course fulfills the research requirement for the history major.

Fall 2015: HIST W4532

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4532	001/63442	W 10:10am - 12:00pm 401 Hamilton Hall	Stephanie McCurry	4	12/15

HIST W4534 Capitalism in the Archives. 4 points.

This course explores how documentary sources of the history of capitalism have been created, preserved, collected, and organized in the archives; and how scholars have used these sources to interpret changing economic institutions, social relations, politics, and cultural practices of capitalism in the United States. The course meets at Columbia's Rare Books and Manuscripts Library and links its collections to the historiography of capitalism in the twentieth century. Learning how to evaluate and use archival materials to interpret the past, students will write a substantial research paper based on Rare Books and Manuscript Library collections. NOTE: This course meets in the Chang Room in the Rare Books and Manuscripts Library on the 6th floor of Butler Library.

Fall 2015: HIST W4534

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4534	001/76697	W 10:10am - 12:00pm	Elizabeth Blackmar	4	11/15

Chang Rm Butler
Library

HIST W4555 American Nativism: Crusades Against Immigrants in a Nation of Immigrants. 4 points.

This seminar examines the history of nativism, or intense hostility toward foreigners, in the United States. While the constant influx of immigrants characterizes the history of the United States, intolerance with foreigners who seemed to threaten the cultural, economic, and political fabric of American society from the perspective of native-born Americans has equally shaped the American immigration experience. By exploring nativist writings, cartoons, images, immigrant memoirs, and laws as well as scholarly books and articles based on intensive reading and class discussion, we will trace the historical development of American nativism from the late colonial period to the present. Themes to be pursued in the course include the ideological and religious origins of anti-alien sentiment in America; the social, economic, and political circumstances of the time for the rise of nativism; principal targets of nativism in each period; the various ways hostile sentiment was expressed; and governmental policy against foreigners. An exercise in interdisciplinary study, this course draws materials from a wide range of academic disciplines, including History, Law, Ethnic Studies, and Political Science.

Fall 2015: HIST W4555

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4555	001/10784	Th 8:10pm - 10:00pm 420 Hamilton Hall	Hidetaka Hirota	4	5/15
HIST 4555	001/10784	Th 8:10am - 10:10am 420 Hamilton Hall	Hidetaka Hirota	4	5/15

HIST W4567 U.S. in the Nuclear Age. 4 points.

The dropping of the first atomic bomb at the end of World War II ushered in a new era in American history. From here on, warfare posed the threat of total annihilation and Americans lived with anxiety over atomic weapons. But nuclear power, with the promise of endless energy, also reflected the hopes for a prosperous future. This course explores multiple paths Americans pursued toward securing peace and prosperity in the nuclear age and the challenges they faced along the way. Topics include the Cold War, suburbanization and the new car culture, the environmental movement, the energy crisis of the 1970s, the Middle East and terrorism, nuclear power, and global warming.

Fall 2015: HIST W4567

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4567	001/29533	Th 12:10pm - 2:00pm 301m Fayerweather	Meg Jacobs	4	12/15

HIST W4601 Jews in the Later Roman Empire, 300-600 CE. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course will explore the background and examine some of the manifestations of the first Jewish cultural explosion after 70

CE. Among the topics discussed: the Late Roman state and the Jews, the rise of the synagogue, the redaction of the Palestinian Talmud and midrashim, the piyyut and the Hekhalot. *Field(s): JWS, ANC*

Fall 2015: HIST W4601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4601	001/25035	Th 2:10pm - 4:00pm 311 Fayerweather	Seth Schwartz	4	10/15

HIST W4610 The Ancient Jews and the Mediterranean. 4 points.

What can the history and ethnography of the Mediterranean world teach us about ancient Jews and early Christians and how can the experiences of the ancient Jews and early Christians be used to criticize and refine modern ideas about Mediterranean culture. We will examine selected ancient Jewish, Christian and Roman texts from a critical "mediterraneanist" perspective.

Fall 2015: HIST W4610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4610	001/25896	Th 10:10am - 12:00pm 311 Fayerweather	Seth Schwartz	4	10

HSME G4643 19th Century Indian Muslims: Identity, Faith, Politics. 4 points.

This is an advanced undergraduate/graduate history seminar course over thirteen weeks, designed to introduce upper level students to the study of Muslims in colonial India in the nineteenth century. Although dealing with this period, the main focus of this course will be on social, religious and political developments, inspired by, and affecting, India's Muslims in the second half of the century.

Fall 2015: HSME G4643

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSME 4643	001/83050	M 12:10pm - 2:00pm 207 Knox Hall	S. Akbar Zaidi	4	6

HIST W4659 Crime in Latin America. 4 points.

This seminar will focus on studies that take a historical look at crime in the Latin American context and will bring the discussion to the present. Transnational connections and comparisons will be encouraged, particularly as we explore the history and contemporary phenomenon of drug trafficking, incorporating the United States as a factor and a scene for Latin American crime. Readings, discussions and reports will try to identify commonalities across Latin American and dig deeper on some specific places and moments. In order to do this, we will devote part of the semester to the analysis of primary sources, and will require a research component in the final paper. *Group(s): D Field(s): LA*

Fall 2015: HIST W4659

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4659	001/68892	W 4:10pm - 6:00pm 301m Fayerweather	Pablo Piccato	4	13/15

CSER W4701 Troubling the Color: Passing, Inter-racial Sex, and Ethnic Ambiguity. 4 points.

Passing, remarked W.E.B. Du Bois in 1929, “is a petty, silly matter of no real importance which another generation will comprehend with great difficulty.” Yet passing and related phenomena such as intermarriage continue to raise profound challenges to the U.S.’s racial hierarchy. How does one differentiate the members of one race from another? What happens when an individual’s background combines several supposed races? What do such uncertainties suggest as to the stability of race as a concept? How might racial passing intersect with other forms of reinvention (women passing as men, queers passing as straight, Jews passing as gentiles)? Is passing, as Langston Hughes once put it, an ethical response to the injustices of white supremacy: “Most Negroes feel that bigoted white persons deserve to be cheated and fooled since the way they behave towards us makes no moral sense at all”? Or are passers turning their backs on African-American notions of community and solidarity? Such dilemmas rendered passing a potent topic not only for turn-of-the-century policy makers but artists and intellectuals as well. The era’s literature and theater referenced the phenomenon, and celebrated cases of racial passing riveted the public’s attention. This class will address the complex historical, artistic, and cultural issues that passing has raised in American life.

Fall 2015: CSER W4701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4701	001/26446	T 10:10am - 12:00pm 420 Hamilton Hall	Karl Jacoby	4	18/20

HIST W4704 Sunnis, Shias, and Others. 4 points.

This seminar explores historical formations of religiously-defined identities in Islam. The most commonly known religiously-defined identities in Islamic history are those of Sunnis and Shias (for the sake of convenience, the word Shia is used consistently throughout this course instead of Shi'i or Shiite, etc.). Besides Sunni and Shia, many other religiously-defined identity labels have been and continue to be used in the history of Muslim societies. Sufis, for instance, may identify themselves as either Sunni or Shia: sometimes they are shunned by both Sunnis and Shias. Tens of different Sufi group affiliations, also known as Sufi Brotherhoods are known. Still, there have existed so many other such identity labels that mostly now are forgotten, deemed irrelevant or sometimes subsumed other labels: Salafis, Ismailis, Qadiyanis or Ahmedis, Azalis, Panjpris, Nusayris, Alewis, and ghulat are but few examples of such religiously-defined identities. The notion of "sect" is often used, but the applicability of this term which has strong roots in Christian history to Islamic identities needs clarification. This seminar also examines the modes in which religiously-defined identities may become obsolete or otherwise be rendered insignificant. The historical

process of making and unmaking "orthodoxy" is linked with the ways in which various religiously-defined identities may come under a unifying rubric. The notion of Schools of law (maz'habs) and Schools of theology (Mu'tazili, Ash'ari, Maturidi, etc.) is linked with local dynasties, patrician families, community & neighborhood dynamics, etc. The effect of ritual practice, rites of passage, geographical localization, etc is discussed, drawing on primary sources and contemporary studies mostly in history and anthropology. Examples are drawn from the Middle East, South Asia, East Asia, Europe, the Americas and elsewhere. The course is divided into three chronologically defined parts: classical (7th-16th centuries), post-classical (17th-19th centuries) and modern (20th century).

Fall 2015: HIST W4704

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4704	001/01120	Th 12:10pm - 2:00pm 214 Milbank Hall	Hossein Kamaly	4	10

HSEA W4712 Local History in Tibet. 4 points.

Tibetan culture covers an area roughly the size of Western Europe, yet most regions have not been the subject of sustained historical study. This course is designed for students interested in studying approaches to local history that attempt to ask large questions of relatively small places. Historiographic works from Tibetan studies (where they exist) will be examined in comparison with approaches drawn mainly from European and Chinese studies, as well as theories drawn from North/South American and Southeast Asian contexts. Given the centrality of Buddhist monasteries to Tibetan history (as “urban” centers, banks, governments, educational institutions, etc.) much of the course will deal with these.

Fall 2015: HSEA W4712

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4712	001/88530	Th 2:10pm - 4:00pm 613 Hamilton Hall	Gray Tuttle	4	22

HIST W4769 Health and Healing in African History. 4 points.

This course charts the history of health and healing from, as far as is possible, a perspective interior to Africa. It explores changing practices and understandings of disease, etiology, healing and well-being from pre-colonial times through into the post-colonial. A major theme running throughout the course is the relationship between medicine, the body, power and social groups. This is balanced by an examination of the creative ways in which Africans have struggled to compose healthy communities, albeit with varied success, whether in the fifteenth century or the twenty-first. Field(s): AFR

Fall 2015: HIST W4769

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4769	001/17071	W 10:10am - 12:00pm	Rhiannon Stephens	4	8/15

501a International
Affairs Bldg

HSEA W4837 Postwar Japan in the World. 4 points.

Field(s): EA

Fall 2015: HSEA W4837

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4837	001/71398	W 12:10pm - 2:00pm 201d Philosophy Hall	Lisbeth Brandt	4	8/0

HIST W4848 Pakistan in Modern South Asia: 1924-2014. 4 points.

Pakistan is the second largest Muslim nation and the sixth most populous country in the world. Entangled in multiple political, economic, and social conflicts, the citizens of the country are likewise engaged in multiple struggles for re-imagining, resistance, and survival. This course will situate Pakistan in the context of modern South Asia, and examine its diverse struggles and life-worlds from a historical, environmental, and literary perspective. It will cover topics such as the partitions of 1947 and 1971, debates on Islam and the constitution, gender and sexuality, and the literary imagination. The course will engage with the most recent historiographic debates in studying Pakistan within the South Asian and global contexts.

Fall 2015: HIST W4848

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4848	001/26349	M 12:10pm - 2:00pm 302 Fayerweather	Nosheen Ali	4	8/15

HSEA W4881 Gods, Ghosts and Ancestors: Social History of Chinese Religion. 3 points.

Problems in the social history of Chinese religion, viewed as much as possible through primary documents in translation. Focuses on the place of religious ideas and practices (including those of the high traditions of Buddhism, Taoism, and neo-Confucianism) in everyday life and examines the relation of images of ancestors, gods, ghosts, paradise, and hells to Chinese models (explicit and implicit) of human society.

HIST W4949 The Passions: Introduction to the History of Emotions. 4 points.

This course is designed to introduce students to the history of emotions. We look at classical and contemporary philosophy and history as well as art and poetry on "the passions" – defined variously as emotions, feelings, physical or non-rational sensations or states of consciousness or affects. We begin by asking what is an emotion, and by considering the various historical and philosophical responses to that question. We then look at a number of key emotions from a similarly eclectic, episodic historical perspective. Among those we look at are such classic affective states as love, pleasure, pain, compassion, anger, and fear and terror, and the rise of later more contemporary ones like stress and anxiety, paranoia and trauma.

Fall 2015: HIST W4949

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4949	001/60101	W 2:10pm - 4:00pm 301m Fayerweather	Marwa Elshakry	4	10/15

HSEA W4888 Woman and Gender in Korean History. 4 points.

While the rise of women's history and feminist theory in the 1960s and 1970s fostered more general reevaluations of social and cultural history in the West, such progressions have been far more modest in Korean history. To introduce one of the larger challenges in current Korean historiography, this course explores the experiences, consciousness and representations of women Korea at home and abroad from premodern times to the present. Historical studies of women and gender in Korea will be analyzed in conjunction with theories of Western women's history to encourage new methods of rethinking "patriarchy" within the Korean context. By tracing the lives of women from various socio-cultural aspects and examining the multiple interactions between the state, local community, family and individual, women's places in the family and in society, their relationships with one another and men, and the evolution of ideas about gender and sexuality throughout Korea's complicated past will be reexamined through concrete topics with historical specificity and as many primary sources as possible. With understanding dynamics of women's lives in Korean society, this class will build an important bridge to understand the construction of New Women in early twentieth-century Korea, when women from all walks of life had to accommodate their "old-style" predecessors and transform themselves to new women, as well as the lives of contemporary Korean women. This will be very much a reading-and-discussion course. Lectures will review the readings in historical perspective and supplement them. The period to be studied ranges from the pre-modern time up to the turn of twentieth century, with special attention to the early modern period.

Fall 2015: HSEA W4888

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4888	001/60949	W 2:10pm - 4:00pm 501a International Affairs Bldg	Jungwon Kim	4	17/15

HIST W4959 A History of the Body in the Atlantic World. 4 points.

This course examines the history of the body in the Atlantic world with a focus on race and gender in North America and the Caribbean. It is designed primarily for students with some background in history, as we will examine a number of primary sources. We will analyze these sources in the context of secondary readings on health and disease, class and labor, transgression and punishment, and the relationship between people and their environment. Through all of these readings we will consider the ways in which race, gender, and bodily difference are constructed over time and space, and reflect on how these categories of

difference and power were (and are) culturally specific and subject to change.

Fall 2015: HIST W4959

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4959	001/77347	T 12:10pm - 2:00pm 311 Fayerweather	Katherine Johnston	4	6/15

HIST W4983 Science and Empire from Baghdad to Byzantium. 4 points.

This seminar explores the flourishing world of medieval science and scientists in the Byzantine and Islamic empires. Scholars read and wrote books on astronomy, medicine, alchemy, and other subjects in a variety of changing social and political contexts. What was the nature of the relationship between science and empire, between knowledge and power, in Byzantium and the medieval Islamic world? How did specialized knowledge and its bearers serve, subvert, and complicate imperial agendas? What was science understood to entail, and to what end? The course is designed for students interested in the history of science, Mediterranean and Middle Eastern empires, and/or the pre-modern world. It introduces students to medieval Greek and Arabic science and political contexts, from roughly the 7th to the 12th century. Readings from primary sources (in translation) and modern scholarship will be analyzed and discussed with respect to several interrelated themes, including: knowledge in the service of empire; communities of knowledge-producers (Christian, Muslim, Jewish, and other); narratives of the history of science and their political significance; and taxonomies of the sciences.

Fall 2015: HIST W4983

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4983	001/25513	T 2:10pm - 4:00pm 302 Fayerweather	Alexandre Roberts	4	8/15

SPRING 2016

AFCV C1020 African Civilizations. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course provides a general introduction to some of the key intellectual debates in Africa by Africans through primary sources, including scholarly works, political tracts, fiction, art, and film. Beginning with an exploration of African notions of spiritual and philosophical uniqueness and ending with contemporary debates on the meaning and historical viability of an African Renaissance, this course explores the meanings of 'Africa' and 'being African.' Field(s): AFR*

Fall 2015: AFCV C1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFCV 1020	001/21194	T Th 12:10pm - 2:00pm 402 Hamilton Hall	Gregory Mann	4	13/22
AFCV 1020	002/29586	M W 4:10pm - 6:00pm 607 Hamilton Hall	Samuel Daly	4	18/22

Spring 2016: AFCV C1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFCV 1020	001/77199	T Th 10:10am - 12:00pm 420 Pupin Laboratories	Rhiannon Stephens	4	18/21
AFCV 1020	002/23699	M W 4:10pm - 6:00pm 607 Hamilton Hall	Samuel Daly	4	24/22

HIST W1020 The Romans, 754 BC to 565 AD. 3 points.

Rome and its empire, from the beginning to late antiquity.

Field(s): ANC

Spring 2016: HIST W1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1020	001/72327	M W 4:10pm - 5:25pm 310 Fayerweather	William Harris	3	55/80

HIST W1054 Introduction to Byzantine History. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course is an introduction to one of the great medieval empires of western Eurasia, the Eastern Roman or 'Byzantine' Empire, from the 4th to the 15th century. Lectures will provide (1) an overview of Byzantine political, social, economic, and cultural history; and (2) exposure to the types of primary sources and approaches which historians use to reconstruct that history. Discussion sections will focus on readings in primary sources in order to provide a hands-on understanding of aspects of the material covered in lectures, but also to problematize it. The mid-term and final examinations will test students' familiarity with and ability to think critically about Byzantine historical sources and history. The two papers will each develop an original thesis about Byzantine history based on a primary source. [Two lectures and one discussion section per week.]

Spring 2016: HIST W1054

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1054	001/76396	M W 10:10am - 11:25am 310 Fayerweather	Alexandre Roberts	4	73/87

RELI V2105 Christianity. 3 points.

Survey of Christianity from its beginnings through the Reformation. Based on lectures and discussions of readings in primary source translations, this course will cover prominent developments in the history of Christianity. The structure will allow students to rethink commonly held notions about the evolution of modern Christianity with the texture of historical influence.

Spring 2016: RELI V2105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2105	001/23679	M W 4:10pm - 5:25pm 413 Kent Hall	Robert Somerville	3	42/60

HIST W3088 The Historical Jesus and the Origin of Christianity. 4 points.

The goal of this course will be to subject the source materials about Jesus and the very beginnings of Christianity (before about 150 CE) to a strictly historical-critical examination and analysis, to try to understand the historical underpinnings of what we can claim to know about Jesus, and how Christianity arose as a new religion from Jesus' life and teachings. In addition, since the search or quest for the "historical Jesus" has been the subject of numerous studies and books in recent times, we shall examine a selection of prominent "historical Jesus" works and theories to see how they stand up to critical scrutiny from a historical perspective.

Spring 2016: HIST W3088

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3088	001/86953	T Th 10:10am - 11:25am 603 Hamilton Hall	Richard Billows	4	19

HIST W3220 Imperial Russia, 1682-1918. 3 points.

A survey of Russian political, social, and intellectual developments from Peter the Great through the Revolution of 1917. *Group(s): B*

Spring 2016: HIST W3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3220	001/65944	T Th 2:40pm - 3:55pm 513 Fayerweather	Michael Stanislawski	3	13/70

HIST W3231 Russia and the Soviet Union in the 20th Century. 3 points.

The course offers an introduction into the history of Russia and the Soviet Union in the twentieth century. It combines lectures and discussion sections as well as survey texts and a selection of sources, including documents generated by state/party bodies, various documents produced by individual authors (especially diaries, letters, and memoirs), and some film materials. Putting the Soviet phenomenon into its wider intellectual, cultural, and geographical contexts, we will also address questions of modernity and modernization, socialism and communism, and authoritarian practices in politics, culture, and society. *Field(s): MEU*

Spring 2016: HIST W3231

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3231	001/68566	T Th 1:10pm - 2:25pm 313 Fayerweather	Tarik Amar	3	24/70

HIST W3246 Patterns of Soviet/Russian Interventions in Eastern Europe, 1939-2015. 3 points.

Graduate students must register for HIST G6999 version of this course.

The lecture course by Csaba BÉKÉS, a leading scholar on the Cold War, will analyze the patterns of Soviet interventions from

the invasion of Poland at the onset of the Second World War and the Winter War against Finland up to the recent military conflict between Russia and Georgia in 2008 as well as the present crisis in Ukraine. The evolution of Soviet crisis management and conflict resolution will be analyzed by presenting the numerous internal crises of the Soviet Bloc: the uprising in East Germany in 1953, the Polish October in 1956, the 1956 Hungarian revolution, the invasion of Czechoslovakia in 1968, the invasion of Afghanistan in 1979, the Solidarity crisis in Poland in 1980-81 as well as the peaceful dissolution of the Soviet Bloc and the end of the Cold War.

Fall 2015: HIST W3246

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3246	001/22497	M W 4:10pm - 5:25pm 703 Hamilton Hall	Csaba Bekes	3	23

HIST W3250 Society and Political Thought in Modern Eastern Europe. 4 points.

Graduate students must register for HIST G6999 version of this course.

This lecture course will focus on key political ideas and intellectual currents that shaped Eastern European societies in the late 19th and 20th century. We will study a relationship between empires and nationalism, the triumph of self-determination that followed the collapse of Habsburg, Russian and German empires, population policies such as emigration and inner colonization, politics of conquest and occupation during the First and the Second World War, communism as lived ideology and everyday experience. The lecture will introduce political ideas that formed a turbulent history of the region: Marxism/socialism, living space/Lebensraum, race, genocide, peasantry and socialist modernization. Finally, we will consider how Eastern Europe fits into broader narratives of civilization and modern culture through the lens of literary works (Bohumil Hrabal, Herta Müller), films and a wide range of sources reflecting lived experiences of multi-ethnic Eastern European populations, including Jews and German-speaking communities.

Fall 2015: HIST W3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3250	001/25799	T Th 11:40am - 12:55pm 417 Mathematics Building	Malgorzata Mazurek	4	21

HIST W3271 History of Ukraine as Unmaking the Russian and Soviet Empires. 3 points.

Until its declaration of independence in 1991, Ukraine, Europe's second-largest country, has been divided and controlled by Russia, Lithuania, Poland, Austria, Turkey and the Soviet Union. As a result, a history of Ukraine was interpreted as an integral component of the historical narratives of these neighboring countries, which governed the parts of Ukrainian territory. The Russian Empire and then the USSR have maintained their political control over Ukraine since 1654 until 1991, during

the longest period of Ukrainian history. Eventually, the Russian and subsequently Soviet historical narrative prevailed in the interpretation of the Ukrainian past. In this interpretation, Ukraine lost its independent historical existence. Unfortunately, this Russian/Soviet historical narrative was adopted by historians in the West, particularly in the United States. Moreover, this narrative also ignored the crucial role of Ukraine not only in a formation of the medieval Russian civilization, beginning with Kievan Rus, but also in unmaking the Russian Empire in 1917, the Soviet Union in 1991, and its successor, the Commonwealth of Independent States, following Maidan Revolution and Russian annexation of Crimea in 2014.

Spring 2016: HIST W3271

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3271	001/96046	T Th 11:40am - 12:55pm 703 Hamilton Hall	Sergei Zhuk	3	8/70

HIST W3322 Globalization in Historical Perspective, 19th-20th century. 4 points.

This course is about the evolution the international economy since the first half of the 19th century, envisaged primarily from the perspective of its governance, i.e. the market rules and public institutions that governed it. Lectures and discussion sections thus focus successively on the First, pre-1914 Global era, then on the Interwar period and its many experiments, and lastly on the classic, post-1945 multilateralism, leading to the current Second global era. We shall thus look, for instance, at how the capital markets worked before World War I and how they were gradually reopened from the 1970s onwards; or at how the League of Nations and the IMF have addressed sovereign debt crisis and envisaged conditionality. But a strong accent is also put on the private, transnational dimension of economic governance, like international banking, market platforms, or commercial arbitration. Relations between Western and non-Western regions are also discussed though they are not at the core of this course.

Spring 2016: HIST W3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3322	001/81650	T Th 4:10pm - 5:25pm 304 Hamilton Hall	Jerome Sgard	4	13/35

HIST W3441 Making of the Modern American Landscape. 3 points.

Social history of the built environment since 1870, looking at urban and rural landscapes, vernacular architecture of industry, housing, recreation, and public space. Considers government policies, real estate investment, and public debates over land use and the natural environment. *Group(s): D*

Spring 2016: HIST W3441

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3441	001/73275	T Th 2:40pm - 3:55pm 5ab Kraft Center	Elizabeth Blackmar	3	40/70

HIST W3478 U.S. Intellectual History, 1865 To the Present. 3 points.

This course examines major themes in U.S. intellectual history since the Civil War. Among other topics, we will examine the public role of intellectuals; the modern liberal-progressive tradition and its radical and conservative critics; the uneasy status of religion in a secular culture; cultural radicalism and feminism; critiques of corporate capitalism and consumer culture; the response of intellectuals to hot and cold wars, the Great Depression, and the upheavals of the 1960s. *Fields(s): US*

Spring 2016: HIST W3478

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3478	001/60544	M W 11:40am - 12:55pm 428 Pupin Laboratories	Casey Blake	3	66/90

HIST W3491 U.S. Foreign Relations, 1890-1990. 3 points.

The aim is to provide an empirical grasp of U.S. foreign relations and to put in question the historiographical views of the periods and critical events that have come up to make that history. Emphasis will be put on determining how "the United States" has been grasped in relation to the world and how historiography has in turn grasped that retrospectively. *Group(s): D Field(s): US*

Spring 2016: HIST W3491

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3491	001/74265	M W 6:10pm - 7:25pm 313 Fayerweather	Anders Stephanson	3	31/78

HIST W3528 The Radical Tradition in America. 3 points.

Major expressions of American radicalism, ranging from early labor and communitarian movements to the origins of feminism, the abolitionist movement, and on to Populism, Socialism, and the "Old" and "New" lefts. *Field(s): US*

HIST W3540 History of the South. 3 points.

A survey of the history of the American South from the colonial era to the present day, with two purposes: first, to afford students an understanding of the special historical characteristics of the South and of southerners; and second, to explore what the experience of the South may teach about America as a nation. *Group(s): D Field(s): US*

Spring 2016: HIST W3540

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3540	001/76183	T Th 10:10am - 11:25am 313 Fayerweather	Barbara Fields	3	33/70

HIST W3555 America in Depression and War. 4 points.

This lecture examines the transforming effect of two cataclysmic events in the twentieth century. We will study the ways in which both the Great Depression and World War II led to a major reordering of American politics and society. By focusing on how the government and the country dealt with these national

crises, we will explore a significant moment in the evolution of American political culture. Throughout the semester, we will examine how ordinary people experienced depression and war and how those experiences changed their outlook on politics and the world around them. Topics include unemployment and economic decline, the rise of organized labor, New Deal politics, women in the war effort, the Japanese internment, the development of atomic science, and America as a world superpower.

Spring 2016: HIST W3555

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3555	001/86496	T Th 11:40am - 12:55pm 313 Fayerweather	Meg Jacobs	4	48

HIST W3636 Farming a New/Old Land: Remaking the Jewish Nation in Israel, the Americas and Europe. 3 points.

This is an introductory course for students with an interest in, but no significant prior knowledge, about modern Jewish and Israeli history. The goal of the course is to introduce students to trends in the development of practical ideologies in the Jewish world from the late-nineteenth century onward and also the actual manifestations of these ideologies “on the ground” on four continents. Throughout this period Zionism in its many forms preached the development of the Land of Israel. But other adjacent, and competitive, ideologies sought answers to the “Jewish question” in other places and by other means.

Our main subject will be the relatively unknown history of organized farming in the modern Jewish world that sprouted from these ideologies in the Americas, Europe and, of course, in Palestine/Israel starting in the last decades of the nineteenth century. Agricultural settlement in the modern Jewish world lies at the intersection of history, national narratives, memory, historiography, economy and politics. We shall explore all of these through the lens of the ideas and practices of these hundreds of thousands of Jewish farmers and their urban supporters. One cannot fully understand the contours of contemporary Israel, or Jewish communities throughout the diaspora, without taking into account the role of these agricultural endeavors.

Spring 2016: HIST W3636

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3636	001/61782	M W 11:40am - 12:55pm 425 Pupin Laboratories	Jonathan Dekel-Chen	3	13/20

HIST W3661 Latin American Civilization II. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Latin American economy, society, and culture from 1810 to present. *Group(s): D Field(s): LA*

Spring 2016: HIST W3661

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 3661	001/05542	T Th 11:40am - 12:55pm 405 Milbank Hall	Nara Milanich	3	90/100
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HIST W3663 Mexico From Revolution To Democracy. 3 points.

Twentieth-Century Mexican History from the revolution to transition to democracy. The Course review politics, society, culture, foreign relations, and urbanization. *Group(s): D Field(s): LA*

Spring 2016: HIST W3663

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3663	001/75846	M W 10:10am - 11:25am 313 Fayerweather	Pablo Piccato	3	34/70

HIST W3811 South Asia II: Empire and Its Aftermath. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: None.

(No prerequisite.) We begin with the rise and fall of the Mughal Empire, and examine why and how the East India Company came to rule India in the eighteenth century. As the term progresses, we will investigate the objectives of British colonial rule in India and we will explore the nature of colonial modernity. The course then turns to a discussion of anti-colonial sentiment, both in the form of outright revolt, and critiques by early nationalists. This is followed by a discussion of Gandhi, his thought and his leadership of the nationalist movement. Finally, the course explores the partition of British India in 1947, examining the long-term consequences of the process of partition for the states of India, Pakistan and Bangladesh. We will focus in particular on the flowing themes: non-Western state formation; debates about whether British rule impoverished India; the structure and ideology of anti-colonial thought; identity formation and its connection to political, economic and cultural structures. The class relies extensively on primary texts, and aims to expose students to multiple historiographical perspectives for understanding South Asia's past.

Spring 2016: HIST W3811

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3811	001/08898	T Th 2:40pm - 3:55pm 313 Fayerweather	Anupama Rao	3	64/78

HSEA W3863 The History of Modern Korea. 3 points.

Prerequisites: Recommended: *HSEA W3862*.

Korean history from the mid 19th century to the present, with particular focus on politics, society, and culture in the 20th century. Major Cultures Requirement: East Asian Civilization List B. *Group(s): C*

Spring 2016: HSEA W3863

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HSEA 3863 001/65527 T Th 1:10pm - Charles 3 30/40
2:25pm Armstrong
413 Kent Hall

HSEA W3881 History of Modern China II -- China in the Twentieth Century. 3 points.

The social, political and cultural history of twentieth-century China with a focus on issues of nationalism, revolution, "modernity" and gender.

CSER W3928 Colonization/Decolonization. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor's permission. This course explores the centrality of colonialism in the making of the modern world, emphasizing cross-cultural and social contact, exchange, and relations of power; dynamics of conquest and resistance; and discourses of civilization, empire, freedom, nationalism, and human rights, from 1500 to 2000. Topics include pre-modern empires; European exploration, contact, and conquest in the new world; Atlantic-world slavery and emancipation; and European and Japanese colonialism in Asia, Africa, and the Middle East. The course ends with a section on decolonization and post-colonialism in the period after World War II. Intensive reading and discussion of primary documents.

Fall 2015: CSER W3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/77531	T 2:10pm - 4:00pm 420 Hamilton Hall	Theodore Hughes	4	16/22

Spring 2016: CSER W3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/71996	W 10:10am - 12:00pm 420 Hamilton Hall	Mae Ngai	4	22/8

HSEA W4027 Issues in Early Chinese Civilization: Theories and Debates. 4 points.

The purpose of this course is to introduce students to the basic issues and problems in the study of early Chinese civilization, some theoretical and others methodological. Through the review of a long series of debates the course offers a quick entrance both to this early period of history and to these studies. Organized around problems, the course encourages critical thinking and contesting arguments and helps the students weigh different positions addressing the problems. By doing so, the course guides the students to search for frontline questions and to probe possible ways to solve the problems. The course deals with both the written records (inscriptional and textual) and the material evidence, and the student can well expect this course to serve as also updates of the most fascinating archaeological discoveries in China made in the past decades. The course is designed as an upper-level undergraduate and MA course; therefore, it is recommended that undergraduate students should take "ASCE

V2359: Introduction to East Asian Civilizations: China" before participating in this course.

Spring 2016: HSEA W4027

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4027	001/81549	T 2:10pm - 4:00pm 522a Kent Hall	Feng Li	4	11/20

AFAS W4035 Criminal Justice and the Carceral State in the 20th Century United States. 4 points.

To apply for course enrollment, please contact Prof. Samuel Roberts (skroberts@columbia.edu).

This course provides an introduction to historical and contemporary concepts and issues in the U.S. criminal justice system, including state violence; the evolution of modern policing; inequality and criminal justice policy; drug policy as urban policy; and the development of mass incarceration and the "carceral continuum." The writing component to this course is a 20-25 page research paper on a topic to be developed in consultation with the instructor. This course has been approved for inclusion in the African-American Studies and History undergraduate curricula.

Spring 2016: AFAS W4035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4035	001/28347	W 10:10am - 12:00pm 652 Schermerhorn Hall	Samuel Roberts	4	12

HIST W4081 Building Forever: Rome through its Monuments, Antiquity and the Middle Ages. 4 points.

How did a small Italian settlement by the Tiber River rise to become the capital of a vast Mediterranean Empire? How did this same city reinvent itself as the spiritual capital of Western Christendom? How were these dramatic changes registered, recorded, remembered, forgotten or erased in the urban fabric? This course 'reads' the multilayered city of Rome from its origins through the Middle Ages: Part I: From Village to Empire; Part II: A Christian Capital; Part III: Reform and Renewal in the Middle Ages. Each meeting focuses on select sites or monuments in the city, each paired with a primary text, to consider larger economic, social, cultural, religious, and political changes taking place in Rome and the impact that they had on the urban landscape. Throughout, we will delve into the methodological challenges faced by scholars in understanding these changes. Students will be encouraged to think creatively about the intersections of history and legend and the participation of monuments in their wider urban setting.

Spring 2016: HIST W4081

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4081	001/87996	Th 2:10pm - 4:00pm 402 Hamilton Hall	Maya Maskarinec	4	13/15

HIST W4110 French America, 1534-1804. 4 points.

A study of the French Atlantic World from the exploration of Canada to the Louisiana Purchase and Haitian Independence, with a focus on the relationship between war and trade, forms of intercultural negotiation, the economics of slavery, and the changing meaning of race. The demise of the First French Colonial Empire occurred in two stages: the British victory at the end of the Seven Years War in 1763, and the proclamation of Haitian Independence by insurgent slaves in 1804. The first French presence in the New World was the exploration of the Gulf of St. Lawrence by Jacques Cartier in 1534. At its peak the French Atlantic Empire included one-third of the North American continent, as well as the richest and most productive sugar and coffee plantations in the world. By following the history of French colonization in North America and the Caribbean, this class aims to provide students with a different perspective on the history of the Western hemisphere, and on US history itself. At the heart of the subject is the encounter between Europeans and Native Americans and between Europeans and Africans. We will focus the discussion on a few issues: the strengths and weaknesses of French imperial control as compared with the Spanish and the British; the social, political, military, and religious dimensions of relations with Native Americans; the extraordinary prosperity and fragility of the plantation system; evolving notions of race and citizenship; and how the French Atlantic Empire shaped the history of the emerging United States. The course is designed for advanced undergraduates. It will be open to graduate students by permission of the History DGS and the instructor.

Spring 2016: HIST W4110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4110	001/87746	T 2:10pm - 4:00pm 613 Hamilton Hall	Pierre Force	4	9/15

HIST W4155 Christian Missions in the Early Modern World. 4 points.

This course follows the spread and transformation of Christianity by Western missionaries in American, African, and Asian settings, from the late fifteenth through early nineteenth centuries. We examine what missionaries preached and urged others to believe and practice, and also what motivated missionaries, mission converts, and those who resisted proselytization. We also examine missions as sites of intercultural and colonial encounters with long-term impacts on politics, wars, and social dynamics.

Spring 2016: HIST W4155

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4155	001/75504	T 10:10am - 12:00pm 317 Hamilton Hall	Bronwen McShea	4	2/15

HIST W4223 Personality and Society in 19th-Century Russia. 4 points.

Priority given to majors and concentrators, seniors, and juniors.

Prerequisites: the instructor's permission.

A seminar reviewing some of the major works of Russian thought, literature, and memoir literature that trace the emergence of intelligentsia ideologies in 19th- and 20th-century Russia. Focuses on discussion of specific texts and traces the adoption and influence of certain western doctrines in Russia, such as idealism, positivism, utopian socialism, Marxism, and various 20th-century currents of thought. *Field(s): MEU*

Spring 2016: HIST W4223

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4223	001/19092	M 4:10pm - 6:00pm 1219 International Affairs Bldg	Richard Wortman	4	15/20

HIST W4271 Rock-n-Roll, Western Films, and a Crisis of Soviet Identity: Problems of Cultural Consumption in Ukraine after Stalin. 4 points.

Traditionally, for their studies of late (after Stalin) socialism in the Soviet Union, a majority of post-Soviet and Western scholars use only material from Moscow and Leningrad/St. Petersburg, ignoring provincial cities and towns, especially in non-Russian Soviet republics such as Ukraine. This Moscow/Leningrad centered and Russian focused approach does not allow to understand not only the "late socialist" developments in provincial Soviet society, but also completely ignores and misinterprets the apparent anti-Soviet character of the recent political events in post-Soviet space such as Maidan Revolution. These recent events also demonstrated the important role of cultural consumption and visual media in identity formation and national mobilization in post-Soviet politics. Therefore, using the new research based on the archival material from Ukraine and the recent studies on cultural production and consumption, this seminar challenges the traditional Moscowcentered interpretations of Soviet History and explores how consumption of the western cultural products, such as popular music, books and movies, contributed to the crisis of Soviet identity in Ukraine after Stalin. This seminar also offers a historical comparison of the popular cultural consumption in the West and Soviet Ukraine during the Cold War between 1953 and 1991, showing a process of indigenization of Western popular culture in the Ukrainian context. Major focus of seminar's discussions is on historical role of popular music, films and television in identity formation and cultural politics in Soviet and post-Soviet Ukraine. Students will read a core set of course reading as noted below, but will be expected to develop their own research/reading projects on a topic of their individual interest – to be approved by the instructor.

Spring 2016: HIST W4271

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4271	001/86746	T 4:10pm - 6:00pm 302 Fayerweather	Sergei Zhuk	4	7/15

HIST W4250 The Other Global Village: Cinema under State Socialism. 4 points.

The rise, decline, and fall of the Soviet Union, the first Communist state (and great power), and its postwar sphere of hegemony in Central and Eastern Europe largely coincided with the development and pervasive spread of a defining technology of twentieth-century modernity: film and cinema. Moreover, while Communism in power was always authoritarian, massively violent over substantial periods, and consistently hostile to individual freedom and self-expression for masses as well as cultural elites, many of the classic masterpieces of cinema were produced by artists working under Communist regimes. These regimes were modern and modernizing but illiberal and societies under Communist rule were not open. Yet their film-makers and audiences were never entirely cut off from the rest of the world, quite the opposite: film was an area of human activity and experience in which global interaction, influence, and emulation was woven into as well as constantly tearing at the texture of ideological divides and geopolitical rivalries that shaped the last century. In sum, film offers us a way to learn about the true complexity of a paradoxical century that witnessed two World Wars, one Cold War, and the somehow apparently inexorable shrinking of global imaginary space. In this course, we will not be able to explore all the possibilities offered by film as a quintessential cultural artifact of modernity and we will also not be able to cover films, schools, or countries comprehensively. But we will be able to use film selectively to reflect about the history of Communism (as realized in the former Soviet Union and its client states) and we will use Communism to think about the place of film in modernity. We will watch and discuss select movies and read a sample of texts. *Field(s):*MEU

Spring 2016: HIST W4250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4250	001/68991	Th 10:10am - 12:00pm 309 Hamilton Hall	Tarik Amar	4	17/15

HIST W4288 Russia at War, 1462-1945. 4 points.

This seminar introduces students to the impact of the military and war on Russia's politics, culture, and society, beginning with the "military revolution" of the 15th-17th century and ending with Russia's role in the two world wars. The course is organized chronologically to cover the major European and world-wide conflicts in which Russia and the early Soviet Union participated, as well as the "small" wars of imperial conquest. Throughout the course, we will focus on the connections between Russia's geopolitical situation, technological changes, and the impact of wars and of the military on Russian daily life and on the mentalities and culture of ordinary Russians. All of these events and issues are crucial for understanding today's Russia. This course will rely on a wealth of exciting new scholarship, as well as several carefully chosen primary sources, including fiction and film.

Spring 2016: HIST W4288

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 4288	001/87531	W 2:10pm - 4:00pm	Sergei Antonov	4	16/20
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HIST W4331 Modern Germany, 1900-2000. 4 points.

The development of Germany in the last century has influenced the history of Europe and, indeed, of the world in major and dramatic ways. Most historians agree that the country and its leaders played a crucial role in the outbreak of two world wars which cost some 80 million lives. Germany experienced a revolution in 1918, hyperinflation in 1923, the Great Depression after 1929, and the Nazi dictatorship in 1933. Between 1933 and 1945 there followed the brutal military conquest of most of Continental Europe and, finally, the Holocaust. After 1945, Germany was divided into two halves in which there emerged a communist dictatorship and a Western-style parliamentary-democratic system, respectively. The division of the country ended in 1989 with the collapse of the Honecker regime and the reunification of East and West Germany. No doubt, Germany's history is confused and confusing and has therefore generated plenty of debate among historians. This course offers a comprehensive analysis of the country's development in the 20th century. It is not just concerned with political events and military campaigns, but will also examine in considerable detail German society and its changing structures, relations between women and men, trends in both high and popular culture, and the ups and downs of an industrial economy in its global setting. The weekly seminars are designed to introduce you to the country's conflicted history and the controversies it unleashed in international scholarship. Both M.A. students and advanced undergraduates are welcome.

Spring 2016: HIST W4331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4331	001/62029	T 4:10pm - 6:00pm 311 Fayerweather	Volker Berghahn	4	18/15

HIST C4399 Senior Thesis Seminar. 4 points.

A year-long course for outstanding senior majors who want to conduct research in primary sources on a topic of their choice in any aspect of history, and to write a senior thesis possibly leading toward departmental honors. *Field(s):* ALL

Spring 2016: HIST C4399

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4399	001/26653	F 10:10am - 12:00pm 311 Fayerweather	Hilary-Anne Hallett	4	7/10
HIST 4399	002/61109	W 4:10pm - 6:00pm 317 Hamilton Hall	Rebecca Kobrin	4	8/10
HIST 4399	003/63980	Th 12:10pm - 2:00pm 311 Fayerweather	Matthew Vaz	4	10/10

HIST W4281 Culture in Polish Lands. 4 points.

There are few places in the world that witnessed the shift from the multi-ethnic territory to the nationally homogenous nation-state as much as Polish lands. Crucial site of collapse of Central and Eastern European empires, the Holocaust, ethnic cleansings,

Nazi occupation, Soviet-style socialism and the EU-accession, Poland's twentieth-century and contemporary culture has developed in the shadow of catastrophe and political economic revolutions. This seminar investigates shifting meanings of cultural difference and sameness since 1918 until present, including Polish debates on multiculturalism spurred by the ongoing European refugee crisis. We will look at meanings attached to peoples, things and landscapes - Polish, Jewish Ukrainian, German or Soviet - through the lens of visual arts, objects of everyday life, scholarly discourses as well urban and rural topographies. The cultural responses to the political transformations, wars and revolutions include Stanisław Lem's philosophy of chance, creation of socialist cities and the remaking of Jewish and German spaces. While we will pay special attention to historiography of the twentieth-century Eastern Europe, the course relies on interdisciplinary approaches and welcomes students interested in history of arts and architecture, intellectual history anthropology, cultural studies, including critical museology.

Spring 2016: HIST W4281

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4281	001/12783	T 10:10am - 12:00pm 301m Fayerweather	Malgorzata Mazurek	4	6/15

HIST W4347 Europe and Islam in the Modern Period, 1798-Present. 4 points.

Though the relationship between Europe and Islam has a centuries-long and complex history, this course looks closely at the unfolding of this relationship in the modern period. Following Edward Said, we start with Napoleon's invasion of Egypt in 1798, then cover a series of topics including: migration and travel writing on the eve of conquest; colonial aggression in the Middle East and North Africa; colonial governance of Islam; race, gender, and religious difference; Islamic modernity; and Islamic veiling 'controversies.' The object of this course is to historicize contemporary debates on immigration, pluralism, and the management of difference by examining cases of discursive and institutional continuity from the colonial into the postcolonial periods. Instructor's permission required: <http://www.history.columbia.edu/undergraduate/seminars/index.html>

Spring 2016: HIST W4347

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4347	001/67598	Th 4:10pm - 6:00pm 302 Fayerweather	Sarah Ghabrial	4	13/18

HIST W4357 History of the Self: Rousseau. 4 points.

This course is one of a series on the history of the modern self. After examining Montaigne and Pascal in previous semesters we now focus on Rousseau, and in particular *Emile*, his treatise on education and psychology. We then examine two of his autobiographical works, the *Confessions* and the *Reveries of a Solitary Walker*, to see how this theory of the self shapes and is shaped by his understanding of himself. Seminar application

required: <http://www.history.columbia.edu/undergraduate/seminars/index.html>

Spring 2016: HIST W4357

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4357	001/86951	M 2:10pm - 4:00pm 311 Fayerweather	Mark Lilla	4	13/15

HIST W4396 Britain in the Age of Revolutions: Radicalism, Repression, and Reform. 4 points.

This course examines Britain from the 1780s to the 1830s. The first part concentrates on how Britain responded to, and was shaped by, the American and French Revolutions. It focuses in particular on the political impact of these conflicts, including their effect on political thought and grassroots political activism. The second half of the course then looks at how reactions to these revolutions created conditions for reform in the early nineteenth century, and how Britain became Europe's first modern democracy. Themes to be explored include: political agitation and government repression; revolutionary and anti-revolutionary ideologies; national identity; class conflict and consciousness; propaganda; empire and imperial culture; and industrialization.

Spring 2016: HIST W4396

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4396	001/87749	T 12:10pm - 2:00pm 311 Fayerweather	Matthew Wyman-McCarthy	4	10/15

HIST W4429 Telling About the South. 4 points.

A remarkable array of Southern historians, novelists, and essayists have done what Shreve McCannon urges Quentin Compson to do in William Faulkner's *Absalom, Absalom!*--tell about the South--producing recognized masterpieces of American literature. Taking as examples certain writers of the 19th and 20th centuries, this course explores the issues they confronted, the relationship between time during which and about they wrote, and the art of the written word as exemplified in their work. *Group(s): D Field(s): US* Limited enrollment. Priority given to senior history majors. After obtaining permission from the professor, please add yourself to the course wait list so the department can register you in the course.

Spring 2016: HIST W4429

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4429	001/22896	Th 4:10pm - 6:00pm 311 Fayerweather	Barbara Fields	4	11/15

HIST W4434 The Atlantic Slave Trade. 4 points.

This seminar provides an intensive introduction to the history of the Atlantic slave trade. The course will consider the impact of the traffic on Western Europe and the Americas, as well as on Africa, and will give special attention to the experiences of both captives and captors. Assignments include three short papers and a longer research paper of 20 to 25 pages. *Field(s): INTL*

Spring 2016: HIST W4434

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4434	001/13019	T 10:10am - 12:00pm 411 Fayerweather	Christopher Brown	4	5/13

HIST W4437 Poisoned Worlds: Corporate Behavior and Public Health. 4 points.

Priority given to majors and concentrators, seniors, and juniors.

In the decades since the publication of *Silent Spring* and the rise of the environmental movement, public awareness of the impact of industrial products on human health has grown enormously. There is growing concern over BPA, lead, PCBs, asbestos, and synthetic materials that make up the world around us. This course will focus on environmental history, industrial and labor history as well as on how twentieth century consumer culture shapes popular and professional understanding of disease. Throughout the term the class will trace the historical transformation of the origins of disease through primary sources such as documents gathered in lawsuits, and medical and public health literature. Students will be asked to evaluate historical debates about the causes of modern epidemics of cancer, heart disease, lead poisoning, asbestos-related illnesses and other chronic conditions. They will also consider where responsibility for these new concerns lies, particularly as they have emerged in law suits. Together, we will explore the rise of modern environmental movement in the last 75 years. *Field(s): US*

Spring 2016: HIST W4437

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4437	001/66787	W 8:10am - 10:00am 301m Fayerweather	David Rosner	4	15/15

HIST W4470 Cold War Power. 4 points.

Cold War "soft power" ideological campaigns for the "hearts and minds of men" abutted "hot war" confrontations between 1945 and 1991 and beyond. This seminar examines the history of government and private sector mechanisms used to export national ideals and ideas about America in order to enact foreign policy agendas in contested regions. The class will open with an examination of power - hard and soft - propaganda, "truth," and "informational" practices - and then continue to explore cultural diplomacy. Primary sources including radio broadcasts, music, agriculture, and architecture are examined in the context of secondary readings about the Cold War. Because New York City became postwar "cultural capital of the world," student trips include the Rockefeller Archives Center, the Museum of Radio and Television, Columbia University's Avery Architectural and Fine Arts archives, and the Oral History Research Center, Rare Book and Manuscript Library. This course has three purposes: (i) to examine the role of culture as a reflection and enactment of Cold War politics; (ii) to provide an understanding of cultural forces in building ideas in foreign markets; (iii) to reframe the understanding of "soft" and "hard" power as a strategy of Cold War battles.

Spring 2016: HIST W4470

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4470	001/93635	W 6:10pm - 8:00pm 302 Fayerweather	Victoria Phillips	4	15/15

HIST W4483 Military History and Policy. 4 points.

This seminar features extensive reading, multiple written assignments, and a term paper, as well as a likely trip to Gettysburg. It focuses on the Civil War and on World Wars I and II. *Group(s): D Field(s): US*

Spring 2016: HIST W4483

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4483	001/72637	T 2:10pm - 4:00pm 406 International Affairs Bldg	Kenneth Jackson	4	19/20

HIST W4509 Problems in International History. 4 points.

The general object of this course is to illuminate how histories of the realm we think of as "international" are structured by means of key concepts, foundational concepts that form semantic fields of politics and policy. The seminar this year will be devoted, specifically, to the combined problem of representation, empire and world fairs, the fairs that enjoyed a particular vogue around 1900, outstandingly in France and the United States. Instructor's permission is required; please see: <http://www.history.columbia.edu/undergraduate/seminars/index.html> for more information.

Spring 2016: HIST W4509

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4509	001/29558	T 6:10pm - 8:00pm 311 Fayerweather	Anders Stephanson	4	9/15

HIST W4588 Substance Abuse Politics in African-American History. 4 points.

Priority given to majors and concentrators, seniors, and juniors.

Prerequisites: the instructor's permission.

Through a series of secondary- and primary-source readings and research writing assignments, students in this seminar course will explore one of the most politically controversial aspects in the history of public health in the United States as it has affected peoples of color: intoxicating substances. Course readings are primarily historical, but sociologists, anthropologists, and political scientists are also represented on the syllabus. The course's temporal focus - the twentieth century - allows us to explore the historical political and social configurations of opium, alcohol, heroin, cocaine, medical maintenance (methadone), the War on Drugs, the carceral state and hyperpolicing, harm reduction and needle/syringe exchange. This semester's principal focus will be on the origins and evolution of the set of theories, philosophies, and practices which constitute harm reduction. The International Harm Reduction Association/ Harm Reduction International offers a basic, though not entirely comprehensive, definition of harm reduction in its statement, "What is Harm Reduction?" (<http://www.ihra.net/what-is-harm-reduction>)

reduction): "Harm reduction refers to policies, programmes and practices that aim to reduce the harms associated with the use of psychoactive drugs in people unable or unwilling to stop. The defining features are the focus on the prevention of harm, rather than on the prevention of drug use itself, and the focus on people who continue to use drugs." [1] Harm reduction in many U.S. communities of color, however, has come to connote a much wider range of activity and challenges to the status quo. In this course we will explore the development of harm reduction in the United States and trace its evolution in the political and economic context race, urban neoliberalism, and no-tolerance drug war. The course will feature site visits to harm reduction organizations in New York City, guest lectures, and research/oral history analysis. This course has been approved for inclusion in both the African-American Studies and History undergraduate curricula (majors and concentrators). HIST W4588 will be open to both undergraduate and masters students. To apply, please complete the Google form at https://docs.google.com/forms/d/1xaPFhQOzk1NHnIjQIen9h41iel2hXAdhV59D5wH8AQ/viewform?usp=send_form. Questions may be directed to skroberts@columbia.edu.

Spring 2016: HIST W4588

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4588	001/27846	T 2:10pm - 4:00pm 302 Fayerweather	Samuel Roberts	4	16/15

HIST W4596 American Consumer Culture. 4 points.

This seminar examines how and why twentieth-century Americans came to define the "good life" through consumption, leisure, and material abundance. We will explore how such things as department stores, nationally advertised brand-name goods, mass-produced cars, and suburbs transformed the American economy, society, and politics. The course is organized both thematically and chronologically. Each period deals with a new development in the history of consumer culture. Throughout we explore both celebrations and critiques of mass consumption and abundance.

Spring 2016: HIST W4596

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4596	001/26247	Th 2:10pm - 4:00pm 302 Fayerweather	Meg Jacobs	4	15/15

HIST W4617 Jews in Muslim Lands in the Middle Ages. 4 points.

This undergraduate seminar examines central aspects of the history of the Jews in the medieval Islamic world, including Islamic attitudes and policies towards the dhimmis (non-Muslim monotheists); the legal and actual status of the Jews; the evidence of the Cairo Geniza documents; economic life; Jewish law; community organization; and the question of communal autonomy.

Spring 2016: HIST W4617

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 4617	001/18197	W 4:10pm - 6:00pm 652 Schermerhorn Hall	Mark Cohen	4	9/15
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HIST W4641 Holocaust and Genocide in American Culture. 4 points.

When the Holocaust Museum in Washington, D.C. opened in 1993, some people asked why a "European" catastrophe was being memorialized alongside shrines to Washington, Jefferson, and Lincoln while there was still no museum documenting the experience of African slaves in the United States or the effort to exterminate the Native Americans on the continent. Why has the Holocaust in Europe become the subject of many museums, high school and college courses and continuing media attention while in contrast, the genocide against Native Americans garners scant attention in any of these forums? This course is comparative at its core as it examines the implications of the United States' failure to come to grips with its own genocidal programs. The course will review how historical trauma -- the intergenerational effects of community-wide traumas such as genocide, which has been validated by science, continues to manifest in both Holocaust survivors and Native American communities such that the need to come to terms with these events is not just an academic exercise but one necessary to assist Native communities overcome the severe poverty, high youth suicide, alcoholism and incarceration rates that is the legacy of the genocide against them. It is the hope that students will learn from the ways this country has dealt with the Holocaust to give the Native American genocide the visibility needed to finally produce healing as well as to examine the implications of new scientific findings showing that the trauma suffered by Holocaust survivors are inherited by their children.

Spring 2016: HIST W4641

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4641	001/72199	Th 2:10pm - 4:00pm 301m Fayerweather	Daniel Press, Rebecca Kobrin	4	13/20

HIST W4713 Orientalism and the Historiography of the Other. 4 points.

This course will examine some of the problems inherent in Western historical writing on non-European cultures, as well as broad questions of what it means to write history across cultures. The course will touch on the relationship between knowledge and power, given that much of the knowledge we will be considering was produced at a time of the expansion of Western power over the rest of the world. By comparing some of the "others" which European historians constructed in the different non-western societies they depicted, and the ways other societies dealt with alterity and self, we may be able to derive a better sense of how the Western sense of self was constructed. *Group(s): C Field(s): ME*

Spring 2016: HIST W4713

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 4713 001/73928 T 2:10pm - 4:00pm Rashid 4 15/15
208 Knox Hall Khalidi

HIST W4751 The Ottomans and the West, 1700-1900. 4 points.

This is an undergraduate seminar covering two centuries of transformation of the Ottoman Empire viewed from the perspective of contacts with, and of the influence of, the western world. Based on a wide perspective embracing political, economic, social, and cultural history, the seminar will address such basic issues as modernization, modernity, westernization, orientalism, and imperialism to understand a long process of transformation from an early-modern imperial structure to a periphery of the modern world order.

Spring 2016: HIST W4751

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4751	001/18348	W 10:10am - 12:00pm 402 Hamilton Hall	Edhem Eldem	4	8/15

HIST W4789 Poverty in Africa: Historical Perspectives. 4 points.

In this course we will explore in a critical manner the concept of poverty in Africa. The emphasis is on historicizing categories such as poverty and wealth, debt and charity and on the ways in which people in Africa have understood such categories. As such the course takes a *longue durée* approach spanning over a millennium of history, ending with contemporary understandings of poverty. *Field(s): AFR*

Spring 2016: HIST W4789

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4789	001/16876	Th 2:10pm - 4:00pm 311 Fayerweather	Rhiannon Stephens	4	9/15

HIST W4922 The Engineering and Ownership of Life. 4 points.

This course will examine the history of innovation in plants, animals, and human genes and the arrangements that innovators have devised through the law and by other means to establish and protect intellectual property rights in the fruits of their labors. Attending mainly though not exclusively to the United States, it will probe the history of these two subjects both in their own right and their connections to each other and the larger social, economic, and political context from the late eighteenth century to the present. In the first half of the course, which will run to about 1950, we will consider the history of plant and animal breeding and the role in establishing and maintaining intellectual property rights in plants and animals of devices such as breeder's associations, paintings, contracts, trade secrets, and the Plant Patent Act of 1930 which provided the first patent coverage of any type of living organisms in the world. The second half of the course, which will run from c. 1950 to the present, will cover in part advances in plant breeding and the enlargement of intellectual property protection for plants both in the U.S. and Europe through the creation of the plant variety protection

system. The bulk of the second half will be devoted to the rise of genetic engineering, statutory and case law establishing patent protection for living organisms in the U.S. and Europe, the biotechnologies of medical diagnostics, pharmaceuticals, and agriculture, and the controversies surrounding these developments, including the legal battles over the patenting of human DNA, in the context of globalization.

Spring 2016: HIST W4922

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4922	001/78346	M 2:10pm - 4:00pm 302 Fayerweather	Daniel Kevles	4	12/15

HIST W4993 Histories of Cold. 4 points.

Common sense tells us that cold is a basic fact of existence: cold can be seen registered on a thermometer, or felt by stepping out of doors on a winter's day. But what *is* cold? This is a question that has fascinated scientists and engineers for at least the last few hundred years. Beginning with Francis Bacon's famous experiments on frozen chickens, this course follows a frosty trail through experimental science, polar exploration, and social and environmental engineering from the seventeenth century to the present day, asking along the way, how cold itself functioned as an object of scientific inquiry, a basic element of the natural world, and a potential source of economic profit. We will ask, how did lay observers and scientific experts define cold, and how did these understandings change over time? To what extent did temporal and geographic context shape understandings of cold? Was cold the same entity or experience for ocean voyagers becalmed in the tropics in the 1840s as it was for Antarctic explorers at the turn of the twentieth century? What was the relationship between embodied experience and experimental knowledge for people interested in making sense of cold? Between sensation and measurement? Above all, *what is cold?* And what does it mean to contemplate it in an age of global warming? Students in this course will explore these questions in the context of the expansion of the West and the globalization of western science during the early modern and modern period.

Spring 2016: HIST W4993

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4993	001/91296	Th 10:10am - 12:00pm 301m Fayerweather	Rebecca Woods	4	5/15

HIST W4934 Poisons in World History. 4 points.

For the Greeks, a *pharmakon* could be both medicine and poison. The German alchemist Paracelsus went even further: "All things are poisons," he famously wrote, "and nothing is without poison." Today, we tend to use different words to differentiate "medicines," "poisons," and "drugs" - but as this class will explore, the histories of these three categories have more in common than we might think. Readings for this class will range from the "Poison King" Mithridates I of Pergamum to the theories of Paracelsus, the techniques of early modern assassins, the use of poisons as a form of resistance by African slaves, and finally the emergence of the discipline of toxicology

in the eighteenth and nineteenth centuries. No prior knowledge in poisons is required, but students should have an interest in premodern history and/or the life sciences.

Spring 2016: HIST W4934

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4934	001/75954	W 12:10pm - 2:00pm 302 Fayerweather	Benjamin Breen	4	15/20

OF RELATED INTEREST

Center for the Study of Ethnicity and Race

CSER W3221	African American History: From Slavery to the Great Migration
CSER W3222	Nature and Power: Environmental History of the US
CSER W3928	Colonization/Decolonization
CSER W3961	Wealth and Poverty in America

Classics

GREK V3015	Philo of Alexandria: Historical Essays and the Contemplative Life
CLGM V3920	The World Responds to the Greeks: Greece Faces East
GREK W4020	Josephus on Siege and Triumph

Colloquia, Interdepartmental Seminars, and Professional School Offerings

INSM W3920	Nobility and Civility
INSM W3921	Nobility and Civility II
INSM C3940	Science Across Cultures

East Asian Languages and Cultures

ASCE V2359	Introduction to East Asian Civilizations: China
ASCE V2361	Introduction to East Asian Civilization: Japan
ASCE V2363	Introduction to East Asian Civilizations: Korea
ASCE V2365	Introduction to East Asian Civilizations: Tibet
HSEA W3862	The History of Korea to 1900
HSEA W3869	Modern Japan, 1800 to the Present
HSEA W3871	Modern Japan: Images and Words
HSEA W3880	History of Modern China I
HSEA W3881	History of Modern China II -- China in the Twentieth Century
HSEA W3898	The Mongols in History
HSEA W4837	Postwar Japan in the World
HSEA W4845	Modern Japan in History and Memory
HSEA W4866	Competing Nationalisms in East Asia: Representing Chinese and Tibetan Relations in History
HSEA W4869	History of Ancient China to the End of Han
HSEA W4870	Japan Before 1600

HSEA W4881	Gods, Ghosts and Ancestors: Social History of Chinese Religion
HSEA W4884	China's Sprouts of Capitalism
HSEA W4886	Gender, Passions and Social Order In China Since 1500
HSEA W4888	Woman and Gender in Korean History
HSEA W4890	Historiography of East Asia
HSEA W4893	Family in Chinese History
HSEA W4894	Who is the Samurai?

Economic History (Barnard)

ECHS BC3066 - ECHS BC3067	Senior Research Seminar in Economic History I and Senior Research Seminar in Economic History II
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Economics (Barnard)

ECON BC3013	Economic History of the United States
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History (Barnard)

HIST BC1062	Introduction to Later Middle Ages: 1050-1450
HIST BC1101	Introduction to European History: Renaissance to French Revolution
HIST BC1302	Introduction to European History: French Revolution to the Present
HIST BC1401	Survey of American Civilization to the Civil War
HIST BC1402	Survey of American Civilization Since the Civil War
HIST BC1760	Introduction to African History: 1700-Present
HIST BC1801	Colonialism and Nationalism in South Asia
HIST BC3062	Medieval Intellectual Life, 1050 to 1400
HIST BC3116	The History of Money
HIST BC3180	Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism
HIST BC3230	Central Europe: Nations, Culture, and Ideas
HIST BC3255	Democracy and Dictatorship: Italy, the Balkans, and Turkey Between the Two World Wars
HIST BC3305	Bodies and Machines
HIST BC3321	Colonial Encounters: Europe and the Culture of Empire
HIST BC3323	European Women in the Age of Revolution
HIST BC3380	Social and Cultural History of Food in Europe
HIST BC3388	Introduction to History of Science since 1800
HIST BC3408	Emerging Cities: 19th Century Urban History of the Americas and Europe
HIST BC3413	The United States, 1940-1975

HIST BC3423	The Constitution in Historical Perspective	HIST BC4587	Remembering Slavery: Critiquing Modern Representations of the Peculiar Institution
HIST BC3424	Approached by Sea: Early American Maritime Culture	HIST BC4592	Maritime History Since the Civil War
HIST BC3440	Intro to African American History	HIST BC4651	Jewish Tales from Four Cities: The Immigrant Experience in New York, Buenos Aires, Paris and London
HIST BC3457	A Social History of Columbia University	HIST BC4669	Inequalities: Interdisciplinary Perspectives on Latin America
HIST BC3466	American Intellectual History Since 1865	HIST BC4672	Perspectives on Power in 20th Century Latin America
HIST BC3494	Era of Independence in the Americas	HIST BC4763	Children and Childhood in African History
HIST BC3567	American Women in the 20th Century	HIST BC4771	Critical Perspectives on the Mobilization of Race and Ethnicity on the Continent and in the Study of Africa
HIST BC3570	Alma Mater: A History of American Colleges & Universities	HIST BC4788	Gender, Sexuality, and Power from Colonial to Contemporary Africa
HIST W3661	Latin American Civilization II	HIST BC4791	Lagos: From Pepper Farm to Megacity
HIST BC3664	Reproducing Inequalities: Families in Latin American History	HIST BC4805	Caste, Power, and Inequality
HIST BC3676	Latin America: Migration, Race, and Ethnicity	HIST BC4830	Bombay/Mumbai and Its Urban Imaginaries
HIST BC3681	Women and Gender in Latin America	HIST BC4861	Body Histories: The Case of Footbinding
HIST BC3682	Modern Latin American History	HIST BC4870	Gender and Migration: A Global Perspective
HIST BC3803	Gender and Empire	HIST BC4886	Fashion
HIST BC3805	Law and Lawlessness in South Asia	HIST BC4901	Reacting to the Past II
HIST BC3840	Topics in South Asian History	HIST BC4903	Reacting to the Past III: Science and Society
HIST BC3855	Decolonization: Studies in Political Thought and Political History	HIST BC4904	Introduction to Historical Theory and Method
HIST BC3861	Chinese Cultural History, 1500-1800	HIST BC4905	Capitalism, Colonialism, and Culture: A Global History
HIST BC3865	Gender and Power in China	HIST BC4907	Edible Conflicts: A History of Food
HIST BC3978	20th Century Cities: Americas and Europe	HIST BC4909	History of Environmental Thinking
HIST BC3980	World Migration	HIST BC4953	Anarchism: A Global History
HIST BC4062	Medieval Economic Life and Thought ca 1000 to 1500	HIST BC4973	20th Century Cities: Americas and Europe
HIST BC4064	Medieval Science and Society	HIST BC4999	Transnational Feminism
HIST BC4119	Capitalism and Enlightenment	Middle Eastern, South Asian, and African Studies	
HIST BC4323	The City in Europe	MDES W3915	A History of African Cities
HIST BC4324	Vienna and the Birth of the Modern	HSME G4643	19th Century Indian Muslims: Identity, Faith, Politics
HIST BC4327	Consumer Culture in Modern Europe	Religion	
HIST BC4332	The Politics of Leisure in Modern Europe	RELI V2105	Christianity
HIST BC4360	London: From Great Wen to World City	RELI W4170	History of Christianity: Topics in Pre-Modern Papal History
HIST BC4368	History of the Senses	RELI W4171	Law and Medieval Christianity
HIST BC4402	Selected Topics in American Women's History	Urban Studies	
HIST BC4423	Origins of the Constitution		
HIST BC4456	The Craft of Urban History		
HIST BC4543	Higher Learning in America		
HIST BC4546	The Fourteenth Amendment and Its Uses		

URBS V3545 Junior Colloquium: The Shaping
of the Modern City

Women's and Gender Studies

WMST V1001 Introduction to Women's and
Gender Studies

HISTORY AND PHILOSOPHY OF SCIENCE

The University offers a number of courses in the history and philosophy of science, although it does not, at this time, offer a major or concentration to undergraduates in Columbia College or General Studies. The course listings bring together a variety of courses from different disciplines, which should be of interest to anyone wishing to pursue work in the history and philosophy of science. The list is not intended to be all inclusive; students interested in the history and philosophy of science should speak to members of the committee.

FACULTY

INTERDEPARTMENTAL COMMITTEE ON HISTORY AND PHILOSOPHY OF SCIENCE

David Albert
Philosophy
706 Philosophy; 212-854-3519

Walter Bock (*emeritus*)
Biology
1106 Schermerhorn; 212-854-4487

Deborah Coen
History (Barnard)
410 Lehman; 212-854-7449

Marwa Elshakry
History
512 Fayerweather; 212-851-5914

Karl Jacoby
History
424 Hamilton; 212-854-3248

Richard John
History
201E Pulitzer; 212-854-0547

Matthew Jones
History
514 Fayerweather; 212-854-2421

Joel Kaye
History
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Philosophy
717 Philosophy; 212-854-4884

Eugenia Lean
History
925 International Affairs Building; 212-854-1742

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Philosophy
707 Philosophy; 212-854-3190

Alondra Nelson
Sociology
607 Knox; 212-851-7081

Samuel Roberts
History
322 Fayerweather; 212-854-2430

David Rosner
History
420 Fayerweather; 212-854-4272

George Saliba
Middle Eastern, South Asian, and African Studies
312 Knox; 212-854-4166

Pamela Smith
History
605 Fayerweather; 212-854-7662

COURSES FALL 2015

HIST BC3388 Introduction to History of Science since 1800. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

How has modern science acquired its power to explain and control the world? What are the limits of that power? Topics: the origins of scientific institutions and values; the rise of evolutionary thought and Darwin's impact; the significance of Einstein's physics; ecology and environmental politics; the dilemmas of scientific warfare.

Fall 2015: HIST BC3388

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3388	001/02396	T Th 1:10pm - 2:25pm 203 Diana Center	Deborah Coen	3	26

HIST W3523 History of Health Inequality in the Modern United States. 3 points.

Through assigned readings and a group research project, students will gain familiarity with a range of historical and social science problems at the intersection of ethnic/racial/sexual formations, technological networks, and health politics since the turn of the twentieth century. Topics to be examined will include, but will not be limited to, black women's health organization and care; HIV/AIDS politics, policy, and community response; "benign neglect"; urban renewal and gentrification; medical abuses and

the legacy of Tuskegee; tuberculosis control; and environmental justice. There are no required qualifications for enrollment, although students will find the material more accessible if they have had previous coursework experience in United States history, pre-health professional (pre-med, pre-nursing, or pre-public health), African-American Studies, Women and Gender Studies, Ethnic Studies, or American Studies.

Fall 2015: HIST W3523

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3523	001/22547	T Th 10:10am - 11:25am 516 Hamilton Hall	Samuel Roberts	3	4/75

INSM W3920 Nobility and Civility. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: one semester of Contemporary Civilization or Literature Humanities, or an equivalent course, and the instructor's permission.

A team-taught multicultural, interdisciplinary course examining traditions of leadership and citizenship as they appear in the key texts of early Indian, Islamic, Far Eastern, and Western civilizations. One goal is to identify and examine common human values and issues evident in these texts while also recognizing key cultural differences.

Fall 2015: INSM W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3921	001/73246	W 2:10pm - 4:00pm HL-2 Heyman Center For Humanities	Jo Ann Cavallo, Wm Theodore De Bary	4	16/30

HSPB W3950 Social History of American Public Health. 3 points.

The purpose of this course is to provide students with an historical understanding of the role public health has played in American history. The underlying assumptions are that disease, and the ways we define disease, are simultaneously reflections of social and cultural values, as well as important factors in shaping those values. Also, it is maintained that the environments that we build determine the ways we live and die. The dread infectious and acute diseases in the nineteenth century, the chronic, degenerative conditions of the twentieth and the new, vaguely understood conditions rooted in a changing chemical and human-made environment are emblematic of the societies we created. Among the questions that will be addressed are: How does the health status of Americans reflect and shape our history? How do ideas about health reflect broader attitudes and values in American history and culture? How does the American experience with pain, disability, and disease affect our actions and lives? What are the responsibilities of the state and of the individual in preserving health? How have American institutions--from hospitals to unions to insurance companies--

been shaped by changing longevity, experience with disability and death?

Fall 2015: HSPB W3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSPB 3950	001/66179	T Th 8:40am - 9:55am 207 Mathematics Building	James Colgrove	3	129/175

SPRING 2016

HIST BC3180 Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Examines how the Atlantic Ocean and its boundaries were tied together through the flow of people, goods, and ideas. Studies the cultures of the communities formed by merchants, pirates, and slaves; investigates how their interactions and frictions combined to shape the unique combination of liberty and oppression that characterizes early modern capitalism.

Spring 2016: HIST BC3180

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3180	001/08373	M W 2:40pm - 3:55pm 324 Milbank Hall	Carl Wennerlind	3	41

HIST W3716 History of Islamic Societies. 0 points.

Focus on religions, conversion, ethnic relations, development of social institutions, and the relationship between government and religion. *Field(d): ME*

Spring 2016: HIST W3716

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3716	001/03602	T Th 5:40pm - 6:55pm 324 Milbank Hall	Hossein Kamaly	0	15

INSM W3921 Nobility and Civility II. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: one semester of Contemporary Civilization or Literature Humanities, or an equivalent course, and the instructor's permission.

A team-taught multicultural, interdisciplinary course examining traditions of leadership and citizenship as they appear in the key texts of early Indian, Islamic, Far Eastern, and Western civilizations. One goal is to identify and examine common human values and issues evident in these texts while also recognizing key cultural differences.

Spring 2016: INSM W3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3921	001/86896	W 2:10pm - 4:00pm	Douglas Chalmers,	4	22/30

HL-2 Heyman Wm
Center For Theodore
Humanities De Bary,
Rachel
Chung

HIST BC4119 Capitalism and Enlightenment. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Traces the lively debates amongst the major European Enlightenment figures about the formation of capitalism.

Was the new market society ushering in an era of wealth and civilization or was it promoting corruption and exploitation? Particular emphasis on debates about commerce, luxury, greed, poverty, empire, slavery, and liberty.

Spring 2016: HIST BC4119

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4119	001/07500	T 2:10pm - 4:00pm 501 Diana Center	Carl Wennerlind	4	15/15

HIST W4588 Substance Abuse Politics in African-American History. 4 points.

Priority given to majors and concentrators, seniors, and juniors.

Prerequisites: the instructor's permission.

Through a series of secondary- and primary-source readings and research writing assignments, students in this seminar course will explore one of the most politically controversial aspects in the history of public health in the United States as it has affected peoples of color: intoxicating substances. Course readings are primarily historical, but sociologists, anthropologists, and political scientists are also represented on the syllabus. The course's temporal focus - the twentieth century - allows us to explore the historical political and social configurations of opium, alcohol, heroin, cocaine, medical maintenance (methadone), the War on Drugs, the carceral state and hyperpolicing, harm reduction and needle/syringe exchange. This semester's principal focus will be on the origins and evolution of the set of theories, philosophies, and practices which constitute harm reduction. The International Harm Reduction Association/ Harm Reduction International offers a basic, though not entirely comprehensive, definition of harm reduction in its statement, "What is Harm Reduction?" (<http://www.ihra.net/what-is-harm-reduction>): "Harm reduction refers to policies, programmes and practices that aim to reduce the harms associated with the use of psychoactive drugs in people unable or unwilling to stop. The defining features are the focus on the prevention of harm, rather than on the prevention of drug use itself, and the focus on people who continue to use drugs." [1] Harm reduction in many U.S. communities of color, however, has come to connote a much wider range of activity and challenges to the status quo. In this course we will explore the development of harm reduction in the United States and trace its evolution in the political and economic context race, urban neoliberalism, and no-tolerance drug war. The course will feature site visits to harm reduction

organizations in New York City, guest lectures, and research/oral history analysis. This course has been approved for inclusion in both the African-American Studies and History undergraduate curricula (majors and concentrators). HIST W4588 will be open to both undergraduate and masters students. To apply, please complete the Google form at https://docs.google.com/forms/d/1xaPFhQOzkl1NHnIjQIen9h41iel2hXAdhV59D5wH8AQ/viewform?usp=send_form. Questions may be directed to skroberts@columbia.edu.

Spring 2016: HIST W4588

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4588	001/27846	T 2:10pm - 4:00pm 302 Fayerweather	Samuel Roberts	4	16/15

NOT OFFERED IN 2015-2016**HIST W2901 Historical Theories and Methods. 3 points.**

Not offered during 2015-16 academic year.

Designed to replace the History Lab and Historian's Craft, HIST W2901 "Historical Theories and Methods" (formerly titled "Introduction to History") offers a new approach to undergraduate introductory courses on historical practice and the history of history. The course combines an overarching lecture component consisting of one lecture per week of 75 minutes with a two-hour "laboratory" component that will meet weekly at first, then less often as the semester progresses. The course aims to introduce students to broad theoretical and historiographical themes while drawing on those themes in providing them skills in actual historical practice, in preparation for the writing of a senior thesis or extended research paper. It is required that juniors planning to write a senior thesis take this course in the spring semester in preparation for their projects. Students who plan on studying abroad during the spring term must take HIST W4900 The Historian's Craft in the fall term as a replacement. *Field(s): METHODS*

HPSC W3201 Philosophy and History of Evolutionary Biology. 4 points.

This course does not carry credit as a biology course. **Not offered during 2015-16 academic year.**

Prerequisites: the instructor's permission.

Explores the philosophical basis and historical development of evolutionary biology as a means of inquiry into causation, explanation, and testing in biology, and the implications for human understanding. Topics include Darwinian evolutionary theory, creationism, theories of inheritance, Mendelism and natural selection, species concepts, and synthetic theory of evolution.

CSER W3222 Nature and Power: Environmental History of the US. 0 points.

Not offered during 2015-16 academic year.

This course will introduce students to the central concepts and key methodologies of environmental history through a survey of some of the leading episodes of ecological and social change in

North America. Topics to be investigated include Indian uses of the environment; the reshaping of ecosystems under European colonization; the transfer of plants, animals, and diseases from Africa and Europe to the Americas; urbanization; eugenics; and the rise of the environmental justice movement. Environmental history casts into particularly sharp relief the ways in which the natural world can serve both to undermine and to reinforce the divisions within human societies. Although all human beings share profound biological similarities, they nonetheless enjoy unequal access to natural resources and to healthy environments—differences that have frequently been justified by depicting such conditions as “natural.”

INSM C3940 Science Across Cultures. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement Enrollment limited. Open to seniors and some qualified juniors. Priority given to seniors. **Not offered during 2015-16 academic year.**

Development of scientific thought from various cultures and from antiquity till the time of the European Renaissance. Provides examples of the process by which scientific thinking has developed and illustrates that, although science may not have always developed in a linear fashion, the problems science was called upon to solve exhibited a continuity that crossed cultural, linguistic, and religious borders.

HIST W4101 The World We Have Lost: Daily Life in Pre-Modern Europe. 4 points.

Not offered during 2015-16 academic year.

What was daily life like for the “average” European in pre-industrial society? This course will examine the material circumstances of life in Europe from 1400-1800, and will investigate how historians are able to enter into the inner life and mental world of people who lived in past. How did people respond intellectually and emotionally to their material circumstances? The readings and discussions in the course aim to examine such questions, with an eye both to learning about the material conditions of life in pre-modern Europe, and to understanding the techniques by which historians are able to make the imaginative leap back into the mental world of the past. *Field(s): *EME*

HIST W4584 Race, Technology, and Health. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: previous coursework in African-American history or social science; United States social history; or sociomedical sciences required.

Students will gain a solid knowledge and understanding of the health issues facing African Americans since the turn of the twentieth century. Topics to be examined will include, but will not be limited to, black women's health organization and care; medical abuses and the legacy of Tuskegee; tuberculosis control; sickle cell anemia; and substance abuse. *Group(s): D Field(s): US* Formerly listed as “History of African-American Health and Health Movements”.

HIST W4911 Medicine and Western Civilization. 4 points.

Priority given to majors and concentrators, seniors, and juniors, but other majors are welcome. **Not offered during 2015-16 academic year.**

Prerequisites: the instructor's permission.

This seminar seeks to analyze the ways by which medicine and culture combine to shape our values and traditions. To this end, it will examine notable literary, medical, and social texts from classical antiquity to the present. A, B, D

OF RELATED INTEREST

Biological Sciences

BIOL W3208	Introduction to Evolutionary Biology
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Center for the Study of Ethnicity and Race

CSER W3222	Nature and Power: Environmental History of the US
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Colloquia, Interdepartmental Seminars, and Professional School Offerings

INSM C3940	Science Across Cultures
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History

HIST W2901	Historical Theories and Methods
HIST W3523	History of Health Inequality in the Modern United States
HIST W3716	History of Islamic Societies
HSPB W3950	Social History of American Public Health
HIST W4101	The World We Have Lost: Daily Life in Pre-Modern Europe
HIST W4584	Race, Technology, and Health
HIST W4911	Medicine and Western Civilization

History (Barnard)

HIST BC3180	Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism
HIST BC3305	Bodies and Machines
HIST BC3388	Introduction to History of Science since 1800
HIST BC4119	Capitalism and Enlightenment
HIST BC4324	Vienna and the Birth of the Modern

Philosophy

PHIL V2101	History of Philosophy I: Pre-Socratics through Augustine
PHIL V2201	History of Philosophy II: Aquinas to Kant
PHIL V3551	Philosophy of Science

Women's Studies (Barnard)

WMST BC3509	Gender, Knowledge and Science in Modern European History
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HUMAN RIGHTS

Program Office: Institute for the Study of Human Rights; 91 Claremont Avenue, 7th Floor; 212-851-9703; humanrightsed@columbia.edu

Departmental Website: <http://humanrightscolumbia.org/education/undergraduate>

Director of Undergraduate Studies: Prof. Andrew Nathan, 931 International Affairs Building; 212-854-6909; ajn1@columbia.edu. Office hours: Wednesday, 10 a.m.–12 p.m., and by appointment.

Human rights are central to contemporary understandings of justice and equality and have crucial bearing on the ability to assess and respond to emerging technological, economic, social, cultural, and political issues.

The Undergraduate Human Rights Program at the Institute for the Study of Human Rights engages students in this dynamic and evolving field and enhances their knowledge, skills, and commitment to human rights. The program offers a major and a concentration in human rights, provides students the opportunity to deepen their knowledge and explore their interests in human rights outside the classroom, and works to strengthen and support the undergraduate human rights community on campus. More information on academic and extracurricular events, opportunities, and resources for undergraduate human rights students is available on the program's website. For an advising appointment, please e-mail humanrightsed@columbia.edu.

DEPARTMENTAL HONORS

To be eligible for departmental honors, a student must satisfy all the requirements for the major, maintain a 3.6 GPA in the major, maintain an overall GPA of 3.6, and complete a thesis of sufficiently high quality to merit honors. A thesis is required for all students who wish to be considered for honors, but does not guarantee honors. Students who graduate in October, February, or May of a given academic year are eligible for honors consideration in May. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

Students interested in writing a thesis for honors consideration enroll in the HRTS W3996 Human Rights Thesis Seminar in the spring semester of their senior year. The course will consist of group sessions, where students will present their work and participate in discussions, as well as individual meetings with their thesis supervisor, who is also the course instructor.

Students are encouraged to write a thesis, but they should not do so solely to be eligible for honors consideration. Rather, students should consider enrolling in the thesis seminar in order to demonstrate their capacity to produce a work of original

research and develop more specialized knowledge of a human rights issue.

REQUIREMENTS GUIDELINES FOR ALL HUMAN RIGHTS MAJORS, CONCENTRATORS, AND SPECIAL CONCENTRATORS

Student should also consult the general academic policies of their school.

Planning Forms

Major and concentration planning forms are available on the ISHR undergraduate program website. Prior to each semester, students should submit an on-line course advising form (<http://humanrightscolumbia.org/education/courseadvising/form>). Students may also e-mail uhrp@columbia.edu to set up an advising appointment.

Grades

No course with a grade of D or lower is credited towards the major or concentration.

One course, with the exception of the three core courses required for the major, can be taken for Pass/D/Fail. The student must receive a grade of P for the course to count toward the requirements of the major or concentration. All other courses must be taken for a letter grade.

All seminar courses must be taken for a letter grade.

Transfer Credit/Study Abroad Credit

Transfer credit toward the major and concentration is not awarded for courses taken on a Pass/Fail basis. The minimum grade necessary for transfer credit toward the major or concentration is C-.

No more than 12 transfer credits may count toward the major and 9 for the concentration.

Double-Counting

Students may double count major or concentration courses toward the fulfillment of degree requirements in accordance with the academic policies of their school.

Normally, courses for one program of study (i.e. major, concentration, special concentration, etc.) may not be used to satisfy the course requirements for another program of study. Students should consult the academic policies of their school for specific information.

MAJOR IN HUMAN RIGHTS

The major in human rights requires 32 points as follows. One of the distributional or specialization courses must be a seminar.

Core Courses

HRTS V3001	Introduction to Human Rights (offered in fall only)
HRTS V3190	International Human Rights Law (offered in fall and spring)
HRTS W3995	Human Rights Senior Seminar (offered in fall and spring)

Distributional Requirement *

Students should take one course in three of the four categories:

- Politics and history
- Culture and representation
- Political theory and philosophy
- Social and economic processes

Specialization Requirement **

Students fulfill the specialization requirement by focusing on a particular discipline, taking four courses offered by a single department or institute.

- * Please see the ISHR undergraduate course list (<http://humanrightscolumbia.org/education/undergraduate/courses>) for the current list of courses that fulfill the distributional requirement of the major.
- ** The goal of the specialization requirement is to equip students with the tools of a specific discipline. Students should inform the human rights program of their intended specialization before taking courses to fulfill this requirement. As a general rule, if a free-standing major is offered by a department, it is approved as a specialization. Courses approved for that major are generally approved for the human rights specialization. However, language acquisition and studio courses may not be taken to fulfill the specialization requirement. Students are encouraged to take any core and/or methodology courses required by a program when fulfilling their specialization requirement. Students are also encouraged to take courses within their chosen specialization that focus on human rights issues, but the specialization requirement can be fulfilled by taking any four courses within the same discipline. For example, if a student's specialization is Political Science, he or she can fulfill the specialization requirement by taking any four POLS courses.

CONCENTRATION IN HUMAN RIGHTS

The concentration in human rights requires a minimum of 25 points as follows:

HRTS V3001	Introduction to Human Rights (offered in fall only)
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Seven additional human rights courses, one of which must be a seminar.

Please see the ISHR undergraduate course list (<http://humanrightscolumbia.org/education/undergraduate/courses>) for the current list of courses that fulfill the concentration requirements.

COURSES

HRTS V3001 Introduction to Human Rights. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally.

Fall 2015: HRTS V3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3001	001/71879	M W 2:40pm - 3:55pm 428 Pupin Laboratories	Andrew Nathan	3	123/130

HRTS V3190 International Human Rights Law. 3 points.

Open to all undergraduates. Priority given to CC/GS human rights students.

This course will introduce students to the international law of human rights, and give a basic orientation to fundamental issues and controversies. The course has two principal focal points: first, the "nuts and bolts" of how international law functions in the field of human rights, and second, the value and limitations of legal approaches to a variety of human rights issues. Throughout the course, both theoretical and practical questions will be addressed, including who bears legal duties and who can assert legal claims, how these duties might be enforced, and accountability and remedy for violations. Attention will be given to how international law is made, what sorts of assumptions underlie various legal mechanisms, and how the law works in a variety of contexts.

Fall 2015: HRTS V3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3190	001/29826	W 6:10pm - 8:00pm 418 International Affairs Bldg	Belinda Cooper	3	20/16

Spring 2016: HRTS V3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3190	001/77578	T 2:10pm - 4:00pm A36 Union Theological Seminary	Dinah Po Kempner	3	21/22

HRTS W3915 Human Rights and Urban Public Space. 3 points.

The course will explore the often-contested terrain of urban contexts, looking at cities from architectural, sociological, historical, and political positions. What do rights have to do with the city? Can the ancient idea of a "right to the city" tell us something fundamental about both rights and cities? Our notion of citizenship is based in the understanding of a city as a community, and yet today why do millions of people live in cities without citizenship? The course will be organized thematically in order to discuss such issues as the consequences of cities' developments in relation to their peripheries beginning with the normative idea of urban boundaries deriving from fortifying walls, debates around the public sphere, nomadic architecture and urbanism, informal settlements such as slums and shantytowns, surveillance and control in urban centers, refugees and the places they live, catastrophes natural and man-made and reconstruction, and sovereign areas within cities the United Nations, War Crimes Tribunals. At the heart of our inquiry will be an investigation of the ways in which rights within urban contexts are either granted or withheld.

Fall 2015: HRTS W3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3915	001/11950	M 10:10am - 12:00pm 402 Hamilton Hall	Noah Chasin	3	19/20

HRTS W3930 International Humanitarian Law and Human Rights. 4 points.

Priority given to human rights majors/concentrators.

Prerequisites: the instructor's permission. Please e-mail the instructor at bc14@columbia.edu.

This seminar will cover various issues, debates, and concepts in the international law of armed conflict (known as international humanitarian law), particularly as it relates to the protection of non-combatants and civilians. In doing so, we will examine how international humanitarian law and human rights law intersect. Both sets of legal norms are designed to protect the lives, well-being, and dignity of individuals. However, the condition of armed conflict provides a much wider set of options for governments and individuals to engage in violent, deadly action against others, including killing, forcibly detaining, and destroying the property of those designated as combatants. At the same time, the means of waging war are not unlimited, but rather are tightly regulated by both treaty and customary law. This course will examine how these regulations operate in theory and practice, focusing on the principles of distinction, proportionality, and military necessity.

Spring 2016: HRTS W3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3930	001/69442	W 10:10am - 12:00pm 716 Philosophy Hall	Bruce Cronin	4	10/20

HRTS W3950 Human Rights and Human Wrongs. 4 points.
Priority given to 3rd & 4th year CC/GS human rights students.

Prerequisites: the instructor's permission. Please e-mail the instructor at bc14@columbia.edu.

This course will examine the tension between two contradictory trends in world politics. On the one hand, we have emerged from a century that has seen some of the most brutal practices ever perpetrated by states against their populations in the form of genocide, systematic torture, mass murder and ethnic cleansing. Many of these abuses occurred after the Holocaust, even though the mantra "never again" was viewed by many as a pledge never to allow a repeat of these practices. Events in the new century suggest that these trends will not end anytime soon. At the same time, since the middle of the twentieth century, for the first time in human history there has been a growing global consensus that all individuals are entitled to at least some level of protection from abuse by their governments. This concept of human rights has been institutionalized through international law, diplomacy, international discourse, transnational activism, and the foreign policies of many states. Over the past two decades, international organizations, non-governmental organizations, and international tribunals have gone further than any institutions in human history to try to stem state abuses. This seminar will try to make sense of these contradictions.

Fall 2015: HRTS W3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3950	001/65456	T 10:10am - 12:00pm 501a International Affairs Bldg	Bruce Cronin	4	13/16

HRTS W3955 Narrative and Representation in Post-Conflict Societies. 3 points.

Priority given to human rights majors/concentrators.

This course explores the relationship between narrative and the legacy of violence and atrocity in post-conflict societies, focusing particularly on the Holocaust, Cambodia, Rwanda and the former Yugoslavia (and more briefly Indonesia and Armenia). Examining a range of medium - including, but not limited, to eye-witness accounts, memoirs, history books, government reports, film, theater, memorials - we will consider how different narratives address issues of history and memory, justice and judgment. We will also discuss how narrative influences efforts to achieve reconciliation and come to terms with the past on both personal and societal levels. Does revisiting the past allow people who either suffered or inflicted terrible violence - or both - once again live together? Are there particular modes or genres of narrative that are particularly successful in terms of enabling societies to reflect on their past and respond adequately? Can justice and accountability ever be achieved? These are some of the questions we will consider as we examine the ways in which atrocities are written about, remembered, judged and interpreted.

Spring 2016: HRTS W3955

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3955	001/24416	W 2:10pm - 4:00pm 301m Fayerweather	Ariella Lang	3	17/22

HRTS W3995 Human Rights Senior Seminar. 4 points.

Required for all CC/GS human rights students. Priority given to human rights majors.

Prerequisites: *HRTS V3001*.

The senior seminar is a capstone course required for the human rights major. The seminar provides students the opportunity to discuss human rights from a variety of disciplinary perspectives and to explore various theoretical approaches and research methodologies. Students undertake individual research projects while collectively examining human rights through directed readings and discussion.

Fall 2015: HRTS W3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3995	001/70217	W 12:10pm - 2:00pm 418 International Affairs Bldg	Peter Rosenblum	4	16/16

Spring 2016: HRTS W3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3995	001/16409	M 10:10am - 12:00pm 402 Hamilton Hall	Noah Chasin	4	8/20

HRTS W3996 Human Rights Thesis Seminar. 3 points.

Priority given to human rights majors/concentrators.

Prerequisites: *HRTS W3995* Human Rights Senior Seminar. Additional information available at: <http://humanrightscolumbia.org/education/undergraduate>

This course is designed for human rights students who wish to write a honors-eligible thesis. The course will consist of group sessions, during which time students will present their work and participate in discussions, and individual meetings with the thesis supervisor. The course instructor is the thesis supervisor for each student.

Spring 2016: HRTS W3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3996	001/70287	M 6:10pm - 8:00pm 607 Hamilton Hall	Mila Rosenthal	3	3/15

HRTS G4300 Economic, Social and Cultural Rights in Policy and Practice. 3 points.

Priority given to human rights studies M.A. students. Open to 3rd & 4th year undergraduates on 9/8.

This course will address economic and social human rights through the lens of what is happening now in the early 21st century, in light of the enormous shifts that have taken place since the modern human rights movement first emerged in the aftermath of WWII. The course will address many of the central debates about economic and social rights and then

examine how those debates apply to specific rights and topics including development, health, housing, work, food and education. Throughout, the course will examine how activists and policymakers have responded to all these changes, and ask what might lie ahead for the human rights movement in addressing economic and social rights in a multilateral, globalized world.

Fall 2015: HRTS G4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4300	001/25968	M 8:10pm - 10:00pm 501a International Affairs Bldg	Mila Rosenthal	3	11/16

HRTS G4404 Human Rights of Women. 3 points.

Priority given to human rights studies M.A. students. Open to 3rd and 4th year undergraduates on first day of term with the instructor's permission.

This course introduces students to a range of obstacles that have arisen - and continue to arise - in the struggle to make sure that women are treated as full and legitimate bearers of human rights as well as some of the significant critiques that have emerged from this struggle. The course provides a historical overview of conflicts over women's roles in family, the economy and the body politic and addresses gains women have made as well as challenges they face in relation to economic development, military conflict, domestic inequality, health, and religious and cultural beliefs. Materials provide a range of comparative views of advances and obstacles to women's rights in Latin America, Asia, Africa, Europe and the U.S. Students will also learn about significant instruments, strategies, and movements intended to remedy the inequalities that affect women.

Fall 2015: HRTS G4404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4404	001/63030	Th 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	Sheila Dauer	3	17/16

HRTS G4410 Children's Rights: Selected Issues. 3 points.

Category: HRHP

Priority given to human rights studies M.A. students. Open to 3rd and 4th year undergraduates on first day of term.

This course will focus on both the theories surrounding, and practices of, children's rights. It will start from the foundational question of whether children should be treated as rights-holders and whether this approach is more effective than alternatives for promoting children's well-being. Consideration will be given to the major conceptual and developmental issues embedded within the framework of rights in the Convention on the Rights of the Child (CRC). The course will cover issues in both the domestic and international arenas, including but not limited to: children's rights in the criminal justice; children's rights to housing and health care; inequities in education systems; child

labor; children and armed conflict; street children; the rights of migrant, refugee, homeless, and minority children; and the commodification of children. Case studies will be used to ensure that students have a solid understanding of current conditions. The course will also explore the US ratification of the CRC and offer critical perspectives on the advocacy and education-based work of international children's rights organizations.

Spring 2016: HRTS G4410

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4410	001/62602	M 4:10pm - 6:00pm 507 Philosophy Hall	Tracey Holland	3	13/20

HRTS G4810 Religion and Human Rights. 3 points.

Priority given to human rights studies M.A. students. Open to 3rd and 4th year undergraduates on first day of term with the instructor's permission.

The resurgence of religion over the past three decades has had a transformative influence globally and within nations. Religious nationalism, fundamentalism, and communalism have arisen to forcefully compete with secular democracy. With the fall of the Soviet bloc and the bilateralism of the Cold War, ethnic particularism, often of a religious character, has emerged as the locus of identity for people on all continents. These rapid changes engendered by a new, often commanding, role for religion challenge the very concept of individual and universal human rights. They raise difficult theoretical and painfully practical questions as to the preservation of individual human rights, and the relationship of democracy to religion. At the same time, recent currents such as economic globalization, the triumph of the free market, and the communications revolution promote individual autonomy, a cornerstone of human rights. There can be no doubt that religion will occupy an increasingly salient role in the social and political life of nations during the course of the 21st century. The relevance of religion to human rights in our time cannot be undervalued. The course examines the relationship of religion to human rights from several standpoints, including religion's role in abetting intolerance, religious minorities as victims of human rights violations, and religion as a framer of human rights ideals which inspire action.

Spring 2016: HRTS G4810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4810	001/65195	Th 6:10pm - 8:00pm 401 Hamilton Hall	Joseph Chuman	3	16/20

HRTS G4210 Equality, Identity and Rights. 3 points.

Priority given to human rights studies M.A. students. Open to 3rd & 4th year undergraduates on first day of term.

This course examines one of the main dilemmas in human rights theory and practice: the balance between equality and identity. Such balance is studied in three different stages: the foundation for human rights, the content of human rights, and the goals sought in drafting a body of human rights' norms. In order to debate different concepts of equality and their connection

to identity and difference, some core questions are explored: What type of equality are we looking for: complete equality of results, complete equality of opportunities, equal treatment, equality of respect, equal consideration of preferences, equality of resources, equality based on needs, equality of agency, equality of freedom? Is it equality for whom? Finally, the course discusses the rights of differently situated groups: national minorities, indigenous peoples, racial minorities, women, LGBT, persons with disabilities, children, and religious groups.

HRTS G4215 The International Human Rights Movement: Past, Present and Future. 3 points.

Priority given to human rights studies M.A. students. Open to 3rd & 4th year undergraduates on 9/8.

This class takes a social movement perspective to analyze and understand the international human rights movement. The course will address the evolution of the international human rights movement and focus on the NGOs that drive the movement on the international, regional and domestic levels. Sessions will highlight the experiences of major human rights NGOs and will address topics including strategy development, institutional representation, research methodologies, partnerships, networks, venues of engagement, campaigning, fundraising and, perhaps most importantly, the fraught and complex debates about adaptation to changing global circumstances, starting with the pre-Cold War period and including some of the most up-to-date issues and questions going on in this field today.

Fall 2015: HRTS G4215

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4215	001/74758	Th 4:10pm - 6:00pm 402 Hamilton Hall	Louis Bickford	3	17/10

HRTS G4320 Human Rights and Foreign Policy. 3 points.

Priority given to human rights studies M.A. students. Open to 3rd and 4th year undergraduates on first day of term.

Human rights play a distinctive role as "the political utopia" in contemporary international life. Still, human rights violations remain widespread and human rights norms are still the focus of numerous controversies, from their definition to their protection and promotion by various international actors with different moral and strategic agendas. This course will examine the place of human rights in the foreign policies of the US and a number of other countries around the globe. The course explores the social construction of human rights and national interests as well as the context, instruments, and tradeoffs in the formulation and implementation human rights foreign policies. Some of the questions this class will consider include: What are human rights and how is their protection best assessed? How have different states promoted and contributed to the violation of human rights abroad? How does human rights promotion strengthen and undermine other foreign policy goals? What's the role of non-state actors in the promotion and violation of human rights across the globe? When has the impact of the human rights

norms and regimes been the greatest and when have the efforts of state and non-state actors to promote human rights at home and abroad made the most difference?

Spring 2016: HRTS G4320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4320	001/65356	M 4:10pm - 6:00pm 652 Schermerhorn Hall	Tsveta Petrova	3	10/20

OF RELATED INTEREST

Please see the ISHR undergraduate course list (<http://humanrightscolumbia.org/education/undergraduate/courses>) for additional courses approved for the human rights major and concentration.

ITALIAN

Departmental Office: 502 Hamilton; 212-854-2308
<http://italian.columbia.edu/>

Director of Undergraduate Studies: Prof. Pier
 Mattia Tommasino, 513 Hamilton; 212-854-0747;
pmt2114@columbia.edu

A major in Italian offers students the opportunity to study Italian literature and culture in an intimate, seminar setting with the close supervision of the department's faculty. In addition, the prerequisite and corequisite sequence of language courses is designed to give students a command of written and spoken Italian.

Majors must complete 30 points and concentrators must complete 24 points. All majors and concentrators are required to take two semesters of Advanced Italian (ITAL V3335 Advanced Italian-ITAL V3336 Advanced Italian II: Italian Language & Culture or ITAL V3337 Advanced Italian Through Cinema) as well as one of the following two sequences:

- *Introduction to Italian Literature I and II* (ITAL V3333-ITAL V3334) provides an overview of major authors and works in the Italian literary tradition from the Middle Ages to the present;
- *Italian Cultural Studies I and II* (ITAL W4502-ITAL W4503) is an interdisciplinary investigation into Italian culture and society from national unification in 1860 to the present.

In consultation with the director of undergraduate studies, majors select six additional courses (concentrators select four additional courses) from the department's 3000- or 4000-level offerings or from other humanities and social science departments with a focus on Italian culture.

Highly motivated students have the opportunity to pursue a senior thesis under the guidance of a faculty adviser in an area of Italian literature or culture of their choosing. The senior thesis tutorial, ITAL V3993 Senior Thesis/Tutorial, will count for 3 points.

Departmental courses taught entirely in English do not have linguistic prerequisites and students from other departments who have interests related to Italian culture are especially welcome to enroll.

Italian language instruction employs a communicative approach that integrates speaking, reading, writing, and listening. Courses make use of materials that help students to learn languages not just as abstract systems of grammar and vocabulary but as living cultures with specific content. Across the levels from elementary to advanced, a wide range of literary, cultural and multimedia materials, including books, film, and opera, supplement the primary course text.

The sequence in elementary and intermediate Italian enables students to fulfill the College's foreign language requirement and thoroughly prepares them for advanced study of language and for literature courses taught in Italian. Specialized language courses allow students to develop their conversational skills.

For highly motivated students, the department offers intensive elementary and intensive intermediate Italian, both of which cover a full year of instruction in one semester. Courses in advanced Italian, although part of the requirements for a major or a concentration in Italian, are open to any qualified student whose main goal is to improve and perfect their competence in the language. It is recommended that advanced undergraduate students take Stylistics (ITAL W4000) if they are considering graduate studies in Italian or a career that requires superior command of spoken and written Italian.

Outside the classroom, the Department of Italian organizes a weekly *Caffè e conversazione* where students at all levels can converse with fellow students and faculty members over Italian espresso and cookies. Students can also attend the *Serata al cinema*, Italian film viewings scheduled in the evening throughout the academic year, in which faculty and graduate students introduce each film and then conclude with a question and answer session. In addition, the student-run *Società Italiana* (culasocieta@gmail.com) organizes events such as pasta-making workshops, movie nights, and costume parties.

ADVANCED PLACEMENT

The department grants 3 credits for a score of 5 on the AP Italian Language exam, which satisfies the foreign language requirement. Credit is awarded upon successful completion of a 3000-level (or higher) course with a grade of B or higher. This course must be for at least 3 points of credit and be taught in Italian. Courses taught in English may not be used for language AP credit. The department grants 0 credits for a score of 4 on the AP Italian Language exam, but the foreign language requirement is satisfied.

CASA ITALIANA

A wide range of cultural programs are sponsored by the Italian Academy for Advanced Studies in America (<http://www.italianacademy.columbia.edu>), located in Casa Italiana. These programs, which include the activities of the *Columbia Seminar on Modern Italian Studies* and the *Italian Academy Film Festival*, enrich the learning experience of the student and offer opportunities to meet distinguished Italian and Italian-American visitors to the University. The Paterno book collection is housed in Butler Library and contains valuable resources on Italian literature and culture.

For inquiries into the department and its undergraduate and graduate degrees offered, please contact 212-854-2308 or italian@columbia.edu.

LANGUAGE RESOURCE CENTER

The Language Resource Center (LRC) provides resources for intensive practice in pronunciation, diction, and aural

comprehension of some twenty-five modern languages. LRC exercises are closely coordinated with the classroom's work.

Coordinated tape programs and on-line audio are available and mandatory for students registered in elementary and intermediate Italian language courses. Taped exercises in pronunciation and intonation, as well as tapes of selected literary works, are also available to all students in Italian courses.

ELECTRONIC CLASSROOMS

Language instruction courses meet at least once a week in a multimedia-equipped electronic classroom in order to facilitate exposure to Italian arts such as music, opera, and film, and for other pedagogical uses.

DEPARTMENTAL HONORS

Majors in Italian literature or Italian cultural studies who wish to be considered for departmental honors in Italian must: (1) have at least a 3.6 GPA in their courses for the major; and (2) complete a senior thesis or tutorial and receive a grade of at least A- within the context of the course ITAL V3993 Senior Thesis/Tutorial. Normally no more than one graduating senior receives departmental honors in a given academic year.

FACULTY

PROFESSORS

Teodolinda Barolini
Jo Ann Cavallo (Chair)
Elizabeth Leake

ASSOCIATE PROFESSOR

Nelson Moe (Barnard)

ASSISTANT PROFESSOR

Pier Mattia Tommasino

SENIOR LECTURERS

- Maria Luisa Gozzi
- Carol Rounds (Hungarian)
- Barbara Spinelli

LECTURERS

- Felice Italo Beneduce
- Federica Franze
- Patrizia Palumbo
- Alessandra Saggi

REQUIREMENTS

GUIDELINES FOR ALL ITALIAN MAJORS AND CONCENTRATORS

The courses in the Department of Italian are designed to develop the student's proficiency in all the language skills and to present

the literary and cultural traditions of Italy. The program of study is to be planned as early as possible with the director of undergraduate studies. Students are advised to meet with the director of undergraduate studies each semester in order to obtain program approval.

For students with no knowledge of Italian, the required language course sequence is:

ITAL V1101 - ITAL V1102	Elementary Italian I and Elementary Italian II
ITAL V1201 - ITAL V1202	Intermediate Italian I and Intermediate Italian II

For students planning to enroll in Intensive Italian courses, a minimum of three semesters of Italian language instruction is required, such as:

ITAL V1121 - ITAL V1201 - ITAL V1202	Intensive Elementary Italian and Intermediate Italian I and Intermediate Italian II
ITAL V1101 - ITAL V1102 - ITAL V1203	Elementary Italian I and Elementary Italian II and Intensive Intermediate Italian
ITAL V1121 - ITAL V1203	Intensive Elementary Italian and Intensive Intermediate Italian
And one of the following courses:	
ITAL V3335	Advanced Italian
ITAL V3336	Advanced Italian II: Italian Language & Culture
ITAL V3337	Advanced Italian Through Cinema

Italian language proficiency equivalent to the elementary and intermediate sequence may be demonstrated by the departmental placement test, offered before the start of every semester; with a score of 4 or 5 on the Advanced Placement Examination; or with a score of 780 or higher on the SAT II Subject Test in Italian.

As noted above, courses given entirely in English do not have linguistic prerequisites; students planning a major in Italian may enroll in such courses before completing the language prerequisite for the major or concentration.

MAJOR IN ITALIAN LITERATURE

Please read *Guidelines for all Italian Majors and Concentrators* above.

Requirements

The major in Italian literature requires a minimum of 30 points in Italian courses numbered above the intermediate level, i.e., above ITAL V1302, to include the following:

Two semesters of Italian Literature

ITAL V3333 - ITAL V3334	Introduction To Italian Literature, I and Introduction To Italian Literature, II
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Two semesters of Advanced Italian

ITAL V3335	Advanced Italian
- ITAL V3336	and Advanced Italian II: Italian Language & Culture
or ITAL V3337	Advanced Italian Through Cinema

Additional Courses

ITAL V3993	Senior Thesis/Tutorial (or another course in Italian literature or culture)
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Native speakers and students with superior proficiency (as demonstrated by a departmental exam) may replace the Advanced Italian sequence with six points of Italian literature courses of their choice.

Period Distribution

At least two courses that cover material before 1700 and two courses that cover material after 1700.

MAJOR IN ITALIAN CULTURAL STUDIES

Please read *Guidelines for all Italian Majors and Concentrators* above.

Requirements

The major in Italian cultural studies requires a minimum of 30 points in Italian courses numbered above the intermediate level, i.e., above ITAL V1302, to include the following:

Two semesters of Advanced Italian

ITAL V3335	Advanced Italian
- ITAL V3336	and Advanced Italian II: Italian Language & Culture
or ITAL V3337	Advanced Italian Through Cinema

Two semesters of Italian Cultural Studies

ITAL W4502	Italian Cultural Studies I: From Unification to World War I
- ITAL W4503	and Italian Cultural Studies II: From World War I to the Present

Additional Courses

Select at least two other courses from the department's W4000-level courses.

ITAL V3993	Senior Thesis/Tutorial (or another course in Italian literature or culture)
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Native speakers and students with superior proficiency (as demonstrated by a departmental exam) may replace the Advanced Italian sequence with six points of Italian literature courses of their choice.

CONCENTRATION IN ITALIAN LITERATURE

Please read *Guidelines for all Italian Majors and Concentrators* above.

The concentration in Italian literature requires a minimum of 24 points in Italian courses numbered above the intermediate level, i.e., above ITAL V1302, to include the following:

Two semesters of Italian Literature

ITAL V3333	Introduction To Italian Literature, I
- ITAL V3334	and Introduction To Italian Literature, II

Two semesters of Advanced Italian

ITAL V3335	Advanced Italian
- ITAL V3336	and Advanced Italian II: Italian Language & Culture
or ITAL V3337	Advanced Italian Through Cinema

CONCENTRATION IN ITALIAN CULTURAL STUDIES

Please read *Guidelines for all Italian Majors and Concentrators* above.

The concentration in Italian cultural studies requires a minimum of 24 points in Italian courses numbered above the intermediate level, i.e., above ITAL V1302, to include the following:

One semester of Advanced Italian

ITAL V3335	Advanced Italian
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Two semesters of Italian Cultural Studies

ITAL W4502	Italian Cultural Studies I: From Unification to World War I
- ITAL W4503	and Italian Cultural Studies II: From World War I to the Present

Additional Courses

Select at least two other courses from the department's W4000-level courses.

In consultation with the director of undergraduate studies, the remaining courses may be selected from the department's 3000- or 4000-level offerings or from other humanities and social science departments with a focus on Italian culture.

COURSES
ITALIAN COURSES**ITAL V1101 Elementary Italian I. 4 points.**

Limited enrollment.

Introduction to Italian grammar, with emphasis on reading, writing, listening and speaking skills.

Fall 2015: ITAL V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ITAL 1101	001/22308	M T W Th 9:10am - 10:00am 509 Hamilton Hall	Federica Franze	4	15/16
ITAL 1101	002/63562	M T W Th 10:10am - 11:00am 509 Hamilton Hall	Federica Franze	4	14/16
ITAL 1101	003/26687	M T W Th 11:10am - 12:00pm 511 Hamilton Hall	Alessia Palanti	4	4/16
ITAL 1101	004/21433	M T W Th 12:10pm - 1:00pm 511 Hamilton Hall	Nicole Krieg	4	14/16
ITAL 1101	005/73046	M T W Th 1:10pm - 2:00pm 306 Hamilton Hall	Umberto Mazzei	4	15/16

Spring 2016: ITAL V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1101	001/23605	M T W Th 10:10am - 11:00am 511 Hamilton Hall	Alessandra Saggin	4	13/16
ITAL 1101	002/61136	M T W Th 9:10am - 10:00am 511 Hamilton Hall	Irene Bulla	4	15/16

ITAL W1101 Elementary Italian I. 4 points.

Limited enrollment.

Same course as ITAL V1101-V1102.

Fall 2015: ITAL W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1101	001/27804	M T W Th 6:10pm - 7:00pm 509 Hamilton Hall	Pieter Vanhove	4	9/16
ITAL 1101	002/14655	T Th F 1:10pm - 2:25pm 407 Hamilton Hall	Julianna Visco	4	9/16
ITAL 1101	003/85534	T Th 4:10pm - 6:00pm 313 Hamilton Hall	Nassime Chida	4	12/16

ITAL V1102 Elementary Italian II. 4 points.

Limited enrollment.

Prerequisites: *ITAL V1101* or the equivalent.

Introduction to Italian grammar, with emphasis on reading, writing, listening and speaking skills.

Fall 2015: ITAL V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1102	001/13380	M T W Th 12:10pm - 1:00pm 509 Hamilton Hall	Alessandra Saggin	4	8/16
ITAL 1102	002/23224	M T W Th 9:10am - 10:00am 511 Hamilton Hall	Irene Bulla	4	7/16

Spring 2016: ITAL V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1102	001/61594	M T W Th 9:10am - 10:00am	Federica Franze	4	17/16

ITAL 1102	002/17305	M T W Th 10:10am - 11:00am 509 Hamilton Hall	Federica Franze	4	6/16
ITAL 1102	004/71816	M T W Th 12:10pm - 1:00pm 306 Hamilton Hall	Nicole Krieg	4	11/16
ITAL 1102	005/75279	M T W Th 1:10pm - 2:00pm 306 Hamilton Hall	Umberto Mazzei	4	12/16

ITAL W1102 Elementary Italian II. 4 points.

Limited enrollment.

Prerequisites: *ITAL W1101* or the equivalent.

Same course as *ITAL V1101-V1102*.

Spring 2016: ITAL W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1102	001/64043	M T W Th 6:10pm - 7:00pm 509 Hamilton Hall	Pieter Vanhove	4	7/16
ITAL 1102	002/29369	T Th F 1:10pm - 2:25pm 413 Hamilton Hall	Julianna Visco	4	9/16
ITAL 1102	003/92194	T Th 4:10pm - 6:00pm 313 Hamilton Hall	Nassime Chida	4	12/16

ITAL V1121 Intensive Elementary Italian. 6 points.

Limited enrollment.

No previous knowledge of Italian required. An intensive course that covers two semesters of elementary Italian in one, and prepares students to move into Intermediate Italian. Grammar, reading, writing, and conversation. May be used to fulfill the language requirement only if followed by an additional two (2) semesters of Italian language. ITAL V1201x-V1202y, or ITALV1203y and ITAL V3333, V3334, V3335, or V3336, for a total of three(3) semesters of Italian Language.

Fall 2015: ITAL V1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1121	001/62945	T Th F 12:10pm - 2:00pm 507 Hamilton Hall	Barbara Spinelli	6	8/16

Spring 2016: ITAL V1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1121	001/26343	T Th F 12:10pm - 2:00pm 507 Hamilton Hall	Barbara Spinelli	6	8/16

ITAL V1201 Intermediate Italian I. 4 points.

Limited enrollment.

Prerequisites: *ITAL V1102* or *W1102*, or the equivalent. If you did not take Elementary Italian at Columbia in the semester preceding the current one, you must take the placement test, offered by the Italian Department at the beginning of each semester.

A review of grammar, intensive reading, composition, and practice in conversation. Exploration of literary and cultural material. Lab: hours to be arranged.

Fall 2015: ITAL V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1201	001/25745	M T W Th 8:10am - 9:00am 511 Hamilton Hall	Felice Beneduce	4	7/16
ITAL 1201	002/68947	M T W Th 9:10am - 10:00am 507 Hamilton Hall	Felice Beneduce	4	14/16
ITAL 1201	003/70248	M T W Th 1:10pm - 2:00pm 511 Hamilton Hall	Patrizia Palumbo	4	13/16
ITAL 1201	004/72544	M T W Th 2:10pm - 3:00pm 511 Hamilton Hall	Patrizia Palumbo	4	3/16

ITAL W1201 Intermediate Italian I. 4 points.

Limited enrollment.

Prerequisites: *ITAL V1102* or *W1102*, or the equivalent. If you did not take Elementary Italian at Columbia in the semester preceding the current one, you must take the placement test, offered by the Italian Department at the beginning of each semester.

Same course as *ITAL V1201-V1202*.

Fall 2015: ITAL W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1201	001/26587	M T W Th 12:10pm - 1:00pm 313 Hamilton Hall	Massimiliano Delfino	4	9/16
ITAL 1201	002/64244	T Th F 10:10am - 11:25am 413 Hamilton Hall	Carlo Arrigoni	4	10/16

Spring 2016: ITAL W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1201	001/64460	M T W Th 12:10pm - 1:00pm 509 Hamilton Hall	Alessandra Saggin	4	11/16
ITAL 1201	002/19537	M T W Th 1:10pm - 2:00pm 509 Hamilton Hall	Alessandra Saggin	4	4/16

ITAL V1202 Intermediate Italian II. 4 points.

Limited enrollment.

Prerequisites: *ITAL V1201* or *W1201*, or the equivalent. If you did not take Elementary Italian at Columbia in the semester preceding the current one, you must take the placement test, offered by the Italian Department at the beginning of each semester.

A review of grammar, intensive reading, composition, and practice in conversation. Exploration of literary and cultural material. Lab: hours to be arranged. ITAL V1202 fulfills the basic

foreign language requirement and prepares students for advanced study in Italian language and literature.

Spring 2016: ITAL V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1202	001/64169	M T W Th 8:10am - 9:00am 507 Hamilton Hall	Felice Beneduce	4	6/16
ITAL 1202	002/17380	M T W Th 9:10am - 10:00am 507 Hamilton Hall	Felice Beneduce	4	15/16
ITAL 1202	003/16594	M T W Th 1:10pm - 2:00pm 511 Hamilton Hall	Patrizia Palumbo	4	17/16
ITAL 1202	004/19218	M T W Th 2:10pm - 3:00pm 511 Hamilton Hall	Patrizia Palumbo	4	2/16

ITAL W1202 Intermediate Italian II. 4 points.

Limited enrollment.

Prerequisites: *ITAL V1201* or *W1201*, or the equivalent. If you did not take Elementary Italian at Columbia in the semester preceding the current one, you must take the placement test, offered by the Italian Department at the beginning of each semester.

Same course as *ITAL V1201-V1202*.

Fall 2015: ITAL W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1202	001/71440	M T W Th 1:10pm - 2:00pm 509 Hamilton Hall	Alessandra Saggin	4	15/16
ITAL 1202	002/19956	M T W Th 2:10pm - 3:00pm 509 Hamilton Hall	Alessandra Saggin	4	2/16

Spring 2016: ITAL W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1202	001/26444	T Th F 11:40am - 12:55pm 408 Hamilton Hall	Massimiliano Delfino	4	6/16

ITAL V1203 Intensive Intermediate Italian. 6 points.

Limited enrollment.

Prerequisites: *ITAL V1102* or the equivalent, with a grade of B+ or higher.

An intensive course that covers two semesters of intermediate Italian in one, and prepares students for advanced language and literature study. Grammar, reading, writing, and conversation. Exploration of literary and cultural materials. This course may be used to fulfill the language requirement if preceded by both V1101 and V1102. Students who wish to use this course for the language requirement, and previously took Intensive Elementary, are also required to take at least one of the following: ITAL V3333, V3334, V3335, or V3336, for a total of three (3) semesters of Italian Language.

Fall 2015: ITAL V1203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1203	001/18415	T Th F 10:10am - 12:00pm 254 International Affairs Bldg	Maria Luisa Gozzi	6	5/16

Spring 2016: ITAL V1203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1203	001/60061	T Th F 10:10am - 12:00pm 254 International Affairs Bldg	Maria Luisa Gozzi	6	4/16

ITAL W1204 Rapid Reading and Translation. 3 points.

Restricted to graduate students.

Primarily for graduate students and others who need to develop their reading knowledge of Italian. Grammar and vocabulary review; practice in reading and translating Italian from a variety of fields, including literature, art history, and political science, depending on the needs of the students. No previous knowledge of Italian is required. Note: this course may not be used to satisfy the language requirement or to fulfill major or concentration requirements.

Fall 2015: ITAL W1204

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1204	001/13153	Th 4:10pm - 6:00pm 406 Hamilton Hall	Maria Luisa Gozzi	3	6/18

ITAL W1221 Intermediate Conversation. 2 points.

Prerequisites: *ITAL W1112* or sufficient fluency to satisfy the instructor.

Corequisites: Recommended: *ITAL V1201-V/W1202* or *ITAL W1201-W1202*.

Conversation courses may not be used to satisfy the language requirement or fulfill major or concentration requirements. Intensive practice in the spoken language, assigned topics for class discussions, and oral reports.

Fall 2015: ITAL W1221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1221	001/75781	T Th 10:10am - 11:25am 507 Hamilton Hall	Barbara Spinelli	2	7/16

ITAL W1222 Intermediate Conversation II. 2 points.

Prerequisites: *ITAL W1221* or sufficient fluency to satisfy the instructor.

Corequisites: Recommended: *ITAL V1201-V/W1202* or *ITAL W1201-W1202*.

Conversation courses may not be used to satisfy the language requirement or fulfill major or concentration requirements. Intensive practice in the spoken language, assigned topics for class discussions, and oral reports.

Spring 2016: ITAL W1222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ITAL 1222	001/70711	T Th 10:10am - 11:25am 507 Hamilton Hall	Barbara Spinelli	2	7/16
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ITAL V1231 Intermediate Italian I With Opera: Italian for Opera Lovers. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: *ITAL V1102* or the equivalent.

A review of grammar, extensive reading, composition, and practice, with masterpieces of Italian opera providing a context for language study and practice on the intermediate level. No specialized musical knowledge is required. This course is the equivalent of the sequence *ITAL V1201-V1202* and covers the same grammatical material.

ITAL V1232 Intermediate Italian II With Opera: Italian for Opera Lovers. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: *ITAL V1102* or the equivalent.

A review of grammar, extensive reading, composition, and practice, with masterpieces of Italian opera providing a context for language study and practice on the intermediate level. No specialized musical knowledge is required. This course is the equivalent of the sequence *ITAL V1201-V1202* and covers the same grammatical material.

ITAL V1301 Accelerated Elementary Italian I. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: completion of the language requirement, knowledge of another Romance language, and the department's permission.

Two-semester course is recommended for students who have already completed the language requirement in another language and can acquire Italian at a faster pace than the *ITAL V1101-V1102/W1101-W1102* sequence. Covers the equivalent of a full year of first-year Italian grammar and then moves on to intensive writing and to reading literary texts in Italian. Students who wish to further their studies in Italian may continue on to *ITAL V1201-V1202/W1201-W1202*.

ITAL V1302 Accelerated Elementary Italian II. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: completion of the language requirement, knowledge of another Romance language, and the department's permission.

Two-semester course is recommended for students who have already completed the language requirement in another language and can acquire Italian at a faster pace than the *ITAL V1101-V1102/W1101-W1102* sequence. Covers the equivalent of a full year of first-year Italian grammar and then moves on to intensive writing and to reading literary texts in Italian. Students who wish to further their studies in Italian may continue on to *ITAL V1201-V1202/W1201-W1202*.

ITAL W1311 Advanced Conversation. 2 points.

Prerequisites: *ITAL W1222* or sufficient fluency to satisfy the instructor.

Corequisites: Recommended: *ITAL V3335x-V3336y*.

Conversation courses may not be used to satisfy the language requirement or fulfill major or concentration requirements.

Practice in the spoken language through assigned topics on contemporary Italian culture.

Fall 2015: ITAL W1311

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1311	001/25681	T Th 4:10pm - 5:25pm 509 Hamilton Hall	Patrizia Palumbo	2	6/16

ITAL W1312 Advanced Conversation II. 2 points.

Prerequisites: *ITAL W1311* or sufficient fluency to satisfy the instructor.

Corequisites: Recommended: *ITAL V3335x-V3336y*.

Conversation courses may not be used to satisfy the language requirement or fulfill major or concentration requirements.

Practice in the spoken language through assigned topics on contemporary Italian culture.

Spring 2016: ITAL W1312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1312	001/27635	T Th 11:40am - 12:55pm 413 Hamilton Hall	Federica Franze	2	7/16

ITAL V3235 The Representation of Women In Medieval and Modern Italian Literature. 3 points.

Not offered during 2015-16 academic year.

An examination of the image of women and the forms of their representation in Italian literary production. Issues such as exemplarity, gender construction, and the sociopolitical influences on writing will be discussed in light of works by 14th- and 20th-century authors.

ITAL V3333 Introduction To Italian Literature, I. 3 points.

Prerequisites: *ITAL V1202 or W1202* or the equivalent.

V3334x-V3333y is the basic course in Italian literature. *V3333*: Authors and works from the Duecento to the Cinquecento. Taught in Italian.

Fall 2015: ITAL V3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3333	001/72674	M W 11:40am - 12:55pm 507 Hamilton Hall	Daniela Castelli	3	1/18

ITAL V3334 Introduction To Italian Literature, II. 3 points.

Prerequisites: *ITAL V1202 or W1202* or the equivalent.

V3334x-V3333y is the basic course in Italian literature. *V3334*: Authors and works from the Cinquecento to the present. Taught in Italian.

Spring 2016: ITAL V3334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3334	001/74054	M W 11:40am - 12:55pm 507 Hamilton Hall	Daniela Castelli	3	5/18

ITAL V3335 Advanced Italian. 3 points.

Prerequisites: *ITAL V1202 or W1202* or the equivalent. If you did not take Intermediate Italian at Columbia in the semester preceding the current one, you must take the placement test, offered by the Italian Department at the beginning of each semester.

Written and oral self-expression in compositions and oral reports on a variety of topics; grammar review. Required for majors and concentrators.

Fall 2015: ITAL V3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3335	001/23324	M W 11:40am - 12:55pm 407 Hamilton Hall	Felice Beneduce	3	7/16

Spring 2016: ITAL V3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3335	001/75616	M W 11:40am - 12:55pm 511 Hamilton Hall	Felice Beneduce	3	8/16

ITAL V3336 Advanced Italian II: Italian Language & Culture. 3 points.

Prerequisites: *ITAL V3335*.

Advanced reading, writing, speaking with emphasis on authentic cultural materials. Topic and semester theme varies.

Fall 2015: ITAL V3336

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3336	001/73361	T Th 11:40am - 12:55pm 315 Hamilton Hall	Federica Franze	3	3/16

ITAL V3337 Advanced Italian Through Cinema. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: *ITAL V3335*.

Students will develop advanced language competence while analyzing and discussing Italian film comedies and their reflection of changing Italian culture and society. Films by Monicelli, Germi, Moretti, Wertmuller, Soldini and others.

Spring 2016: ITAL V3337

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3337	001/69100	T Th 4:10pm - 5:25pm 509 Hamilton Hall	Patrizia Palumbo	3	9/16

ITAL W3480 Italian Renaissance Epic and Its Classical Heritage. 3 points.

Not offered during 2015-16 academic year.

Close analysis of selected episodes from Boiardo's *Orlando Innamorato*, Ariosto's *Orlando Furioso*, and Tasso's *Gerusalemme Liberata*, that are creative rewritings of episodes in Homer, Virgil, and Ovid. In addition to discussing how the Renaissance poets create meaning in relation to their classical counterparts, we will look at such issues as gender and ethnicity, ethics and allegory, and politics and ideology. In English.

ITAL V3642 Italian Film: Imagining the Nation. 3 points.
BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).
Not offered during 2015-16 academic year.

Corequisites: Cap at 25.

Explores the representation of national identity in Italian cinema from the Fascist era to the present. Examines how both geography and history are used to construct an image of Italy and the Italians. Special focus on the cinematic representation of travel and journeys between North and South. Films by major neo-realist directors (Rossellini, De Sica, Visconti) as well as by leading contemporaries (Moretti, Amelio).

ITAL V3650 Italian Theatre Practicum. 3 points.
May be repeated for credit; content varies.**Not offered during 2015-16 academic year.**

Students study and discuss in depth a major Italian play that they will collectively perform at the conclusion of the semester. Particular attention to grammar, pronunciation, meaning of the play, character exploration, and acting techniques. All classes and conversations are conducted in Italian.

ITAL V3993 Senior Thesis/Tutorial. 3 points.

Prerequisites: the faculty adviser's permission.
Senior thesis or tutorial project consisting of independent scholarly work in an area of study of the student's choosing, under the supervision of a member of the faculty.

ITAL G4000 Research In the Humanities: a Practicum On Resources and Methods. 1.5 point.

Introduction to bibliographic resources and their organization in both printed and electronic formats that are fundamental to advanced research.

ITAL W4000 Stylistics. 3 points.

Prerequisites: *ITAL V3336* or the equivalent and the instructor's permission.

Students read short texts, analyze the anatomy of an Italian essay, observe and practice sophisticated sentence structures, solidify their knowledge and usage of Italian grammar, and expand their vocabulary. After discussing and analyzing examples of contemporary prose, students will integrate the structures and vocabulary they have acquired into their own writing.

Spring 2016: ITAL W4000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4000	001/15171	T Th 6:10pm - 7:25pm	Maria Luisa Gozzi	3	10

507 Hamilton Hall

ITAL G4005 Italian Lyric Poetry I. 3 points.
May be repeated for credit; content varies.**Not offered during 2015-16 academic year.**

Developments and trends from the Duecento to our time; in-depth textual analysis of representative texts.

ITAL G4006 Italian Lyric Poetry II. 3 points.
May be repeated for credit; content varies.**Not offered during 2015-16 academic year.**

Developments and trends from the Duecento to our time; in-depth textual analysis of representative texts.

ITAL G4009 Development of the Italian Language. 3 points.
The external history and internal development of the Italian language from its origins to the present.

ITAL G4010 Italian Travel Literature to Jerusalem, Egypt and Asia (13th-17th c.). 3 points.
Not offered during 2015-16 academic year.

Prerequisites: knowledge of Italian.

The seminar offers an interdisciplinary analysis of several travelogues to the Middle East and beyond, written in Italian between the 13th and the 17th century. Using this approach, perspective, and secondary readings from the field of literary criticism and textual bibliography - and with the addition of many interdisciplinary readings - we will discuss the role of Italy and the Italian language in the making of a transnational literary genre.

ITAL W4012 The Theory and Practice of Writing: Laboratorio di scrittura. 3 points.
Not offered during 2015-16 academic year.

Development of advanced reading and conversational skills. Close reading and extensive practice writing in a variety of genres which will include: the letter, the diary, the essay, the critical review, and will focus especially on the composition of short stories and vignettes. *In Italian.*

ITAL G4015 Italian Food in a Globalized World. 3 points.

This seminar examines the many meanings of food in Italian culture and tradition; how values and peculiarities are transmitted, preserved, reinvented and rethought through a lens that is internationally known as "Made in Italy"; how the symbolic meanings and ideological interpretations are connected to creation, production, presentation, distribution, and consumption of food. Based on an anthropological perspective and framework, this interdisciplinary course will analyze ways in which we can understand the 'Italian taste' through the intersections of many different levels: political, economic, aesthetic, symbolic, religious, etc. The course will study how food can help us understand the ways in which tradition and innovation, creativity and technology, localism and globalization, identity and diversity, power and body, are elaborated and interpreted in contemporary Italian society, in relation to the

European context and a globalized world. Short videos that can be watched on the computer and alternative readings for those fluent in Italian will be assigned. In English.

ITAL G4018 Renaissance Italy and the Ottoman Empire. 3 points.

The main focus of this seminar is the analysis and the discussion of a specific Renaissance literary genre. The *turcica* were texts on the Turks and the Ottoman Empire written approximately between the Conquest of Constantinople (1453) and the battle of Vienna (1683). The genre includes military reports, histories, and genealogies of the Ottoman empire, ethnographic accounts and polemical pamphlets. Through an in-depth analysis of primary source, we will discuss the role of the Ottoman Empire in the self-definition of European identity, with a particular interest in the Italian historians and orientalist. PDFs or photocopies of the texts will be distributed one week before each class meeting so that students may prepare them for discussion.

ITAL W4018 The Theory and Practice of Writing II: Laboratorio di Traduzione. 3 points.

Experiments and analyses of translations, especially from literary texts, from English into Italian and from Italian into English. Classroom discussion of aspects of the translation process, and of the general interpretation of the translated texts. Each student will keep a "Translation Notebook." *In Italian*

ITAL G4019 Italian Histories, Italian Stories: Stendhal, Sciascia and microhistory. 3 points.

Between 1960 and 1980 Leonardo Sciascia and Italian micro historians reflected extensively on the relation between history and fiction. How did they relate with 19th-century historical fiction? How did they use fiction and non-fiction as hermeneutical tools to understand Italian past, and especially Early Modern Italy? How did Carlo Ginzburg and Leonardo Sciascia read Stendhal? And what did Sciascia find in Natalie Zemon Davis' books? Why should we return to these texts while leading historians are going against micro history? Are micro history and global history compatible? We will probe these questions of large import for both literary historians and historians through an examination of historical non-fictions (many Sciascia's *inchieste*), and the masterpieces of Italian and American micro history. Topics include popular culture, the Inquisition, the role of justice in Italian culture, popular culture and philology, and the relation between 16th-century Italy and the global world.

Spring 2016: ITAL G4019

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4019	001/23701	M 4:10pm - 6:00pm 501 Hamilton Hall	Pier Mattia Tommasino	3	5

ITAL W4020 Mediterranean contacts, Mediterranean conflicts. 3 points.

Was Dante influenced by Arabic literature? And what about Petrarch? What can we learn about the problem of salvation in three Faiths reading Boccaccio? Which Saladin did Paolo Giovio choose for his Renaissance gallery of portraits? This

course proposes a new approach to Medieval and Early Modern Italian Literature. We will read classics of Italian Literature, such as Dante, Petrarch and Boccaccio, focusing on historical and religious issues such as exile and translation or trans-confessional nobility. This course will give you insight into and philological tools to engage in the current debate about religions of the Mediterranean. We will analyze primary sources such as Dante's Comedy, Boccaccio's Decameron and Massuccio's novelle, with the aim to discuss scholarly works about Christian and Muslim interactions, tolerance and salvation, and anti-Judaism.

ITAL G4030 Tasso. 3 points.

Prerequisites: reading knowledge of Italian.

Tasso as a poet and literary theorist through an analysis of Rinaldo, Aminta and Gerusalemme Liberata and discussion of Dialoghi. Emphasis on epic and pastoral precedents, contemporary philosophical currents, the moral and political influence of the Counter Reformation.

Fall 2015: ITAL G4030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4030	001/29673	M 2:10pm - 4:00pm 501 Hamilton Hall	Jo Ann Cavallo	3	7

ITAL W4030 Tasso. 3 points.

A close reading of Tasso's *Rinaldo*, *Aminta*, *Gerusalemme Liberata*, and *Discorsi*. Emphasis on epic and romance antecedents, contemporary philosophical currents, ideological and political pressures. In English, with texts in Italian, but non-Italianists may read the texts in translation

ITAL W4039 Imitation and Innovation In Italian Renaissance Theatre. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: knowledge of Italian.

A study of several 16th-century Italian plays, focussing on comedy, but also exploring tragedy, favola, pastoral, and tragicommedia. Plays by Bernardo Dovizi da Bibbiena, Ariosto, Machiavelli, Bruno, Aretino, Trissino, Tasso, and Guarini.

ITAL G4042 Allegorical Fiction of the Italian Renaissance and Its Classical and Medieval Heritage. 3 points.

Not offered during 2015-16 academic year.

The evolution of the allegorical literary tradition from the classical and medieval periods to its development in Italian Renaissance fiction. Allegorical commentaries of the Aenid, the Roman de la Rose, Petrarch's *Trionfi*, Boccaccio's *Amorosa visione*, Poliziano's *Stanze*, selections of Boiardo's *Orlando Innamorato* and Ariosto's *Orlando Furioso*, and Machiavelli's *Asino d'oro*.

ITAL W4048 Women In the Italian Renaissance. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: reading knowledge of Italian.

An examination of 15th- and 16th-century writings by women and about women. The education of women, women and the

family, the notion of women and the woman writer, women at court, and querelle des femme, poet-courtesans, rape and pornography

ITAL G4050 The Medieval Lyric: From the Scuola Siciliana To Dante. 3 points.

This course maps the origins of the Italian lyric, starting in Sicily and following its development in Tuscany, in the poets of the dolce stil nuovo and ultimately, Dante. Lectures in English; text in Italian, although comparative literature students who can follow with the help of translations are welcome.

ITAL W4050 Dazzling Italy: Braudel and His Critics. 3 points.

The course offers an overview of the historiography of the Mediterranean from Braudel to the contemporary debate about Mediterraneism in Italian literature and philosophy. We will use Italian literary sources, such as Matteo Bandello, Carlo Levi, and Vincenzo Consolo to discuss historiography of the Mediterranean. PDFs or photocopies of the texts will be distributed one week before each class meeting so that students may prepare them for class discussion. In English with selected readings in Italian.

Fall 2015: ITAL W4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4050	001/26996	M W 4:10pm - 5:25pm 509 Hamilton Hall	Pier Mattia Tommasino	3	7

ITAL G4051 Ideology and Politics In Italian Renaissance Literature. 3 points.

Not offered during 2015-16 academic year.

Moves from political and historical to literary text; examines each author's perspective on the sociopolitical issues that dominated Italian Renaissance culture. Major authors (e.g., L. B. Alberti, Guicciardini, Ariosto) and lesser-known ones.

ITAL G4053 Contemporary Italian Literature I (In Italian). 3 points.

May be repeated for credit; content varies.**Not offered during 2015-16 academic year.**

From D'Annunzio and Pirandello to the poets and novelists of our day.

ITAL G4054 Contemporary Italian Literature II (In Italian). 3 points.

May be repeated for credit; content varies.**Not offered during 2015-16 academic year.**

From D'Annunzio and Pirandello to the poets and novelists of our day.

ITAL W4055 Anthropology of Contemporary Italy: Pluralism, Creativity and Identity. 3 points.

This seminar examines ways in which Italy is understood and represented by Italians and non-Italians. It will analyze the formation of multiple discourses on Italy, how Italian culture

and society are imagined, represented and/or distorted. Based on an anthropological perspective, this course will examine ways in which we can understand Italy through the intersections of pluralism, ethnicity, gender, and religion. The course will study how Italy strives for political and economic unity, while there is a concurrent push toward inequality, exclusion, and marginalization. Moreover, the course will analyze the revitalization of nationalism on one hand of regionalism on the other, and will focus on the concepts of territory, identity, and tradition. Short videos that can be watched on computer and alternative readings for those fluent in Italian will be assigned. There are no pre-requisites for this course.

ITAL G4058 Italian Romanticism In Its European Context. 3 points.

Not offered during 2015-16 academic year.

The different aspects of Italian Romanticism, and its complex relations with the German and English movements.

ITAL G4059 19th-Century Italian Short Fiction: Verga and Pirandello. 3 points.

Not offered during 2015-16 academic year.

A close reading of a selection of short stories (novelle) by two authors, with reference to the social and historical environment of southern Italy.

ITAL G4060 Italian Quattrocento Civic Humanism. 3 points.

Not offered during 2015-16 academic year.

Moral philosophy, art and literary theory, history, and educational methods in the writings of Coluccio Salutati, Leonardo Bruni, Poggio Bracciolini, Matteo Palmieri, L.B. Alberti, Guarino Veronese and his son Battista, and Lorenzo Valla.

ITAL W4060 Italian Quattrocento Civic Humanism. 3 points.

Not offered during 2015-16 academic year.

Discussion of texts by the major 15th-century humanist writers including Coluccio Salutati, Leonardo Bruni, Poggio Bracciolini, Matteo Palmieri, L.B. Alberti, and Guarino da Verona. Students can read texts in Latin, Italian, and/or English.

ITAL G4062 Alfieri and Foscolo. 3 points.

Not offered during 2015-16 academic year.

Focus on the two authors in the context of European Romanticism (German and English). Attention to the legacy of classical antiquity in Foscolo's formation, evidenced in his poetical, critical and philological works.

ITAL G4066 The World Beyond Europe in Italian Renaissance Literature. 3 points.

Not offered during 2015-16 academic year.

This course will explore encounters with the lands and peoples of Asia and Africa in a selection of Italian fictional works from the fifteenth and sixteenth centuries, with attention to the historical

and literary context. Classes will be in English, but many of the works are available in Italian only.

ITAL G4072 Manzoni. 3 points.

Not offered during 2015-16 academic year.

One of the most significant prose writers of the 19th century, Manzoni is an emblematic representative of the Catholic tradition. His major works read in the context of European debates on Romanticism. Manzoni's European dimension is assessed at the levels of the genesis of individual works and their critical reception.

ITAL G4074 Montale [In Italian]. 3 points.

Not offered during 2015-16 academic year.

Montale's work, against the background of Italian and European poetry.

ITAL G4079 Boccaccio's *Decameron*. 3 points.

ITALIAN MAJORS AND ITALIAN DEPT GRADUATE STUDENTS MUST REGISTER FOR SECTION 001.

While focusing on the *Decameron*, this course follows the arc of Boccaccio's career from the *Ninfale Fiesolano*, through the *Decameron*, and concluding with the *Corbaccio*, using the treatment of women as the connective thread. The *Decameron* is read in the light of its cultural density and contextualized in terms of its antecedents, both classical and vernacular, and of its intertexts, especially Dante's *Commedia*, with particular attention to Boccaccio's masterful exploitation of narrative as a means for undercutting all absolute certainty. Lectures in English; text in Italian, although comparative literature students who can follow with the help of translations are welcome.

ITAL G4086 Castiglione and the Italian Renaissance Court. 3 points.

Focus on Castiglione's *Book of the Courtier* as educational treatise, philosophical meditation, sociopolitical document, and book of courtly manners; other courtly writings of the period, from Della Casa's *Galateo* to Ariosto's *Satires* to Bembo's *Asolani*. Lectures in English; text in Italian, although comparative literature students who can follow with the help of translations are welcome.

ITAL G4088 Beyond Petrarchism: Women's Voices In the Italian Renaissance. 3 points.

Not offered during 2015-16 academic year.

Explores the cultural relevance of women's poetry in the male-dominated literature of the Italian Renaissance. Emphasis on such notions as gender, selfhood, politics, power and tradition. The authors considered are: Gaspara Stampa, Vittoria Colonna, Veronica Gambara, Veronica Franco, Chiara Matraini, Isabella Di Morra, Laura Terracina, Tullia d'Aragona.

ITAL G4089 Petrarch's *Canzoniere*. 3 points.

A reading of the *Canzoniere* that explicates Petrarch not only as he fashions himself authorially in contrast to Dante, but brings to bear ideas on time and narrative from authors such as Augustine

and Ricoeur in order to reconstruct the metaphysical significance of collecting fragments in what was effectively a new genre. We will consider this new genre-the lyric sequence-as well as read Petrarch's *Secretum* and *Trionfi*. Lectures in English; text in Italian, although comparative literature students who can follow with the help of translations are welcome.

ITAL G4090 Giacomo Leopardi In His European Context: a Comparative Perspective. 3 points.

Not offered during 2015-16 academic year.

Kindred spirit to Wordsworth, Shelley, Keats, and Hölderlin, Leopardi's 19th-century Romantic sensibility is deeply intertwined with classicism; the Hellenic ideal reworked into a personal philosophy on a par with Schopenhauer and Nietzsche.

His poetic achievement and clarity of vision a crucial term of comparison in the foundations of modernity.

ITAL G4091 Machiavelli. 3 points.

Not offered during 2015-16 academic year.

Focus on the principal works of Machiavelli in an effort to understand the various facets of his complex and at times seemingly contradictory literary personality. His role as political scientist, historian, comic playwright, and short story writer. In English.

ITAL W4091 Dante's *Divina Commedia* I. 4 points.

ITALIAN MAJORS AND ITALIAN DEPT GRADUATE STUDENTS MUST REGISTER FOR SECTION 001.

Prerequisites: SECTION 001: reading knowledge of Italian. SECTION 002: none.

A year-long course in which the "*Commedia*" is read over two consecutive semesters; students can register for the first, the second, or both semesters. This course offers a thorough grounding in the entire text and an introduction to the complexities of its exegetical history. Attention not only to historical and theological issues, but also to Dante's mimesis, his construction of an authorial voice that generations of readers have perceived as "true," and the critical problems that emerge when the virtual reality created in language has religious and theological pretensions. SECTION 001: Lectures in English, text in Italian; examinations require the ability to translate Italian. SECTION 002: Lectures in English, examinations in English; students who can follow lectures with the help of translations but who cannot manage the Italian should register for this section.

Fall 2015: ITAL W4091

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4091	001/67259	T Th 4:10pm - 6:00pm 516 Hamilton Hall	Teodolinda Barolini	4	21
ITAL 4091	002/64631	T Th 4:10pm - 6:00pm 516 Hamilton Hall	Teodolinda Barolini	4	3

ITAL W4092 Dante's *Divina Commedia* II. 4 points.
 ITALIAN MAJORS AND ITALIAN DEPT GRADUATE STUDENTS MUST REGISTER FOR SECTION 001.

Prerequisites: SECTION 001: reading knowledge of Italian. SECTION 002: none.

A year-long course in which the "Commedia" is read over two consecutive semesters; students can register for the first, the second, or both semesters. This course offers a thorough grounding in the entire text and an introduction to the complexities of its exegetical history. Attention not only to historical and theological issues, but also to Dante's mimesis, his construction of an authorial voice that generations of readers have perceived as "true," and the critical problems that emerge when the virtual reality created in language has religious and theological pretensions. SECTION 001: Lectures in English, text in Italian; examinations require the ability to translate Italian. SECTION 002: Lectures in English, examinations in English; students who can follow lectures with the help of translations but who cannot manage the Italian should register for this section.

Spring 2016: ITAL W4092

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4092	001/15645	T Th 4:10pm - 6:00pm 516 Hamilton Hall	Teodolinda Barolini	4	13
ITAL 4092	002/74450	T Th 4:10pm - 6:00pm 516 Hamilton Hall	Teodolinda Barolini	4	3

ITAL G4093 Machiavelli and Castiglione. 3 points.
 Not offered during 2015-16 academic year.

Prerequisites: the instructor's permission.
 Focus on Machiavelli's Prince and Castiglione's Book of the Courtier as philosophical, sociopolitical, historical, and literary documents: points of comparison between the two works.

ITAL G4094 Italian Philosophical and Theoretical Culture: From Vico To Weak Thought. 3 points.
 Not offered during 2015-16 academic year.

An intellectual history of modern and contemporary Italy; the canonical figures (Vico, Leopardi, De Sanctis, Labriola, Croce, Gentile, Gramsci, Della Volpe, Vattimo, Eco, Cacciari, Tafuri); articulation of the difference of Italian philosophical and theoretical culture; the post-1968 explosion of theory under—and at times against—the sign of postmodernism; negative and weak thought and developments in feminist theory.

ITAL G4097 The Italian Renaissance Romance Epic I. 3 points.

An in-depth study of Italy's two major romance epics, Boiardo's Orlando Innamorato and Ariosto's Orlando Furioso, in their literary and historical contexts. Topics include creative imitation, genre, allegory, ideology, and politics. Attention will also be given to the place of these two texts in the global history of the epic.

ITAL G4098 The Italian Renaissance Romance Epic II. 3 points.

An in-depth study of Italy's two major romance epics, Boiardo's Orlando Innamorato and Ariosto's Orlando Furioso, in their literary and historical contexts. Topics include creative imitation, genre, allegory, ideology, and politics. Attention will also be given to the place of these two texts in the global history of the epic.

ITAL G4100 Narratives of Modernity. 3 points.

In revisiting two major authors of the Italian modern novel, the course investigates the relation between fiction and the "conditions of modernity" (personal risk, anxiety and lack of control on reality, secularization, to name a few). Special attention will be paid to the response of the novelistic discourse to modernity, and to Italy's peculiarly peripheral position in the modern world. Primary texts will be read in Italian, while theoretical references will be in English.

ITAL G4102 Renaissance Chivalric Epic and Folk Performance Traditions. 3 points.

This course will examine a selection of chivalric narratives, primarily episodes from Boiardo and Ariosto, as they pass from written word to theatrical performance in the form of Sicilian puppet theater and Tuscan-Emilian epic *Maggi* (folk opera). Classes will be in English, but the performances and some readings are in Italian without available translations.

Spring 2016: ITAL G4102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4102	001/26008	W 4:10pm - 6:00pm 501 Hamilton Hall	Jo Ann Cavallo	3	2

ITAL G4103 Forgotten Best-Sellers of the Cinquecento. 3 points.
 Not offered during 2015-16 academic year.

Examines popular romances that were frequently printed during the 16th century but are not part of the current canon. These lesser-known works not only provide an important context for the evolution of the romance-epic genre and the novel, they also help us understand the socio-historical and cultural climate of 16th-century Italy. Class in English, but reading knowledge of Italian required since texts are not available in translation.

ITAL G4107 Imitation, Genre Theory, and Canon Formation In the Italian Renaissance. 3 points.
 Not offered during 2015-16 academic year.

This course is intended to explore the quest for, and emergence of, new literary ideas and programs in the Italian Renaissance, from early Humanism to the late Cinquecento. Emphasis is put on such central issues as imitation, Aristotelian mimesis, poetics and genre, and on the progressive creation of universal norms for literary writing. The reading list includes excerpts from the works of the major theorists and poets: Aristotle, Petrarch, Poliziano, Bembo, Trissino, Giraldis Cinzio, Minturno, Castelvetro, Tasso, and others.

ITAL G4109 Writing the Self: the Tradition of Autobiography in Italy, 19th-20th Centuries. 3 points.

Against the backdrop of the heated critical debate on the boundaries and limitations of the autobiographical genre, this course addresses the modern and contemporary tradition of autobiographical writings, focusing in particular (but not exclusively) on exploring and positing the potential difference between male and female autobiographers. More specifically, we will question the adequacy of the traditional model of autobiographical selfhood based on the assumption of unified, universal, exemplary and transcendent self to arrive at an understanding of women's autobiography. Topics to be addressed include: the crisis of the subject, "je est un autre", the "man" with a movie camera, strategies of concealment and disclosures. Authors to be studied include: D'Annunzio, Pirandello, Svevo, Fellini, Moretti, Ortese, Ginzburg, Manzini, Cialente, Ramondino. *In Italian*

ITAL G4110 Representations of the South in Modern Italian Literature. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: Open to qualified undergraduates with permission of instructor.

Literary representations of the Italian South from the late nineteenth century to the present. Special attention to the symbolic importance of the South in modern Italian culture. Short stories and novels by Verga, D'Annunzio, Pirandello, Alvaro, Levi, Lampedusa, and Sciascia.

ITAL G4125 Italian Tales. 3 points.

Not offered during 2015-16 academic year.

The course examines the important Italian contribution to modern and contemporary narrative, especially in the genre of short narrative (short story, novella), with attention also to novels, combining narrative theory with close reading. Authors include A. De Céspedes, E. Morante, as well as S. Vassalli, D. Del Giudice, P. V. Tondelli, etc. *Lectures in English, texts in Italian.*

ITAL W4140 Fictionalizing History: Fascism in Literature and Film. 3 points.

The course aims at providing students with a broad knowledge of the political and cultural issues affecting Italy in the crucial, dramatic years between 1922 and 1945. Against the backdrop of Mussolini's politics, our investigation examines the complex, multifaceted ways the dictatorship has been portrayed in fiction and cinema. Our research will require the evaluation of written texts and films produced both during this period and after it. We will analyze some fundamentals of the fascist doctrine and the most prominent strategies through which Fascism succeeded in creating a popular consensus (i.e., social projects and sophisticated techniques of propaganda). Then we will proceed alternating the analysis of historical documents with literary and cinematic works authored by Moravia, Vittorini, and Fellini, among others.

Spring 2016: ITAL W4140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4140	001/68604	T 2:10pm - 4:00pm 509 Hamilton Hall	Elizabeth Leake	3	13

ITAL W4150 Notturmo Italiano: 19th- and 20th-Century Italian Mystery Tale. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: knowledge of Italian.

Focus on a little-known genre of modern Italian literature. The works of several writers, both major and minor. Comparisons with the tradition of the mystery tale in other European literatures.

ITAL W4190 Multicultural Italy": A European Country of Diversities. 3 points.

This seminar examines what can be considered a tremendous Italian diversity. Italy is a multicultural society, not only because of the flow of immigrants throughout the most recent decades, but also because of a too often neglected historical, cultural, linguistic and political 'inner' diversity. Linguistic minorities, religious groups, cultural enclaves, 'nomadic' cultures, immigrants & refugees, and border residents are the main focus of this course. The seminar will also analyze how these differences constructively cohabit or how they can represent sources of conflict; it will provide examples of either peaceful pluralism or of conflictual social friction. Videos that can be watched on the computer and alternative readings for those fluent in Italian will be assigned. There are no pre-requisites for this course.

ITAL V4201 Once Upon a Time, In a Far Away Land: the Italian Fairy Tale. 3 points.

Not offered during 2015-16 academic year.

A study of the Italian fairy tale from its oral folk origins to the first literary examples, viewed from a variety of critical approaches including the formalist, folkloric and psychoanalytic.

ITAL G4215 Italy: Emigrants, Immigrants, and Tourists. 3 points.

This seminar intends to examine migration from Italy with a particular attention to the United States, and migration and tourism to Italy from a global perspective. The establishment of varied enclaves of Italian emigrants abroad (especially in the USA), as well as the development of immigrants' identities in Italy today, will be analyzed. Traditional and historical 'ethnic migration' and contemporary migrant practices will be studied and compared, while taking into consideration the noticeable range of transnational mobilities. The course will also study tourism as a well rooted industry in Italy, that plays an important role in the international tourism industry, and that keeps evolving and adapting to the challenging changes at a global level. Specific forms of tourism, such as cultural, agro-rural, and religious tourism, will be analyzed. How culture is represented and perceived in touristic spaces, how cultural traditions are reinvented to satisfy tourist expectations, and how and why

'ethnic' stereotypes are constructed and manipulated for tourism will also be a focus in the seminar. In English.

Fall 2015: ITAL G4215

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4215	001/22194	W 2:10pm - 4:00pm 401 Hamilton Hall	Barbara Faedda	3	2

ITAL G4220 Introduction to the History and Theory of Literary Interpretation. 3 points.

What is Interpretation? How does it work? What are the major Theories of Criticism in Italy? What is the difference between aesthetics, poetics, critique and the work of art in itself? What is their relationship to other aspects of culture? These and other questions will be addressed in this course. We will begin with a sketch of the Italian tradition from Humanism to the late nineteenth century, then focus on Idealism and its pervasiveness in most realms of culture from the beginning of the twentieth century through the post-WWII period. Subsequently, discussions will be dedicated to a broad variety of critical methods and their relevance as and for interpretive strategies.

Fall 2015: ITAL G4220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4220	001/75947	T 2:10pm - 4:00pm 501 Hamilton Hall	Elizabeth Leake	3	9

ITAL G4250 The Italian Urban Imaginary: City-Theory, City-Image, City-Text From Futurism To Negative Thought.. 3 points.

Open to qualified comparative literature students with the instructor's permission. **Not offered during 2015-16 academic year.**

An interdisciplinary study of the representation of the city and urban experience in 20th-century Italian theoretical, visual and literary culture; The role played by cinema in constructing the image and psychogeography of the post-WW II and contemporary Italian metropolis; Case study of individual cities (Rome, Venice, Naples, Milan, Florence); Reading the city as a cultural and spatial text derived primarily from the Italian tradition (Tafuri, Cacciari, Rossi, Calvino, Eco, Vattimo and others), also the comprehensive genealogy of city theorists as it extends from Simmel and Benjamin to Venturi and Koolhaas.

ITAL W4250 Creating Modernity: an Introduction To Early 19th-Century Italian Literature. 3 points.

Explores the emergence of, and quest for, new literary ideas and programs in early-Ottocento Italian poetry and prose. Emphasis on such central notions as Classicism, Romanticism, and Tradition, and on the strong connection between literary issues (genres, forms, and language) and historical/cultural ones (nation, political struggle, and civil engagement) in the works of the major authors of this period, Ugo Foscolo, Giacomo Leopardi, and Alessandro Manzoni.

ITAL W4252 Antonio Gramsci: Literature, Culture, Power. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT).

Not offered during 2015-16 academic year.

Prerequisites: Open to undergraduates with permission of the instructor.

Examines the writings of Antonio Gramsci and their influence on literary criticism, cultural studies, and filmmaking. Includes works by Luigi Pirandello, Giuseppe Tomasi di Lampedusa, Pier Paolo Pasolini; criticism by Raymond Williams, Edward Said, Stuart Hall; films by Luchino Visconti, the Taviani Brothers, Pasolini.

ITAL G4254 Visible Cities, Visible Machines: Modernity and Urban Portraits In Italian Lyric. 3 points.

Not offered during 2015-16 academic year.

The course intends to examine the contrast between such a deeply rooted genre as lyric poetry and the emergence of modernity. Given the extended and often contradictory development of industrial modernity in Italy, Italian poetry becomes a unique case in point. Primary readings will be in Italian and will include Pascoli, D'Annunzio, Marinetti, Palazzeschi, Govoni, Saba, Sbarbaro, Montale, Caproni, Sereni, Fortini. Secondary readings will be in Italian and English, and will include Benjamin, Bergmann, Simmel. The course is conducted in Italian and in English.

ITAL W4258 19th- and 20th-Century Italian Epistolary Novels. 3 points.

Not offered during 2015-16 academic year.

Focuses on novels written in epistolary form, studying the properties and functionality of the letter within the literary text. Special attention is given to the interrelation between literary production and historical events as well as cultural practices. In Italian.

ITAL G4300 Verga and Verismo. 3 points.

Not offered during 2015-16 academic year.

Verga's major works of fiction (I Malavoglia, Mastro-don Gesualdo, and two collections of rustic novelle) in relation to the key cultural trends and historical developments in postunification Italy (the emergence of verismo, the new dimensions of publishing and readership, the genesis of the Southern Question).

Also, selected novelle by Gabriele D'Annunzio and Luigi Pirandello to appreciate how the legacy of Verga and verismo was relaborated in the new cultural climate of decadentismo.

Lectures in English; text in Italian, comparative literature students who use translation are welcome.

ITAL V4310 Sex, Marriage, and the Family In Early Modern Italy. 3 points.

Not offered during 2015-16 academic year.

The institutions of marriage and the family, from the quattrocento through the seicento. Economic and social factors,

as well as intellectual and ideological perspectives. The Italian peninsula, and emphasis on central and northern Italian states.

ITAL G4340 Italy's Southern Question: Geography, Culture, Power. 3 points.

Open to undergraduates with the instructor's permission.

This course examines Italy's Southern Question from the nineteenth century to the present, investigating the interrelations among cultural representation, geography, and power by focusing on three writers/artists who produced major representations and theorizations of the Southern Question in three different cultural forms: the fiction of Giovanni Verga, the theoretical writings of Antonio Gramsci; the films of Luchino Visconti. Readings and discussion in English. Optional additional readings in Italian.

ITAL G4380 Va, Pensiero: the Culture of the Italian Diaspora In America From the Great Immigration To the Postmodern Condition. 3 points.

Not offered during 2015-16 academic year.

A history of the Italian and Italian American presence in and contribution to American culture from 1880 to the present. The ways in which Italian culture—elite and popular—and the idea of Italy itself have traveled to the U.S. and the manner in which an extra-territorial and transcultural Italian identity has been constructed within the context of (dis)placement and (dis)location. Formal contributions to literature and the arts (theatre, music—classical as well as a popular—dance, visual culture and cinema); the informal contributions to the common culture, whether in the form of everyday practices, including linguistic contributions, or sub-cultural styles.

ITAL G4391 Challenging Genres, Gendering Fiction: the Experience of Italian Women Writers, 1945-90. 3 points.

Addresses women writers working in Italy from the postwar period to the 1990s. Analyzes the historical novel, fantastic fiction, and autobiography. Against the backdrop of the critical debate on the literary canon, explores the specificity of women's writing and the way these articulated their difference by subverting and altering dominant literary codes. In English.

Spring 2016: ITAL G4391

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4391	001/69378	Th 2:10pm - 4:00pm 501 Hamilton Hall	Elizabeth Leake	3	6/20

ITAL W4395 Fifty Years of Impatience: The Italian Novel between 1950-2000. 3 points.

The course examines some of the most important novels that belong to Italy's period of major social and economic transformations. Only after WWII Italy finally becomes a modern nation, i.e. a republic based on truly universal suffrage, and an industrialized country. Such accelerated progress, though, causes deep social instability and mobility which obviously results in heavy psychological pressures on the people: adaptation becomes crucial and inevitable. Fiction therefore resumes the task to represent such awkwardness of integration

into a modern bourgeois society that, contrarily to its European and American counterpart, is extremely tentative and insecure per se, since it's political identity has extremely precarious grounds. Among other authors, primary readings include Giuseppe Tomasi di Lampedusa's *The Leopard* and Italo Calvino's *If on a Winter's Night a Traveler*. *Primary Readings in Italian*.

ITAL W4400 The Italian Mind: Patterns of Representation. 3 points.

Not offered during 2015-16 academic year.

A critical assessment of some of the main features of the Italian character. Representations of Italianicity (dealing with such issues as Fascism, the Mafia, and Catholicism) analyzed on the basis of literary and cultural readings.

ITAL G4401 WWII, the Resistance and the Holocaust In Italian Literature and Cinema. 3 points.

The political, social, and cultural issues affecting Italy in the crucial, dramatic years between 1943 and 1945. More specifically, the canonical literary and cinematic representations of the war, the "Resistenza" and the Holocaust and the aesthetic issues related to the encounter between history and fiction, reality and imagination. Further examination of how the war has affected women: such an inquiry will require the evaluation of lesser-known women's texts. Topics to be addressed include: war and gender, women as subjects of history, the intersection of the political and the private. Authors to be examined include: Calvino, Fenoglio, Pavese, Levi, Rossellini, Wertmüller, Rosi, Vigano', Milli, Zangrandi, D'Eramo.

ITAL G4410 From '68 Thought To Weak Thought: an Ideological Profile of Contemporary Italy. 3 points.

Not offered during 2015-16 academic year.

An intellectual and cultural history of Italy as it passes from its post-1968 period of collective action and cultural protest to its current status as what Gianni Vattimo has called the transparent society, to use a term of postmodern condition that comes from within the Italian culture. Interdisciplinary study of all forms of cultural production during this period, including developments in visual and architectural culture, with particular emphasis on cinema. Focus on Italian philosophical and theoretical culture as exemplified in such movements as weak thought and negative thought and the various installments of feminist theory.

ITAL G4420 The Window On the World: Reassessing Italian Neorealism. 3 points.

Roberto Rossellini, Vittorio De Sica, Luchino Visconti and other Italian filmmakers challenged modes of film production in vogue in the 1940s and 1950s, both in theoretical and practical terms. This course will analyze both the feature films and the theoretical writings of such directors as those mentioned and others, in order to investigate the modes of representation of reality in the immediate postwar years, their relation to the identity of the newborn Italian Republic, and their significance in post-WWII filmmaking. All readings and lectures in English; Films in Italian or French, with English subtitles.

Fall 2015: ITAL G4420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4420	001/27942	Th 2:10pm - 4:00pm 309 Hamilton Hall	Elizabeth Leake	3	8

ITAL G4495 Thirteen Ways: Rome as a Cinematic City. 3 points.

Advanced undergraduates may enroll with the instructor's permission. (Paper add/drop form)

Close analysis of Italian city-films that represent and map out Rome as a real and imagined space. The course attempts to establish a canon of city-films through which to articulate a counter-history of Italian cinema as it passes from neorealism to the present -- from *Roma città aperta* (1945) to *La grande bellezza* (2013) -- and to embed these films within a larger cultural and urban history in which cinematic Rome plays a crucial role in the Italian construction of a national urban consciousness.

ITAL G4500 Topics in Italian Literature: Leopardi and Nature. 3 points.

The course will be focused on Leopardi's *Canti*, with special reference to the concept of nature. The theme will be explored in connection with the main philosophical sources of Leopardi's thought, as located within Nineteenth century European philosophy. The course so intends to provide a deep knowledge of Leopardi's poetry, in which the theme of nature plays a crucial role, as well as a clear vision of its philosophical and literary background. Not only that, the aim of the course is also to familiarize students with problems concerning the relations of nature and human beings, as Leopardi saw them, and as we still see them. To attend the course, no special competence is required, but for a good knowledge of Italian language. *In Italian.*

ITAL W4502 Italian Cultural Studies I: From Unification to World War I. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

An interdisciplinary investigation into Italian culture and society in the years between Unification in 1860 and the outbreak of World War I. Drawing on novels, historical analyses, and other sources including film and political cartoons, the course examines some of the key problems and trends in the cultural and political history of the period. Lectures, discussion and required readings will be in English. Students with a knowledge of Italian are encouraged to read the primary literature in Italian.

Fall 2015: ITAL W4502

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4502	001/09528	T Th 10:10am - 11:25am 501 Milbank Hall	Nelson Moe	3	11

ITAL W4503 Italian Cultural Studies II: From World War I to the Present. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

An interdisciplinary investigation into Italian culture and society in the years between World War I and the present. Drawing on historical analyses, literary texts, letters, film, cartoons, popular music, etc., the course examines some of the key problems and trends in the cultural and political history of the period. Lectures, discussion and required readings will be in English. Students with a knowledge of Italian are encouraged to read the primary literature in Italian.

Spring 2016: ITAL W4503

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4503	001/04473	T Th 8:40am - 9:55am 227 Milbank Hall	Ariella Lang	3	6

ITAL W4520 See Naples and Die: Portrait of a City. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT).

Explores the cultural history of Naples and the Neapolitans over the past two centuries in diverse areas including literature, film, theatre, and music. Works will include texts by Serao, Croce, Benjamin, Gramsci, De Filippo, and Ortese; films by Rossellini, Rosi, and Pasolini.

Fall 2015: ITAL W4520

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4520	001/04201	T Th 1:10pm - 2:25pm 324 Milbank Hall	Nelson Moe	3	4

ITAL G4725 Pirandello and Modern Drama. 3 points.
Not offered during 2015-16 academic year.

The course will examine the foundations of modern drama and stage representation by analysing Luigi Pirandello's plays and theoretical works in close comparison with the major authors and drama theorists of the XIX century, including Bertolt Brecht, August Strinberg, and Jean Genet.

ITAL G4771 The Poetry of Giuseppe Ungaretti: Its French and Italian Origins. 3 points.

Not offered during 2015-16 academic year.

A study of Ungaretti's work; its relationship to Baudelaire, Rimbaud, Mallarmé, Apollinaire, Valéry, and Italian lyricists from Petrarch to Leopardi, D'Annunzio, and the Twilight poets. Texts read in the original.

HUNGARIAN COURSES

HNGR W1101 Elementary Hungarian I. 4 points.

Introduction to the basic structures of the Hungarian language. Students with a schedule conflict should consult the instructor about the possibility of adjusting hours.

Fall 2015: HNGR W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1101	001/67158	T Th 4:10pm - 6:00pm 501 Hamilton Hall	Carol Rounds	4	3/20

HNGR W1102 Elementary Hungarian II. 4 points.

Prerequisites: *HNGR W1101* or the equivalent.

Introduction to the basic structures of the Hungarian language. Students with a schedule conflict should consult the instructor about the possibility of adjusting hours.

Spring 2016: HNGR W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1102	001/20181	T Th 9:10am - 11:00am 501 Hamilton Hall	Carol Rounds, Stephane Charitos	4	2/20

HNGR W1201 Intermediate Hungarian I. 4 points.

Further develops a student's knowledge of the Hungarian language. Students with a schedule conflict should consult the instructor about the possibility of adjusting hours.

Fall 2015: HNGR W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1201	001/22276	T Th 2:10pm - 4:00pm Room TBA	Carol Rounds	4	6/16

HNGR W1202 Intermediate Hungarian II. 4 points.

Further develops a student's knowledge of the Hungarian language. Students with a schedule conflict should consult the instructor about the possibility of adjusting hours.

Spring 2016: HNGR W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1202	001/62872	T Th 4:10pm - 6:00pm 352b International Affairs Bldg	Carol Rounds	4	3

HNGR W3340 Advanced Hungarian Grammar. 3 points.

Prerequisites: *HNGR W1201* or the equivalent.

Advanced Hungarian Grammar focuses on the more complex syntactic/semantic constructions of Hungarian in addition to vocabulary enrichment. Readings in literature, oral presentations, translations, and essays serve to enhance the grammatical material.

Fall 2015: HNGR W3340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HNGR 3340	001/69271	T Th 10:10am - 11:25am 518 Hamilton Hall	Carol Rounds	3	1/16
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HNGR W3341 Advanced Readings in Hungarian. 3 points.

Prerequisites: *HNGR W3340* or the equivalent.

Advance Readings in Hungarian has an emphasis on rapid and comprehensive reading of academic materials. In addition to weekly readings, oral presentations and written essays serve to improve fluency in all aspects of Hungarian.

HNGR W3343 Hungarian Descriptive Grammar. 3 points.

This course is designed for those curious about the structure of Hungarian - an unusual language with a complex grammar quite different from English, or, indeed, any Indo-European language. The study of Hungarian, a language of the Finno-Ugric family, offers the opportunity to learn about the phonology of vowel harmony, the syntax of topic-comment discourse, verb agreement with subjects and objects, highly developed case systems and possessive nominal paradigms. In addition to its inflectional profile, Hungarian derivation possibilities are vast, combinatory, and playful. During the semester we will touch upon all the important grammatical aspects of Hungarian and discuss them in relation to general linguistic principles and discourse, and finally, through some text analysis, see them in action. Although the primary discussion will center on Hungarian, we will draw on comparisons to other Finno-Ugric languages, most notably Finnish and Komi; students are encouraged to draw on comparisons with their own languages of interest. No prerequisite. Counts as Core Linguistics.

Spring 2016: HNGR W3343

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 3343	001/14135	T Th 1:10pm - 2:25pm 408 Hamilton Hall	Carol Rounds	3	5

HNGR W4028 Modern Hungarian Prose in Translation: Exposing Naked Reality. 3 points.

This course introduces students to representative examples of an essentially robust, reality-bound, socially aware literature. In modern Hungarian prose fiction, the tradition of nineteenth-century "anecdotal realism" remained strong and was further enlivened by various forms of naturalism. Even turn-of-the-century and early twentieth-century modernist fiction is characterized by strong narrative focus, psychological realism, and an emphasis on social conditions and local color. During the tumultuous decades of the century, social, political, national issues preoccupied even aesthetics-conscious experimenters and ivory-tower dwellers. Among the topics discussed will be "populist" and "urban" literature in the interwar years, post-1945 reality in fiction, literary memoirs and reportage, as well as late-century minimalist and postmodern trends.

Fall 2015: HNGR W4028

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 4028	001/75281	T Th 6:10pm - 7:25pm	Ivan Sanders	3	1

707 Hamilton Hall

HNGR W4050 The Hungarian New Wave: Cinema in Kadarist Hungary [In English]. 3 points.

Hungarian cinema, like film-making in Czechoslovakia, underwent a renaissance in the 1960's, but the Hungarian new wave continued to flourish in the 70's and film remained one of the most important art forms well into the 80's. This course examines the cultural, social and political context of representative Hungarian films of the Kadarist period, with special emphasis on the work of such internationally known filmmakers as Miklos Jancso, Karoly Makk, Marta Meszaros, and Istvan Szabo. In addition to a close analysis of individual films, discussion topics will include the "newness" of the new wave in both form and content (innovations in film language, cinematic impressionism, allegorical-parabolic forms, auteurism, etc.), the influence of Italian, French, German and American cinema, the relationship between film and literature, the role of film in the cultures of Communist Eastern Europe, the state of contemporary Hungarian cinema. The viewing of the films will be augmented by readings on Hungarian cinema, as well as of relevant Hungarian literary works.

Spring 2016: HNGR W4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 4050	001/27008	T Th 6:10pm - 7:25pm 707 Hamilton Hall	Ivan Sanders	3	4

JAZZ STUDIES

The Center for Jazz Studies: Prentiss Hall, 4th floor (632 W. 125th Street); 212-851-9270
<http://www.columbia.edu/cu/cjs>

Jazz at Columbia:

<http://www.music.columbia.edu/~cecenter/JazzConcentration/>

Director: Prof. Robert G. O'Meally, 611 Philosophy;
 212-851-9270; rgo1@columbia.edu

Director of Jazz Performance: Prof. Christopher Washburne,
 619A Dodge; 212-854-9862; cjw5@columbia.edu

Program Administrator: Yulanda McKenzie, 602 Philosophy;
 212-851-9270; ym189@columbia.edu

The special concentration in jazz studies is an interdisciplinary liberal arts course of study that uses jazz music—and the jazz culture from which the music emanated—as a prism through which to study jazz culture during what might be termed the long jazz century, the Sprawling 20's. The curriculum in this new field guides students in developing a firm grounding in the traditions and aesthetic motives of jazz music, viewed through the perspectives of music history and ethnomusicology as well as literary theory and cultural studies.

The program also explores in depth the development of jazz-oriented art works in the music's sister arts—literature, dance, painting, photography, and film. While a U.S. focus is highly appropriate, considering the many ways in which jazz is a definitive music of this nation, students also explore jazz's geographical history beyond these shorelines, including complex, ongoing interactions with Africa, the Caribbean, Europe, and Asia.

The special concentration in jazz studies is designed for music majors as well as for those majoring in other fields. The main difference between music majors and non-music majors is that while music majors take advanced courses in arranging, composition, and transcription, non-music majors are required to take an introduction to music fundamentals.

While there are some fields where the fit with jazz studies is very obvious—music, American studies, African-American studies, English, comparative literature, and history—special concentrators can major in any field whatsoever. Is there a jazz or improvisatory philosophy? What might be its relation to studies of aesthetics or American pragmatism? And what are jazz's implications for the student of law? How does one protect the intellectual property rights of an improvised jazz solo? What about business? What economic and political forces have shaped jazz? Who buys jazz? What is its audience? What is a jazz painting? A jazz novel? What is jazz poetry? What is jazz dance? What is a jazz film? What are the sources and meanings of art? What work does the music do for the whole community?

Along with problems of musical history, form, and definition, our special courses explore jazz as a culture. Students not only study individual jazz artists but also explore the immeasurably variegated worlds through which such artists moved, and which they helped to shape. As cultural historians-in-training—focused on questions of nationality, race, sexuality, gender, economics, and politics—students explore the extraordinarily complicated terrains of the New Orleans of Bunk Johnson, for example, or the Baltimore of Billie Holiday (born in Philadelphia, reared in Baltimore). They explore such artists' other geographical travels. What did their images, including mistaken conceptions of who they were, tell us about the cultures that mythologized them?

How did these jazz musicians influence not only musicians but other artists of their era and milieu: the poets and novelists, painters and sculptors, photographers and filmmakers, dancers and choreographers who regularly heard them play and often shared with them a sense of common project?

One thinks of Tito Puente, working with singers and dancers at the Palladium; Jackson Pollack dancing to the music as he spun drips of paints on canvasses placed on the studio floor; Langston Hughes writing detailed instructions to the musicians he hoped would accompany performance of his poetry; Romare Bearden's beautifully turned stage and costume designs for Alvin Ailey and Dianne McIntyre, whose improvisatory jazz dance workshop was called Sound in Motion; the drummer Jo Jones in an interview naming as key influences a series of tap dancers he admired; Stanley Crouch, stirring in his high-powered essays in a room where jazz drums stand at the center, the old dream-kit inspiration; Ralph Ellison, who kept in touch with his beginnings as a musician in Oklahoma City through hour-long conversations with his childhood friend, the singer Jimmy Rushing; Toni Morrison reading her magical prose to improvisations by Max Roach and the dancer Bill T. Jones; and the pianist Jason Moran playing at the Studio Museum in Harlem, where he introduced his group as including Beauford Delany, whose paintings hung on the wall near the bandstand—vigorous all and recall across the art forms.

Perhaps above all, the special concentration in jazz studies is designed to prepare students to be well-prepared and flexible improvisers in a universe of change and possibility.

FACULTY INTERDEPARTMENTAL COMMITTEE ON JAZZ STUDIES

- Ann Douglas (English and Comparative Literature)
- Brent Hayes Edwards (English and Comparative Literature)
- Aaron Fox (Music)
- Farah Jasmine Griffin (English and Comparative Literature)
- George Lewis (Music)
- Robert G. O'Meally (English and Comparative Literature)
- Christopher Washburne (Music)

ADJUNCT LECTURERS IN JAZZ PERFORMANCE

- Paul Bollenbeck
- Christine Correa
- David Gibson
- Brad Jones
- Victor Lin
- Ole Mathiesen
- Tony Moreno
- Ugonna Okegwa
- Adriano Santos
- Don Sickler
- Leo Traversa
- Ben Waltzer

REQUIREMENTS

GUIDELINES FOR ALL JAZZ STUDIES SPECIAL CONCENTRATORS

Students interested in a special concentration in jazz studies should speak with the director no later than the fall semester of the sophomore year.

In addition to the requirements of the special concentration, students must complete a major or a full concentration. Students interested in declaring a special concentration in jazz studies will be assigned an adviser. The program of study is to be planned with the adviser as early as possible.

SPECIAL CONCENTRATION IN JAZZ STUDIES

Please read *Guidelines for all Jazz Studies Special Concentrators* above.

The special concentration in jazz studies requires a total of seven courses (22 points minimum), distributed as follows:

Requirements for Non-Music Majors/ Concentrators

ENGL W4612 Jazz and American Culture

MUSI V2016 Jazz

MUSI V1002 Fundamentals of Music

Three interdisciplinary courses as approved by the director

A senior independent study project

Requirements for Music Majors/ Concentrators

ENGL W4612 Jazz and American Culture

MUSI V2016 Jazz

MUSI G4505 Jazz Arranging and Composition

MUSI G4500	Jazz Transcription and Analysis
MUSI V1618	Columbia University Jazz
- MUSI V1619	Ensemble and Columbia University Jazz Ensemble (strongly recommended but not required)

Private music lessons (strongly recommended but not required)

Three interdisciplinary courses as approved by the director

A senior independent study project

COURSES

JAZZ W4900 Jazz and the Literary Imagination. 3 points.

(Lecture). This course will focus on the ways that jazz has been a source of inspiration for a variety of twentieth-century literatures, from the blues poetry of the Harlem Renaissance to contemporary fiction. We will consider in detail the ways that writers have discovered or intuited formal models and political implications in black music. Rather than simply assume that influence only travels in one direction, we will also take up some literary efforts (including autobiography, poetry, historiography, and criticism) by musicians themselves. What are the links between musical form and literary innovation? How can terms of musical analysis (improvisation, rhythm, syncopation, harmony) be applied to the medium of writing? How does music suggest modes of social interaction or political potential to be articulated in language? How does one evaluate the performance of a poem (in an oral recitation or musical setting) in relation to its text? Materials may include writings and recordings by Jacques Attali, James Weldon Johnson, Langston Hughes, Louis Armstrong, Zora Neale Hurston, Sterling Brown, Kurt Schwitters, Ralph Ellison, Amiri Baraka, Ella Fitzgerald, William Melvin Kelley, Edward Kamau Brathwaite, Gayl Jones, Michael Ondaatje, Ed Pavlic, Joseph Jarman, Nathaniel Mackey, and Harryette Mullen, among others. Requirements: weekly response papers, a 5-7 pg. midterm paper and a 9-12 pg. final paper.

Spring 2016: JAZZ W4900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JAZZ 4900	001/25415	T Th 10:10am - 11:25am 702 Hamilton Hall	Brent Edwards	3	73/100

OF RELATED INTEREST

Dance (Barnard)

DNCE BC1247	Jazz, I: Beginning
- DNCE BC1248	and Jazz, I: Beginning
DNCE BC1445	Tap, I: Beginning
- DNCE BC1446	and Tap, I: Beginning
DNCE BC2248	Jazz, II: Intermediate
- DNCE BC2249	and Jazz, II: Intermediate
DNCE BC2447	Tap, II: Intermediate
- DNCE BC2447	and Tap, II: Intermediate

English and Comparative Literature

ENGL W4621	Harlem Renaissance
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Music

MUSI W1525 - MUSI W1526	Instrumental Instruction I and Instrumental Instruction II
MUSI V1618 - MUSI V1619	Columbia University Jazz Ensemble and Columbia University Jazz Ensemble
MUSI V2016	Jazz
MUSI V2020	Salsa, Soca, and Reggae: Popular Musics of the Caribbean
MUSI V2582	Jazz improvisation: theory, history and practice
MUSI G4500	Jazz Transcription and Analysis
MUSI G4505	Jazz Arranging and Composition
MUSI W4507	The New Thing: Jazz 1955-1980
MUSI W4540	Histories of Post-1960's Jazz

JEWISH STUDIES

Program Office: Institute for Israel and Jewish Studies, 511 Fayerweather; 212-854-2581
<http://www.iijs.columbia.edu/>

Program Director: Prof. Jeremy Dauber, 319 Hamilton; 212-854-9608; jad213@columbia.edu

Assistant Director: Sheridan Gayer, 511 Fayerweather; 212-854-2581; sjg41@columbia.edu

The academic discipline of Jewish studies is an interdisciplinary field centered on the analysis and investigation of Jewish history, religion, language, and literature. The discipline ranges from the study of Jews and Judaism in antiquity to the present day. It explores Judaism not only as a religion, but as a civilization and culture.

A special concentration in Jewish studies is available for undergraduates and allows students to draw upon classes in a wide range of departments across the University, including History; Sociology; Middle Eastern, South Asian, and African Studies; Germanic Languages and Literature; and Religion. The requirements for the special concentration are designed to provide students with the interdisciplinary knowledge necessary to study Jewish civilization both broadly and deeply.

The roots of Judaism lie deeper than one region, gender, language, or culture; and by studying the interconnectedness of these areas, the depth of understanding across a range of spheres and disciplines greatly increases. The special concentration in Jewish studies enhances the current scholarly programs, adding to current Jewish studies courses' vitality as students come to each course with a deeper understanding and background based on their complementary coursework.

Students wishing to complete a special concentration in Jewish studies work with a program adviser to decide upon course selection and sequencing. The program office provides and keeps on record a planning form to track the fulfillment of requirements for the special concentration.

FACULTY

AFFILIATED FACULTY

- Nehama R. Bersohn (Middle Eastern, South Asian, and African Studies)
- Beth Berkowitz (Religion, Barnard)
- Elisheva Carlebach (History)
- Yinon Cohen (Sociology)
- Jeremy Dauber (Germanic Languages)
- Rebecca Kobrin (History)
- Rina Kreitman (Middle Eastern, South Asian, and African Studies)
- Agnieszka Legutko (Germanic Languages)

- Dan Miron (Middle Eastern, South Asian, and African Studies)
- Seth Schwartz (History)
- Michael Stanislawski (History)

REQUIREMENTS

SPECIAL CONCENTRATION IN JEWISH STUDIES

In addition to the requirements of the special concentration, students must complete a major or a full concentration.

For a special concentration in Jewish studies, students are required to complete a minimum of 21 points. Please note:

- At least one course must be taken from each of three of the focus areas listed below.
- Credits for language courses may constitute at most 10 points, and one year of Hebrew or Yiddish language is strongly recommended.
- A minimum of 18 points must be taken at Columbia or as part of an approved study abroad program (unless equivalent courses are not offered at Columbia, as determined by the faculty adviser).

The focus areas and courses listed below are examples and do not include all the potential courses which may count. Additionally, as new courses are introduced, new focus areas may develop. Some courses may fall under multiple headings. Determination of a course's focus area is at the discretion of the faculty adviser.

Focus Areas

Bible and Rabbinics/Ancient Judaism

RELI V3512	The Bible and Its Interpreters
RELI W4537	Talmudic Narrative
RELI W4520	Patriarchal and Rabbinic Authority in Antiquity
RELI V3501	Introduction To the Hebrew Bible
RELI V3508	Origins of Judaism
RELI V3561	Classics of Judaism: Ethics of the Fathers
RELI V2510	Jews and Judaism in Antiquity
RELI W4535	Ancient Jewish Texts

Medieval Judaism

HIST W3657	Medieval Jewish Cultures
HIST W3616	Jews and Christians in the Medieval World
RELI W4510	The Thought of Maimonides
RELI V3870	Inquisitions, New Christians, and Empire
RELI W4515	Jews in the Later Roman Empire
HIST W4180	Conversion in Historical Perspective

Modern Judaism

HIST W3630	American Jewish History
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RELI V3571	Judaism, Jewishness, and Modernity
MDES W3542	Introduction to Israeli Literature
Israeli Society	
MDES W3542	Introduction to Israeli Literature
MDES W3541	Zionism: A Cultural Perspective
RELI W4513	Homelands, Diasporas, Promised Lands
Gender and Judaism	
HIST W3640	Jewish Women and Family, 1000-1800
RELI V3570	Women and Judaism: Folklore or Religion?
RELI W4504	Reading the Patriarchal and Matriarchal Stories in Genesis
Jewish History and Culture	
MUSI G4125	Jewish Music: Uniqueness and Diversity
RELI V3585	The Sephardic Experience
RELI W4503	Readings from the Sephardic Diaspora
RELI V2505	Intro to Judaism
RELI W4511	Jewish Ethics
HIST W3657	Medieval Jewish Cultures
HIST W4645	Spinoza to Sabbatai: Jews in Early Modern Europe
Jewish Literature	
CLYD W3500	Readings In Jewish Literature: Humor In Jewish Literature [In English]
YIDD W3800	Readings in Yiddish Literature [In English]
RELI V3561	Classics fo Judaism: Ethics of the Fathers

COURSES

Jewish Studies courses are housed in a number of departments throughout the University.

OF RELATED INTEREST, SPRING 2016

Classic Civilization

CLCV W3156	Survey of Jewish Literature in Greek
CLCV V3992	Archaeology of the Bronze and Iron Ages in the Southern Levant

Classics - Modern Greek

CSGM V3567	Thessaloniki Down the Ages
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Germanic Languages

YIDD W1101	Elementary Yiddish I
YIDD W1102	Elementary Yiddish II
YIDD W1201	Intermediate Yiddish I
YIDD G4114	Yiddish for Academic Purposes II

YIDD G4420	Readings in Yiddish Literature: The Three Classic Yiddish Writers
YIDD G4650	Yiddish New York: Literature, Culture and Space [In English]
History	
HIST W3636	Farming a New/Old Land: Remaking the Jewish Nation in Israel, the Americas and Europe
HIST W4281	Culture in Polish Lands
HIST W4617	Jews in Muslim Lands in the Middle Ages
HIST W4641	Holocaust and Genocide in American Culture
Middle Eastern, South Asian, and African Studies	
MDES W1511	First Year Modern Hebrew: Elementary II
MDES W1513	Second Year Hebrew: Intermediate II
MDES W1518	Hebrew for Heritage Speaker II
MDES W4502	Fourth Year Hebrew: Readings II
MDES W4511	Third Year Modern Hebrew II
Religion	
RELI V1710	God
RELI V3571	Judaism, Jewishness, and Modernity
RELI V3742	Freud and Derrida
RELI W4524	Theories of the Unconscious and Jewish Thought

OF RELATED INTEREST, FALL 2015

Germanic Languages

YIDD W1101	Elementary Yiddish I
YIDD W1102	Elementary Yiddish II
YIDD W1201	Intermediate Yiddish I
YIDD W3520	Magic and Monsters in Yiddish Literature [In English]
YIDD G4113	Yiddish for Academic Purposes I
YIDD G4550	Yiddish Theater: Text and Performance

History

HIST W3600	Russian and Soviet Jews: On the Move
HIST W4601	Jews in the Later Roman Empire, 300-600 CE
HIST W4610	The Ancient Jews and the Mediterranean

Middle East, South African, and Asian Studies

MDES W1510	First Year Modern Hebrew: Elementary I
MDES W1512	Second Year Modern Hebrew: Intermediate I
MDES W1517	Hebrew for Heritage Speakers I
MDES W3541	Zionism: A Cultural Perspective
MDES W4501	Readings in Hebrew Texts I
MDES W4510	Third Year Modern Hebrew I

MDES G6530	Dynamics of Israeli Culture: Poetry
Music	
MUSI V2030	Jewish Music of New York
Religion	
RELI V2505	Intro to Judaism
RELI W4807	Divine Human Animal
Sociology	
SOCI W3285	Israeli Society and the Israeli-Palestinian Conflict
Women's Studies	
WMST W4301	Early Jewish Women Immigrant Writers: 1900-1939
WMST W4310	Contemporary American Jewish Women's Literature: 1990 to Present

ADDITIONAL COURSES, INCLUDING THOSE NOT CURRENTLY OFFERED

Film

FILM W4145 (Section 2)	Topics in World Cinema: Contemporary Israeli Cinema
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Germanic Languages

YIDD W1202	Intermediate Yiddish II
YIDD W3333	Advanced Yiddish
YIDD W3520	Magic and Monsters in Yiddish Literature [In English]
YIDD W3550	Twentieth-Century Yiddish Literature and Film [In English]
YIDD W3800	Readings in Yiddish Literature [In English]

History

HIST W3611	Jews and Judaism in Antiquity
HIST W3628	History of the State of Israel, 1948-Present
HIST W3630	American Jewish History
HIST W3657	Medieval Jewish Cultures
HIST W4610	The Ancient Jews and the Mediterranean
HIST W4604	Jews and the City
HIST W4611	Jews and Muslims in the Middle Ages
HIST W4635	Ancient Jewish Texts: Leviticus Rabbah

Middle Eastern, South Asian, and African Studies

MDES W1511	First Year Modern Hebrew: Elementary II
MDES W1513	Second Year Hebrew: Intermediate II
MDES W1516	Second Year Hebrew: Intensive Grammar Review
MDES W3541	Zionism: A Cultural Perspective
CLME W3546	Intro to Hebrew Literature
MDES W4510	Third Year Modern Hebrew I

MDES W4511	Third Year Modern Hebrew II
Religion (Barnard)	
RELI W4501	Psalms Through the Commentary of the Baal Shem Tov
RELI W4505	The Beginnings of Jewish Mysticism
RELI W4508	Jewish Philosophy and Kabbalah
Religion	
RELI V3501	Introduction To the Hebrew Bible
RELI V3512	The Bible and Its Interpreters
RELI V3515	Readings in Kabbalah
RELI V3571	Judaism, Jewishness, and Modernity
RELI V3585	The Sephardic Experience
RELI W4507	Readings in Hasidism
RELI W4508	Jewish Philosophy and Kabbalah
RELI W4513	Homelands, Diasporas, Promised Lands
RELI W4515	Jews in the Later Roman Empire
RELI W4537	Talmudic Narrative
Sociology	
SOCI V3285	Israeli Society
SOCI W3930	Immigration and Ethnicity in Israel

LANGUAGE RESOURCE CENTER

Office: 353 International Affairs Building; 212-854-9224
http://www.lrc.columbia.edu/

Director: Dr. Stéphane Charitos, 353 International Affairs Building; 212-854-6341; sc758@columbia.edu

Associate Director: Piero di Porzio, 353 International Affairs Building; 212-854-3326; pdp@columbia.edu

Hours of Operation: Monday-Friday, 9 a.m.–5 p.m.

The Language Resource Center is the home for several less commonly taught languages including those offered via videoconferencing through the Shared Course Initiative and through the NYU-Columbia language exchange agreement.

The center also organizes noncredit language maintenance tutorials designed for professional school students who wish to maintain or enhance an existing language proficiency. Additionally, the Language Resource Center provides the Columbia community with state-of-the-art digital facilities to support collaborative language projects, faculty development, and active student-centered language learning activities.

COURSES

AKKADIAN

ANCIENT EGYPTIAN

EGYP W1101 Elementary Ancient Egyptian I. 4 points.

Introduction to hieroglyphics; readings in ancient Egyptian texts.

EGYP W1102 Elementary Ancient Egyptian II. 4 points.

Introduction to hieroglyphics; readings in ancient Egyptian texts.

EGYP W1201 Advanced Ancient Egyptian I. 4 points.

Corequisites: *EGYP W1101-W1102* or the instructor's permission.

Advanced readings in ancient Egyptian texts.

EGYP W1202 Advanced Ancient Egyptian II. 4 points.

Corequisites: *EGYP W1101-W1102* or the instructor's permission.

Advanced readings in ancient Egyptian texts.

ARAMAIC

ARAM W1101 Elementary Aramaic I: Biblical Aramaic. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: one year of classical Hebrew or the equivalent. Introduction to the various phases of Aramaic. Readings are selected from early and imperial documents, including Elephantine and inscriptions.

ARAM W1102 Elementary Aramaic II: Qumran Aramaic. 3 points.

Prerequisites: students are encouraged but not required to take *ARAM W1101* prior to enrolling in *ARAM W1102*.

Introduction to Aramaic documents found at Qumran and contemporary sites. This represents the intermediate phase of Aramaic and Bar Kokhba texts.

ARAM W1201 Intermediate Aramaic (Syriac Aramaic). 3 points.

Not offered during 2015-16 academic year.

Introduction to sources preserved by the early Christian communities of the ancient and medieval Near East in Syriac.

BENGALI

BENG W1101 Elementary Bengali I. 4 points.

Introductory courses to Bengali, a major language of northeast India and Bangladesh.

Fall 2015: BENG W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 1101	001/24035	M W 6:10pm - 8:00pm 408 Hamilton Hall	Dwijen Bhattacharjya, Stephane Charitos	4	6/20

BENG W1102 Elementary Bengali II. 4 points.

Introductory courses to Bengali, a major language of northeast India and Bangladesh.

Spring 2016: BENG W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 1102	001/17221	M W 6:10pm - 8:00pm 408 Hamilton Hall	Dwijen Bhattacharjya, Stephane Charitos	4	4/20

BENG W1201 Intermediate Bengali I. 4 points.

Prerequisites: *BENG W1101-W1102* or the instructor's permission.

Further develops a student's knowledge of Bengali, a major language of northeast India and Bangladesh.

Fall 2015: BENG W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 1201	001/19369	T Th 6:10pm - 8:00pm 406 Hamilton Hall	Dwijen Bhattacharjya, Stephane Charitos	4	7/20

BENG W1202 Intermediate Bengali II. 4 points.

Prerequisites: *BENG W1101-W1102* or the instructor's permission.

Further develops a student's knowledge of Bengali, a major language of northeast India and Bangladesh.

Spring 2016: BENG W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 1202	001/10153	T Th 6:10pm - 8:00pm 406 Hamilton Hall	Dwijen Bhattacharjya, Stephane Charitos	4	8/20

CANTONESE

CANT W1101 Elementary Cantonese I. 4 points.

This course introduces students to both the spoken and written Cantonese language, with achieving conversational proficiency being a primary goal. The course emphasizes oral expressions, listening comprehension, and grammar. It is designed to give beginning students a practical command of the language. Upon completion of the course, students can expect to converse in simple sentences, and recognize and write about 350 Chinese characters. Students with passable conversation ability or native speakers from Cantonese-speaking communities should not enroll in this course. **Note:** This course is part of the language exchange program with New York University (NYU). Classes will be held at NYU.

Fall 2015: CANT W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 1101	001/13044	T Th 2:00pm - 4:45pm Room TBA	Stephane Charitos, Fiona Hui	4	4/20

CANT W1102 Elementary Cantonese II. 4 points.

This course introduces students to both the spoken and written Cantonese language, with achieving conversational proficiency being a primary goal. The course emphasizes oral expressions, listening comprehension, and grammar. It is designed to give beginning students a practical command of the language. Upon completion of the course, students can expect to converse in simple sentences, and recognize and write about 350 Chinese characters. Students with passable conversation ability or native speakers from Cantonese-speaking communities should not enroll in this course. **Note:** This course is part of the language exchange program with New York University (NYU). Classes will be held at NYU.

Spring 2016: CANT W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 1102	001/72497	T Th 2:00pm - 4:45pm Room TBA	Fiona Hui	4	4/20

CANT W1201 Intermediate Cantonese I. 4 points.

Prerequisites: *CANT W1101-W1102* or the instructor's permission.

This course further continues the study of the Cantonese language. Emphasis is on linguistic rules to enable students to communicate with more competence. The lessons will not only focus on language, but also incorporate discussions on history, current events, literature, popular culture, and native values. Includes field trips to Chinatown and other Cantonese-speaking neighborhoods. **Note:** This course is part of the language

exchange program with New York University (NYU). Classes will be held at NYU.

Fall 2015: CANT W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 1201	001/29308	T Th 4:55pm - 7:35pm Room TBA	Stephane Charitos, Fiona Hui	4	1/20

CANT W1202 Intermediate Cantonese II. 4 points.

Prerequisites: *CANT W1101-W1102* or the instructor's permission.

This course further continues the study of the Cantonese language. Emphasis is on linguistic rules to enable students to communicate with more competence. The lessons will not only focus on language, but also incorporate discussions on history, current events, literature, popular culture, and native values. Includes field trips to Chinatown and other Cantonese-speaking neighborhoods. **Note:** This course is part of the language exchange program with New York University (NYU). Classes will be held at NYU.

Spring 2016: CANT W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 1202	001/26323	T Th 4:55pm - 7:35pm Room TBA	Fiona Hui	4	1/20

FILIPINO

FILI W1101 Elementary Filipino I. 4 points.

Introduction to Filipino with an emphasis on mastering basic skills and working vocabulary. Linguistic rules are applied to enable the student to communicate with more competence. Lessons incorporate discussions on history, current events, literature, pop culture, and native values. Includes field trips to Filipino neighborhoods in Queens and Jersey City. **Note:** This course is part of the language exchange program with New York University (NYU). Classes will be held at NYU.

Fall 2015: FILI W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 1101	001/73214	M T W Th 11:00am - 12:15pm Room TBA	Stephane Charitos, Agnes Magotto	4	1/20

FILI W1102 Elementary Filipino II. 4 points.

Introduction to Filipino with an emphasis on mastering basic skills and working vocabulary. Linguistic rules are applied to enable the student to communicate with more competence. Lessons incorporate discussions on history, current events, literature, pop culture, and native values. Includes field trips to Filipino neighborhoods in Queens and Jersey City. **Note:** This course is part of the language exchange program with New York University (NYU). Classes will be held at NYU.

Spring 2016: FILI W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 1102	001/23654	T Th 11:00am - 1:45pm Room TBA	Agnes Magotto	4	1/20

FILI W1201 Intermediate Filipino I. 4 points.

Prerequisites: *FILI W1101-W1102* or the instructor's permission. Emphasis is placed on the linguistic rules to enable students to communicate with more competence. The lessons will not only focus on language but also will use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. **Note:** This course is part of the language exchange program with New York University (NYU). Classes will be held at NYU.

FILI W1202 Intermediate Filipino II. 4 points.

Prerequisites: *FILI W1101-W1102* or the instructor's permission. Emphasis is placed on the linguistic rules to enable students to communicate with more competence. The lessons will not only focus on language but also will use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. **Note:** This course is part of the language exchange program with New York University (NYU). Classes will be held at NYU.

Spring 2016: FILI W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 1202	001/74995	T Th 2:00pm - 4:45pm Room TBA	Agnes Magotto	4	0/20

INDONESIAN**INDO W1101 Elementary Indonesian I. 4 points.**

This course offers students an introduction to the basic structures of Bahasa Indonesia, a major language of Indonesia and South East Asia.

Fall 2015: INDO W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 1101	001/10067	M W 10:10am - 12:00pm 352 International Affairs Bldg	Stephane Charitos, Agita Nurhikmawati	4	5/20

INDO W1102 Elementary Indonesian II. 4 points.

This course offers students an introduction to the basic structures of Bahasa Indonesia, a major language of Indonesia and South East Asia.

Spring 2016: INDO W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 1102	001/76325	M W 10:00am - 12:00pm 352 International Affairs Bldg	Agita Nurhikmawati	4	3/20

INDO W1201 Intermediate Indonesian I. 4 points.

Prerequisites: *INDO W1101-W1102* or the instructor's permission.

This course further develops a student's knowledge of Bahasa Indonesia, a major language of Indonesia and South East Asia.

Fall 2015: INDO W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 1201	001/67812	T Th 10:10am - 12:00pm 352 International Affairs Bldg	Stephane Charitos, Agita Nurhikmawati	4	4/20

INDO W1202 Intermediate Indonesian II. 4 points.

Prerequisites: *INDO W1101-W1102* or the instructor's permission.

This course further develops a student's knowledge of Bahasa Indonesia, a major language of Indonesia and South East Asia.

Spring 2016: INDO W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 1202	001/70306	T W 4:30pm - 6:20pm 351a International Affairs Bldg	Agita Nurhikmawati	4	3/20

INDO W3335 Advanced Indonesian I. 3 points.

This course offers students the opportunity to practice advanced structures of Bahasa Indonesia, a major language of Indonesia and South East Asia. This course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

INDO W3336 Advanced Indonesian II. 3 points.

This course offers students the opportunity to practice advanced structures of Bahasa Indonesia, a major language of Indonesia and South East Asia. This course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

IRISH**IRSH W1101 Elementary Irish I. 4 points.**

This course introduces students to the rudiments of the Irish language, including phonemes and pronunciation, syntactical structure, and verbal conjugations. In addition, a history of the language is provided, as well as a general introduction to Irish culture, including discussions of family and place names. Students are encouraged to begin speaking with basic sentence structures, eventually expanding into more complex verbal conjugations while concentrating on idiomatic expressions. The accumulation of vocabulary is stressed and students are introduced to basic literature in Irish while developing beginning conversational fluency.

Fall 2015: IRSH W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 1101	001/72232	M W 11:00am - 12:15pm Room TBA	Stephane Charitos, Padraig O'Cearuil	4	2/20

IRSH 1101	002/20843	T Th 2:00pm - 3:15pm Room TBA	Hilary Sweeney, Stephane Charitos	4	1/20
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IRSH W1102 Elementary Irish II. 4 points.

This course introduces students to the rudiments of the Irish language, including phonemes and pronunciation, syntactical structure, and verbal conjugations. In addition, a history of the language is provided, as well as a general introduction to Irish culture, including discussions of family and place names. Students are encouraged to begin speaking with basic sentence structures, eventually expanding into more complex verbal conjugations while concentrating on idiomatic expressions. The accumulation of vocabulary is stressed and students are introduced to basic literature in Irish while developing beginning conversational fluency.

Spring 2016: IRSH W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 1102	002/28964	T Th 12:30pm - 1:45pm Room TBA	Stephane Charitos, Padraig O'Cearuil	4	2/20

IRSH W1201 Intermediate Irish I. 4 points.

Prerequisites: *IRSH W1101-W1102* or the instructor's permission.

For the more advanced student of Irish, this course focuses on improving conversational fluency and on expanding vocabulary through reading complex literature in Irish, and writing in the Irish language, further encouraging students to strengthen their pronunciation and command of spoken Irish.

Fall 2015: IRSH W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 1201	001/74557	M W 2:00pm - 3:15pm Room TBA	Stephane Charitos, Padraig O'Cearuil	4	2/20

IRSH W1202 Intermediate Irish II. 4 points.

Prerequisites: *IRSH W1101-W1102* or the instructor's permission.

For the more advanced student of Irish, this course focuses on improving conversational fluency and on expanding vocabulary through reading complex literature in Irish, and writing in the Irish language, further encouraging students to strengthen their pronunciation and command of spoken Irish.

Spring 2016: IRSH W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 1202	001/24465	T Th 11:00am - 12:15pm Room TBA	Stephane Charitos, Padraig O'Cearuil	4	1/20

KHMER**KHMR W1101 Elementary Khmer I. 4 points.**

This course is designed to bring students with no background to a point where they can perform most basic linguistic functions in Khmer, including greetings, likes/dislikes, telling about yourself, describing places and situations, all in appropriate time frames. The class uses a highly interactive classroom style, supplemented by extensive use of video - both prepared and student-produced - and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

Fall 2015: KHMR W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KHMR 1101	001/62165	M T W Th 11:35am - 12:35pm Room TBA	Stephane Charitos, Hannah Phan	4	0

KHMR W1102 Elementary Khmer II. 4 points.

This course is designed to bring students with no background to a point where they can perform most basic linguistic functions in Khmer, including greetings, likes/dislikes, telling about yourself, describing places and situations, all in appropriate time frames. The class uses a highly interactive classroom style, supplemented by extensive use of video - both prepared and student-produced - and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

Spring 2016: KHMR W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KHMR 1102	001/19975	M T W Th F 11:35am - 12:35pm Room TBA	Hannah Phan	4	0

KHMR W1201 Intermediate Khmer I. 4 points.

Prerequisites: *KHMR W1101-W1102* or the instructor's permission.

In this course, learners will continue practicing all four language skills through every day dialogues, writing letters, and describing basic situations. In addition, they will be introduced to Khmer literature and learn how to read and comprehend basic Khmer texts, such as newspaper articles. Finally, they will be introduced to current affairs as well as social, artistic, and cultural events and issues in Cambodia. The class uses a highly interactive classroom style, supplemented by extensive use of video - both prepared and student-produced - and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

KHMR W1202 Intermediate Khmer II. 4 points.

Prerequisites: *KHMR W1101-W1102* and *KHMR W1201*, or the instructor's permission.

In this course, learners will continue practicing all four language skills through every day dialogues, writing letters, and describing

basic situations. In addition, they will be introduced to Khmer literature and learn how to read and comprehend basic Khmer texts, such as newspaper articles. Finally, they will be introduced to current affairs as well as social, artistic, and cultural events and issues in Cambodia. The class uses a highly interactive classroom style, supplemented by extensive use of video – both prepared and student-produced – and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

KREYOL

KREY W1101 Elementary Haitian Kreyol I. 4 points.

This course introduces students to the language of Haitian Kreyòl, also called Creole, and is intended for students with little or no prior knowledge of the language. Haitian Kreyòl is spoken by Haiti's population of nine million and by about one million Haitians in the U.S. Including over 190,000 in the New York City area. In fact, New York City has the second largest population of Kreyòl Speakers after Port-au-Prince, Haiti's capital. Through this course, you will develop introductory speaking, reading, and writing skills. We use a communicative approach, balanced with grammatical and phonetic techniques. Classroom and textbook materials are complemented by work with film, radio, and especially music (konpa, rasin, twoubadou, rap, raga, levanjil, vodou tradisyonèl, etc.), as well as with visits to city museums and institutions related to Haiti. **Note:** This course is part of the language exchange program with New York University (NYU). Classes will be held at NYU.

Fall 2015: KREY W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KREY 1101	001/82554	M W F 12:30pm - 1:45pm Room TBA	Stephane Charitos	4	1

KREY W1102 Elementary Haitian Kreyol II. 4 points.

This course introduces students to the language of Haitian Kreyòl, also called Creole, and is intended for students with little or no prior knowledge of the language. Haitian Kreyòl is spoken by Haiti's population of nine million and by about one million Haitians in the U.S. Including over 190,000 in the New York City area. In fact, New York City has the second largest population of Kreyòl Speakers after Port-au-Prince, Haiti's capital. Through this course, you will develop introductory speaking, reading, and writing skills. We use a communicative approach, balanced with grammatical and phonetic techniques. Classroom and textbook materials are complemented by work with film, radio, and especially music (konpa, rasin, twoubadou, rap, raga, levanjil, vodou tradisyonèl, etc.), as well as with visits to city museums and institutions related to Haiti. **Note:** This course is part of the language exchange program with New York University (NYU). Classes will be held at NYU.

Spring 2016: KREY W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KREY 1102	001/68102	M W F 12:30pm - 1:45pm Room TBA	Wynnie Lamour	4	0

PUNJABI

PUNJ W1101 Elementary Punjabi I. 4 points.

Introduction to Punjabi, a major language of northern India and Pakistan. Beginning with the study of the Gurmukhi script, the course offers an intensive study of the speaking, reading, and writing of the language.

Fall 2015: PUNJ W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 1101	001/12831	M W 6:10pm - 8:00pm 352c International Affairs Bldg	Stephane Charitos, Sandeep Singh	4	8/20

PUNJ W1102 Elementary Punjabi II. 4 points.

Introduction to Punjabi, a major language of northern India and Pakistan. Beginning with the study of the Gurmukhi script, the course offers an intensive study of the speaking, reading, and writing of the language.

Spring 2016: PUNJ W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 1102	001/72428	M W 6:10pm - 8:00pm 352c International Affairs Bldg	Stephane Charitos, Sandeep Singh	4	5/20

PUNJ W1201 Intermediate Punjabi I. 4 points.

Prerequisites: *PUNJ W1101-W1102* or the instructor's permission.

Further develops a student's writing, reading, and oral skills in Punjabi, a major language of northern India and Pakistan.

Fall 2015: PUNJ W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 1201	001/63739	T Th 6:10pm - 8:00pm 352c International Affairs Bldg	Stephane Charitos, Sandeep Singh	4	8/20

PUNJ W1202 Intermediate Punjabi II. 4 points.

Prerequisites: *PUNJ W1101-W1102* or the instructor's permission.

Further develops a student's writing, reading, and oral skills in Punjabi, a major language of northern India and Pakistan.

Spring 2016: PUNJ W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 1202	001/17236	T Th 6:10pm - 8:00pm 352 International Affairs Bldg	Stephane Charitos, Sandeep Singh	4	4/20

QUECHUA

QUCH W1101 Elementary Quechua I. 4 points.

Quechua is the most important and most widely-distributed indigenous language in South America, with over 10 million speakers living from the high mountains to the tropical lowlands in Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina. Those who speak it call the language runa simi or runa shimi, "human speech." It was the principal language of the Inca empire and the key language of cultural interaction during the colonial era. Quechua has remained central to indigenous peoples' efforts to preserve their cultural autonomy. It has gained greater force in recent years, during which indigenous movements have swept Quechua speakers into national politics, where they have succeeded in transforming constitutions to recognize cultural diversity, making Quechua an official language of state, and successfully promoting schooling in the language. Students who satisfactorily complete Elementary Quechua I and II will be well-prepared for intensive summer study at one of many summer study abroad programs in Ecuador, Peru, and Bolivia that will put them in closer contact with the indigenous world.

QUCH W1102 Elementary Quechua II. 4 points.

Quechua is the most important and most widely-distributed indigenous language in South America, with over 10 million speakers living from the high mountains to the tropical lowlands in Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina. Those who speak it call the language runa simi or runa shimi, "human speech." It was the principal language of the Inca empire and the key language of cultural interaction during the colonial era. Quechua has remained central to indigenous peoples' efforts to preserve their cultural autonomy. It has gained greater force in recent years, during which indigenous movements have swept Quechua speakers into national politics, where they have succeeded in transforming constitutions to recognize cultural diversity, making Quechua an official language of state, and successfully promoting schooling in the language. Students who satisfactorily complete Elementary Quechua I and II will be well-prepared for intensive summer study at one of many summer study abroad programs in Ecuador, Peru, and Bolivia that will put them in closer contact with the indigenous world.

Spring 2016: QUCH W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 1102	001/27035	M T Th 9:30am - 10:45am Room TBA	Odi Gonzalez	4	0
QUCH 1102	002/25956	M T Th 11:00am - 12:15pm Room TBA	Odi Gonzalez	4	0

QUCH W1201 Intermediate Quechua I. 4 points.

Prerequisites: *QUCH W1101-W1102* or the instructor's permission.

Quechua is the most important and most widely-distributed indigenous language in South America, with over 10 million speakers living from the high mountains to the tropical lowlands in Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina.

Those who speak it call the language runa simi or runa shimi, "human speech." It was the principal language of the Inca empire and the key language of cultural interaction during the colonial era. Quechua has remained central to indigenous peoples' efforts to preserve their cultural autonomy. It has gained greater force in recent years, during which indigenous movements have swept Quechua speakers into national politics, where they have succeeded in transforming constitutions to recognize cultural diversity, making Quechua an official language of state, and successfully promoting schooling in the language. Students who satisfactorily complete Elementary Quechua I and II will be well-prepared for intensive summer study at one of many summer study abroad programs in Ecuador, Peru, and Bolivia that will put them in closer contact with the indigenous world.

QUCH W1202 Intermediate Quechua II. 4 points.

Prerequisites: *QUCH W1101-W1102* or the instructor's permission.

Quechua is the most important and most widely-distributed indigenous language in South America, with over 10 million speakers living from the high mountains to the tropical lowlands in Colombia, Ecuador, Peru, Bolivia, Chile, and Argentina. Those who speak it call the language runa simi or runa shimi, "human speech." It was the principal language of the Inca empire and the key language of cultural interaction during the colonial era. Quechua has remained central to indigenous peoples' efforts to preserve their cultural autonomy. It has gained greater force in recent years, during which indigenous movements have swept Quechua speakers into national politics, where they have succeeded in transforming constitutions to recognize cultural diversity, making Quechua an official language of state, and successfully promoting schooling in the language. Students who satisfactorily complete Elementary Quechua I and II will be well-prepared for intensive summer study at one of many summer study abroad programs in Ecuador, Peru, and Bolivia that will put them in closer contact with the indigenous world.

Spring 2016: QUCH W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 1202	001/13012	M T Th 2:00pm - 3:15pm Room TBA	Odi Gonzalez	4	0

ROMANIAN

RMAN W1101 Elementary Romanian I. 4 points.

Provides students with an introduction to the basic structures of the Romanian language.

Fall 2015: RMAN W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 1101	001/19053	T Th 11:00am - 12:50pm 351c International Affairs Bldg	Stephane Charitos, Mona Momescu	4	3/20

RMAN W1102 Elementary Romanian II. 4 points.

Provides students with an introduction to the basic structures of the Romanian language.

Spring 2016: RMAN W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 1102	001/26704	T Th 11:00am - 12:50pm 352b International Affairs Bldg	Stephane Charitos, Mona Momescu	4	2/20

RMAN W1121 Comprehensive Elementary Romanian. 4 points.

Not offered during 2015-16 academic year.

This course is designed for students who had no previous experience with Romanian. It will provide those who take it with the basic skills that enable them to communicate at a basic level and will thus prepare the class for the next level of study. As accelerated learning of a language is conceived as a "theater of the mind", the course will rely mostly on in-class activities meant to activate all the four skills (listening, reading, speaking, writing) in accordance with the proposed level of performance. The number and quantity of homework will be reduced, so that the students will be "putting" their knowledge and skills to work. They will also be introduced in authentic linguistic environments (places and venues of the Romanian community in NYC, meetings with fellow students who are native speakers, etc). This class is the equivalent to classes in the regular *RMAN W1101-1102* sequence.

RMAN W1201 Intermediate Romanian I. 4 points.

Prerequisites: *RMAN W1101-W1102* or the instructor's permission.

Further explores the grammatical and linguistic structures of the Romanian language.

Fall 2015: RMAN W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 1201	001/77288	T Th 1:10pm - 3:00pm 1225 International Affairs Bldg	Stephane Charitos, Mona Momescu	4	1/20

RMAN W1202 Intermediate Romanian II. 4 points.

Prerequisites: *RMAN W1101-W1102* or the instructor's permission.

Further explores the grammatical and linguistic structures of the Romanian language.

Spring 2016: RMAN W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 1202	001/23694	T Th 1:10pm - 3:00pm Room TBA	Stephane Charitos, Mona Momescu	4	0/20

RMAN W1221 Comprehensive Intermediate Romanian. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: Elementary Romanian (I and II), Comprehensive Elementary Romanian, or the equivalent, or placement test. The course addresses those who have previous knowledge of Romanian and who want to extend their communicative capacities in the language as well as to expand the vocabulary. An accelerated course needs to create a rather theatrical approach where students feel comfortable with their previous knowledge and gain confidence, while working for their B2 level. As many intermediate students partially or completely qualify as "independent users", the course will put their experience to work and focus on real-life communication situations. This class is the equivalent to classes in the regular *RMAN W1201-1202* sequence.

RMAN W4002 Romanian Culture, Identity and Complexes. 3 points.

This course addresses the main problems that contribute to the making of Romanian identity, as fragmented or as controversial as it may seem to those who study it. The aim is to become familiar with the deepest patterns of Romanian identity, as we encounter it today, either in history, political studies, fieldwork in sociology or, simply, when we interact with Romanians. By using readings and presentations produced by Romanian specialists, we aim to be able to see the culture with an "insider's eye", as much as we can. This perspective will enable us to develop mechanisms of understanding the Romanian culture and mentality independently, at a more profound level and to reason upon them.

Fall 2015: RMAN W4002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 4002	001/17346	M W 11:40am - 12:55pm Room TBA	Mona Momescu	3	3

RMAN W4051 Directed Readings in Romanian. 3 points.

Directed readings in Romanian.

SINHALA**SINH W1101 Elementary Sinhala I. 4 points.**

This course is designed to bring students with no background to a point where they can perform most basic linguistic functions in Sinhala, including greetings, likes/dislikes, telling about yourself, describing places and situations, all in appropriate time frames. The class uses a highly interactive classroom style, supplemented by extensive use of video – both prepared and student-produced – and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

SINH W1102 Elementary Sinhala II. 4 points.

This course is designed to bring students with no background to a point where they can perform most basic linguistic functions in Sinhala, including greetings, likes/dislikes, telling about yourself,

describing places and situations, all in appropriate time frames. The class uses a highly interactive classroom style, supplemented by extensive use of video – both prepared and student-produced – and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

SINH W1201 Intermediate Sinhala I. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: *SINH W1101-1102* or the instructor's permission. In this course, learners will continue practicing all four language skills through every day dialogues, writing letters, and describing basic situations. In addition, they will be introduced to Sinhala literature and learn how to read and comprehend basic Sinhala texts, such as newspaper articles. Finally, they will be introduced to current affairs as well as social, artistic, and cultural events and issues in Sri Lanka. The class uses a highly interactive classroom style supplemented by extensive use of video – both prepared and student-produced – and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

SINH W1202 Intermediate Sinhala II. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: *SINH W1101-1102* or the instructor's permission. In this course, learners will continue practicing all four language skills through every day dialogues, writing letters, and describing basic situations. In addition, they will be introduced to Sinhala literature and learn how to read and comprehend basic Sinhala texts, such as newspaper articles. Finally, they will be introduced to current affairs as well as social, artistic, and cultural events and issues in Sri Lanka. The class uses a highly interactive classroom style supplemented by extensive use of video – both prepared and student-produced – and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

UZBEK

UZBK W1101 Elementary Uzbek I. 4 points.

Not offered during 2015-16 academic year.

This course offers students an introduction to the basic structures of Uzbek, a major language of Central Asia.

UZBK W1102 Elementary Uzbek II. 4 points.

Not offered during 2015-16 academic year.

This course offers students an introduction to the basic structures of Uzbek, a major language of Central Asia.

UZBK W1201 Intermediate Uzbek I. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: *UZBK W1101-W1102* or the instructor's permission.

This course further develops a student's knowledge of Uzbek, a major language of Central Asia.

UZBK W1202 Intermediate Uzbek II. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: *UZBK W1101-W1102* or the instructor's permission.

This course further develops a student's knowledge of Uzbek, a major language of Central Asia.

YORUBA

YORU W1101 Elementary Yoruba I. 4 points.

This course is designed to bring students with no background to a point where they can perform most basic linguistic functions in Yoruba, including greetings, likes/dislikes, telling about yourself, describing places and situations, all in appropriate time frames. The class uses a highly interactive classroom style, supplemented by extensive use of video – both prepared and student-produced – and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

Fall 2015: YORU W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 1101	001/71294	M T W Th 10:10am - 11:00am 352c International Affairs Bldg	Stephane Charitos, Adeolu Ademoyo	4	2/20

YORU W1102 Elementary Yoruba II. 4 points.

This course is designed to bring students with no background to a point where they can perform most basic linguistic functions in Yoruba, including greetings, likes/dislikes, telling about yourself, describing places and situations, all in appropriate time frames. The class uses a highly interactive classroom style, supplemented by extensive use of video – both prepared and student-produced – and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

Spring 2016: YORU W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 1102	001/76293	M T W Th 10:10am - 11:00am 351a International Affairs Bldg	Adeolu Ademoyo	4	3/20

YORU W1201 Intermediate Yoruba I. 4 points.

Prerequisites: *YORU W1101-W1102* or the instructor's permission.

In this course, learners will continue practicing all four language skills through every day dialogues, writing letters, and describing basic situations. In addition, they will be introduced to Yoruba literature and learn how to read and comprehend basic Yoruba texts, such as newspaper articles. Finally, they will be introduced to current affairs as well as social, artistic and, cultural events and issues in Nigeria. The class uses a highly interactive classroom style, supplemented by extensive use of video – both prepared and student-produced – and other computer-assisted tools. Please

note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

Fall 2015: YORU W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 1201	001/61513	M T W Th 9:05am - 9:55am 352c International Affairs Bldg	Stephane Charitos, Adeolu Ademoyo	4	4/20

YORU W1202 Intermediate Yoruba II. 4 points.

Prerequisites: *YORU W1101-W1102* or the instructor's permission.

In this course, learners will continue practicing all four language skills through every day dialogues, writing letters, and describing basic situations. In addition, they will be introduced to Yoruba literature and learn how to read and comprehend basic Yoruba texts, such as newspaper articles. Finally, they will be introduced to current affairs as well as social, artistic and, cultural events and issues in Nigeria. The class uses a highly interactive classroom style, supplemented by extensive use of video – both prepared and student-produced – and other computer-assisted tools. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

Spring 2016: YORU W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 1202	001/10040	M W F 8:40am - 9:55am 352c International Affairs Bldg	Adeolu Ademoyo	4	5/20

ZULU

ZULU W3335 Advanced Zulu I. 3 points.

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

This course allows students to practice advanced structures of the Zulu language. Please note this course is offered by videoconference from Yale through the Shared Course Initiative.

Fall 2015: ZULU W3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 3335	001/61285	T Th Room TBA	Stephane Charitos	3	0/20

ZULU W3336 Advanced Zulu II. 3 points.

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

This course allows students to practice advanced structures of the Zulu language. Please note this course is offered by videoconference from Yale through the Shared Course Initiative.

Spring 2016: ZULU W3336

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 3336	001/77116	T Th 2:40pm - 3:55pm Room TBA	Sandra Sanneh	3	0/20

LATIN AMERICAN AND CARIBBEAN STUDIES

The Institute of Latin American Studies: 8th Floor,
International Affairs Building; 212-854-4643
<http://ilas.columbia.edu>

Program Director: Prof. José Moya, 413 Lehman;
jmoya@barnard.edu

Student Affairs Coordinator: Eliza Kwon-Ahn, 827
International Affairs Building; ek2159@columbia.edu

The major in Latin American and Caribbean studies stresses knowledge of a dynamic, historically deep and extensive region, but it also focuses on social, political, and cultural phenomena that transcend physical boundaries. The major thus reflects multidisciplinary dialogues that are transnational yet remain anchored in the common historical experience of Latin American societies. Thanks to the broad range of courses on Latin America offered in different departments of instruction and centers at Columbia, the major provides a multidisciplinary training on politics, history, culture, economy, and society.

The Institute of Latin American Studies coordinates the major and offers access to research support, study abroad options, and linkages and credits toward the M.A. program in Latin American and Caribbean studies.

FACULTY

AFFILIATED FACULTY

Alan Dye (<https://barnard.edu/profiles/alan-dye>) (Economics, Barnard)
Ana Paula Huback (<http://laic.columbia.edu/author/1234567890>) (Latin American and Iberian Studies)
Claudio Lomnitz (<http://anthropology.columbia.edu/people/profile/368>) (Anthropology; Latino Studies; Center for the Study of Ethnicity and Race)
Nara Milanich (<https://history.barnard.edu/profiles/nmilanic>) (History, Barnard)
Jose Moya (<https://history.barnard.edu/profiles/jose-moya>) (History, Barnard)
M. Victoria Murillo (<http://polisci.columbia.edu/people/profile/100>) (Political Science)
Ana Maria Ochoa (<http://music.columbia.edu/people/bios/ochoa-ana-mar>) (Music)
Pablo Piccato (<http://history.columbia.edu/faculty/Piccato.html>) (History)
Caterina Pizzigoni (<http://history.columbia.edu/faculty/Pizzigoni.html>) (History)
Michael T. Taussig (<http://anthropology.columbia.edu/people/profile/376>) (Anthropology)

REQUIREMENTS GUIDELINES FOR ALL LATIN AMERICAN AND CARIBBEAN STUDIES MAJORS AND CONCENTRATORS

Declaring the Major or Concentration

For additional information on Latin American and Caribbean Studies, please visit the Institute's website (<http://ilas.columbia.edu>) or contact Eliza Kwon-Ahn, ILAS Student Affairs Coordinator, at ek2159@columbia.edu.

MAJOR IN LATIN AMERICAN AND CARIBBEAN STUDIES

The major requires a minimum of 31 points as follows:

Select five of the following six courses:

HIST W3618	The Modern Caribbean
HIST W3660	Latin American Civilization I
HIST W3661	Latin American Civilization II
LACV C1020	Primary Texts of Latin American Civilization
POLS W4461	Latin American Politics
SPAN W3300	Advanced Language through Content [in Spanish] (course must have Latin American content)

Select one course on Spanish, Portuguese, or an indigenous language at the intermediate or advanced level; if students can demonstrate advance knowledge of one of these languages, they can replace this course with a course on other languages at any level.

Discipline of Choice

Select four courses in a discipline or theme of choice with substantive focus on Latin America. One of these courses must be a seminar. All students, however, need to take at least two courses in a discipline or theme outside of their specialization. The director of undergraduate studies advises students on areas of specialization and must approve courses with substantial Latin American or Caribbean contents not included in the list of eligible courses.

Up to 12 credits for Discipline of Choice requirement can be earned through study abroad. Students are encouraged to explore study abroad options before their junior year. Upon return, they should submit the syllabi and all coursework related to each course taken abroad for approval by the director of undergraduate studies.

CONCENTRATION IN LATIN AMERICAN AND CARIBBEAN STUDIES

The concentration requires a minimum of 18 points as follows:

Select three of the following six courses:

HIST W3618	The Modern Caribbean
HIST W3660	Latin American Civilization I
HIST W3661	Latin American Civilization II
LACV C1020	Primary Texts of Latin American Civilization
POLS W4461	Latin American Politics
SPAN W3300	Advanced Language through Content [in Spanish] (Select three of the following history courses, or equivalent lectures)

Select one course on Spanish, Portuguese, or an indigenous language at the intermediate or advanced level; if students can demonstrate advance knowledge of one of these languages, they can replace this course with a course on other languages at any level.

Discipline of Choice:

Select two courses in a discipline or theme of choice with substantive focus on Latin America. One of these courses must be a seminar. All students, however, need to take at least two courses in a discipline or theme outside of their specialization. The director of undergraduate studies advises students on areas of specialization and must approve courses with substantial Latin American or Caribbean contents not included in the list of eligible courses.

Up to 6 credits for Discipline of Choice requirement can be earned through study abroad. Students are encouraged to explore study abroad options before their junior year. Upon return, they should submit the syllabi and all coursework related to each course taken abroad for approval by the director of undergraduate studies.

COURSES OF RELATED INTEREST

Africana Studies (Barnard)

AFRS BC2005	Caribbean Culture and Societies
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Anthropology

ANTH V2008	Film and Culture
ANTH V2009	Culture through Film and Media
ANTH V3120	Historical Rituals in Latin America

Anthropology (Barnard)

ANTH V1002	The Interpretation of Culture
ANTH V1008	The Rise of Civilization
ANTH V3921	Anticolonialism
ANTH V3922	The Emergence of State
ANTH G4390	Borders and Boundaries

Art History

AHIS W3898	Yoruba and the Diaspora
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Center for the Study of Ethnicity and Race

CSER W3923	Latina/o and Asian American Memoir
CSER W3924	Latin American and Latina/o Social Movements
CSER W3926	Latin Music and Identity

CSER W3928	Colonization/Decolonization
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Economics

ECON G4301	Economic Growth and Development
ECON W4321	Economic Development
ECON W4750	Globalization and Its Risks

History

HIST W3618	The Modern Caribbean
HIST W3660	Latin American Civilization I
HIST W3661	Latin American Civilization II
HIST BC3676	Latin America: Migration, Race, and Ethnicity
HIST BC3682	Modern Latin American History
HIST BC3980	World Migration
HIST W4415	The U.S. and Latin America in the Cold War and Beyond: Revolution, Globalization and Power
HIST W4669	The Dictatorship that Changed Brazil, 1964-1985
HIST BC4870	Gender and Migration: A Global Perspective
HIST W4928	Comparative Slavery and Abolition in the Atlantic World

Latin American and Caribbean Studies

LCRS W3999	Independent Research Seminar (This course is only offered when an instructor has agreed to advise a student for the research)
LCRS G4500	Feminist and Queer Theory in Brazil

Latin American and Iberian Cultures

PORT W1220	Comprehensive Intermediate Portuguese
PORT W3101	Conversation about the Lusophone World
PORT W3300	Advanced Language through Content
SPAN W3300	Advanced Language through Content [in Spanish]
PORT W3301	Advanced Writing and Composition in Portuguese
SPAN W3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN W3350	Hispanic Cultures II: Enlightenment to the Present
SPAN W3450	Short Fiction in Latin America
SPAN W3462	Spanish Grammar: From Rules to Laws and Beyond
PORT W3490	Brazilian Society and Civilization
SPAN W3490	Latin American Humanities I: From Pre-Columbian Civilizations to the Creation of New Nations
SPAN W3499	Configurations of Time in Contemporary American Art and Fiction

SPAN W3998 Supervised Individual Research
(Spring)

Latin American Civilization

LACV C1020 Primary Texts of Latin American
Civilization

Music

MUSI V2020 Salsa, Soca, and Reggae: Popular
Musics of the Caribbean

MUSI V2430 Listening and Sound in Cross-
Cultural Perspective (formerly
MUSI W4430)

MUSI V3435 Music and Literature in Latin
America

Political Science

POLS W4461 Latin American Politics

Sociology

SOCI W3324 Global Urbanism

SOCI G4370 Processes of Stratification and
Inequality

Sociology (Barnard)

SOCI V3247 The Immigrant Experience, Old
and New

Spanish and Latin American Cultures (Barnard)

SPAN W1201 Intermediate Spanish I

SPAN W1202 Intermediate Spanish II

SPAN W1208 Spanish for Spanish-Speaking
Students

SPAN BC3099 Independent Study

SPAN BC3264 The Boom: The Spanish American
Novel, 1962-70

SPAN W3265 Latin American Literature in
Translation

SPAN W3300 Advanced Language through
Content [in Spanish]

SPAN W3300 Advanced Language through
Content [in Spanish]

SPAN W3300 Advanced Language through
Content [in Spanish]

SPAN W3300 Advanced Language through
Content [in Spanish]

SPAN W3300 Advanced Language through
Content [in Spanish]

SPAN W3349 Hispanic Cultures I: Islamic Spain
through the Colonial Period

SPAN W3350 Hispanic Cultures II:
Enlightenment to the Present

SPAN BC3435 Language and Revolution

SPAN BC3470 Latin(o) American Art in New
York City: Critical Interventions,
Institutions, and Creative Lives

SPAN BC3510 Gender and Sexuality in Latin
American Cultures

LATIN AMERICAN AND IBERIAN CULTURES

Departmental Office: 101 Casa Hispánica, 612 W. 116th Street; 212-854-4187; 212-854-5322 (fax)
<http://www.laic.columbia.edu/>

Director of Undergraduate Studies: Prof. Jesús R. Velasco, 301 Casa Hispánica; 212-854-8486; jvelasco@columbia.edu

Director of Graduate Studies: Prof. Graciela Montaldo, 307 Casa Hispánica; 212-854-4882; gm2168@columbia.edu

Directors of the Spanish Language Program:

Lee B. Abraham, 506 Casa Hispánica; 212-854-8075;
lba2133@columbia.edu

Angelina Craig-Flórez, 404 Casa Hispánica; 212-854-4187;
ac68@columbia.edu

The Department of Latin American and Iberian Cultures (LAIC) at Columbia, located in Casa Hispánica, has long enjoyed an international reputation as a center for Hispanic and Lusophone studies. The department provides linguistic preparation in Spanish, Portuguese, and Catalan, and offers a flexible program to study manifestations of the Hispanic and Lusophone worlds in all historical periods—from the medieval to the globalized present—and in a variety of cultural contexts: the Iberian Peninsula, Latin America, the former colonies of Portugal, and the United States.

Students can enter the program at any level of linguistic and cultural preparedness. The department offers a placement exam to determine the level at which students may either begin or continue study. Majors and concentrators in Hispanic studies and Portuguese studies are typically double majors who bring insights and methods from fields such as history, political science, women's studies, anthropology, economics, Latino studies, Latin American studies, etc., which fosters engaging discussions.

ACADEMIC PROGRAMS

The department offers two majors. The major in Hispanic studies gives students a well-rounded preparation in the history and culture of the Hispanic world. The second option, a major in Hispanic studies with specialization, allows students to study the Hispanic world through a number of fields, among them Latin American studies, gender studies, political science, economics, history, and sociology. The department also offers two concentrations: Hispanic studies and Portuguese studies.

The language and major programs have also been designed in close consultation and cooperation with Barnard's Department of Spanish and Latin American Cultures. All courses taken in one program may be used to fulfill the requirements of the other. Hence, Columbia and Barnard students may move freely between departments of both institutions for courses that best fit their intellectual interests and schedules.

ADVANCED PLACEMENT

The department grants 3 credits for a score of 5 on the AP Spanish Language exam, which satisfies the foreign language requirement. Credit is awarded upon successful completion of a 3300-level (or higher) course with a grade of B or higher. This course must be for at least 3 points of credit and be taught in Spanish. Courses taught in English may not be used for language AP credit.

The department grants 0 credits for a score of 4 on the AP Spanish Language exam, but the foreign language requirement is satisfied.

The department grants 3 credits for a score of 5 on the AP Spanish Literature exam, which satisfies the foreign language requirement. Credit is awarded upon successful completion of a 3300-level (or higher) course with a grade of B or higher. This course must be for at least 3 points of credit and be taught in Spanish. Courses taught in English may not be used for language AP credit.

The department grants 0 credits for a score of 4 on the AP Spanish Literature exam, but the foreign language requirement is satisfied.

STUDY ABROAD

The department strongly recommends that all Hispanic and Portuguese studies majors/concentrators study abroad. Most courses taken abroad can be used to fulfill the requirements for the major and concentration, and with adequate planning, even some of the requirements for a second major or concentration. A maximum of four (4) courses taken abroad may be applied to the major, and a maximum of three (3) to the concentration in Hispanic or Portuguese studies.

All students are strongly advised to take either SPAN W3349 Hispanic Cultures I: Islamic Spain through the Colonial Period or SPAN W3350 Hispanic Cultures II: Enlightenment to the Present before studying abroad. Actual or potential majors and concentrators in Hispanic or Portuguese studies should seek tentative approval of their programs from the director of undergraduate studies before their departure.

INTERNSHIPS

The department maintains an updated list of internship resources and volunteer opportunities in New York City, the United States, and abroad. No academic credit is given for internships.

THE HISPANIC INSTITUTE

The department hosts the Hispanic Institute at Columbia. Founded in 1920 as the Instituto de las Españas, the Institute sponsors and disseminates research on Hispanic and Luso-Brazilian culture. Since 1934, the Institute has published the *Revista Hispánica Moderna*, a distinguished journal in Hispanic criticism and theory.

IN FULFILLMENT OF THE LANGUAGE REQUIREMENT

For students with no knowledge of Spanish, Portuguese, or Catalan, at least four terms of the language are required: *W1101-W1102* (or *W1120*) and *W1201-W1202* (or *W1220*). **All courses must be taken for a letter grade to fulfill the language requirement.**

Students with prior knowledge of Spanish who plan to continue studying Spanish are required to take the department's on-line placement examination (<http://laic.columbia.edu/programs/placement-examination>) before registering for courses. Students with prior knowledge of Portuguese or Catalan should speak with the director of language programs.

Students may be exempted from the language requirement in one of four ways:

1. Present a score of 4 or 5 on the AP Spanish Language or Spanish Literature Exams. Students who receive a score of 5 in either exam are awarded 3 AP credits upon successful completion of a 3300-level (or above) course with a grade of B or higher. AP credit is not granted for a score of 4.
2. Present a score of 780 or above on the SAT Subject Test. Students with a score lower than 780 should take the department's on-line placement exam and follow the placement advice received.
3. Present a score of a 7, 6, or 5 on the International Baccalaureate Higher Level Exam in Spanish.
4. Obtain a score of 625 or higher in the department's on-line placement exam (<http://laic.columbia.edu/programs/placement-examination>). If the score in the on-line test qualifies a student for exemption from the language requirement, they are required to take a written version of the placement exam during orientation (for entering students) or during the semester (for continuing students). This written exam is offered every year on the Thursday before the beginning of classes in the fall semester from 10:00 a.m.- 2:00 p.m. in Room 352 of the International Affairs Building (the Language Resource Center Computer Lab). Students do not need to make an appointment to take the exam.

DEPARTMENTAL HONORS

Beginning in Spring 2015, the department has put in place a new timeline and training program for juniors, in order to assist students with planning and completing the Honors Thesis during their senior year. The Honors Thesis is an excellent option for any student interested in pursuing a Master's degree or Ph.D.; but, above all, it is a highly formative research and writing experience—one that can bear unexpected fruits toward any path the student decides to take in the future.

All students pursuing a major through the department may apply to write an Honors Thesis. The department envisions the thesis as an intellectually challenging and rewarding experience

that crowns four years of undergraduate studies with an original contribution in the field chosen by the student.

The department supports students in shaping their research topic and provides frequent advising throughout the research and writing process. The timeline is as follows:

- During the junior year, students take into consideration the possibility of writing an Honors Thesis in the following year. The topic of the Honors Thesis may likely originate in an advanced course taken during the junior year; students may also choose to develop ideas discussed or papers written in courses taken in previous years. Juniors schedule a meeting (or, if the student is studying abroad, a Skype conversation) with the director of undergraduate studies to discuss their proposed topic and faculty adviser.
- By May 15, juniors who have decided to write an Honors Thesis in their senior year send a formal proposal to the director of undergraduate studies, which includes:
 - A title and a one-page abstract;
 - The name of the proposed faculty adviser;
 - An application for departmental partial funding support (for those who would like to pursue research during the summer).
- By May 30, the Honors Thesis committee reviews the proposals and informs the students of its decision.
- In the fall of the senior year:
 - Seniors selected to write the Honors Thesis enroll in SPAN W3998 Supervised Individual Research (Spring) with their faculty adviser and write the Honors Thesis during the entire senior year under the direction of their adviser. For the purposes of the major, this independent study counts as a 3-point course towards elective courses.
 - Faculty advisers organize Honors Thesis Workshops to discuss students' ongoing projects and provide advising on research tools, methodological and theoretical frames, and overall writing process.
- In either the fall or spring of the senior year, students enroll in SPAN W3991 Senior Seminar or SPAN W3992 Senior Seminar: Modern Cities and Global Cities.
- By April 15 of the senior year, students complete and present their Honors Thesis for consideration towards departmental honors and prizes. Students submit their thesis in hard copy, following the formatting specifications provided on the LAIC website (<http://laic.columbia.edu/programs/formatting-specifications-for-the-senior-thesis>).
- By May 1, the Honors Thesis committee informs the students of its decision. Departmental honors and prizes are assigned. The committee provides publishing options to students whose work has resulted in a highly original scholarship piece.

In order to facilitate the transition to this new schedule, the department will organize an *Honors Thesis Introductory Session* during the last week of April 2015. All undergraduate

students are welcome; students in the junior year will have the opportunity to discuss possible research themes and thesis topics.

To be considered for departmental honors, a student must write an Honors Thesis and maintain a GPA of at least 3.6 in major courses. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

UNDERGRADUATE PRIZES

The faculty awards an undergraduate prize every year:

Susan Huntington Vernon Prize

Established in 1941 by a member of the noted family of New York Hispanophiles, it is given to the Columbia College senior major who has demonstrated excellence in the study of Spanish, Portuguese, and Latin American languages and cultures.

FACULTY

PROFESSORS

- Carlos J. Alonso
- Patricia E. Grieve
- Graciela R. Montaldo
- Gustavo Pérez-Firmat
- Jesús Rodríguez-Velasco

ASSOCIATE PROFESSORS

- Alberto Medina
- Alessandra Russo

ASSISTANT PROFESSORS

- Joaquín Barriendos
- Karen Benezra
- Seth Kimmel
- Ana Paulina Lee

SENIOR LECTURER

- Guadalupe Ruiz-Fajardo

LECTURERS

- Lee B. Abraham
- Irene Alonso-Aparicio
- José Antonio Castellanos-Pazos
- Angelina Craig-Flórez
- Ana Paula Huback
- Juan Pablo Jiménez-Caicedo
- Reyes Llopis-García
- Francisco Meizoso
- Sonia Montero
- João Nemi Neto
- Mercedes Pérez Serrano
- Diana P. Romero

- Francisco Rosales-Varo
- Perla Rozencvaig
- José Plácido Ruiz-Campillo
- Elsa Úbeda

REQUIREMENTS

MAJOR IN HISPANIC STUDIES

The major in Hispanic studies requires 11 courses (minimum of 33 points) as follows:

Core Courses

SPAN W3300	Advanced Language through Content [in Spanish]
SPAN W3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN W3350	Hispanic Cultures II: Enlightenment to the Present

Elective Courses

Select seven elective courses: (21 points): (a minimum of three 3000 or 4000 level electives within the LAIC department and up to three electives related to Hispanic Studies outside the LAIC department.

Senior Seminar

SPAN W3991	Senior Seminar
or SPAN W3992	Senior Seminar: Modern Cities and Global Cities

MAJOR IN HISPANIC STUDIES WITH SPECIALIZATION

The major in Hispanic studies with specialization requires 14 courses (minimum of 42 points) as follows. Students should consult the director of undergraduate studies to plan their program and refer to the Hispanic Studies Major Worksheet.

Core Courses

SPAN W3300	Advanced Language through Content [in Spanish]
SPAN W3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN W3350	Hispanic Cultures II: Enlightenment to the Present

Elective Courses

Select three elective courses (9 points): (three 3000- or 4000-level electives in the LAIC department)

Select seven elective courses in an area of specialization, three of which must be related to Hispanic Studies. Students who wish to complete this interdisciplinary major must choose a specialization in anthropology, art history, economics, film, gender studies, history, Latino studies, Latin American studies, music, political science, sociology, or urban studies. Students' transcripts reflect the discipline of specialization within Hispanic studies. Courses may include basic methodological or foundation courses in the chosen field. In special cases and with the director of undergraduate studies' approval, students may complete some coursework in another discipline closely related to the one chosen.

Senior Seminar *

SPAN W3991	Senior Seminar
or SPAN W3992	Senior Seminar: Modern Cities and Global Cities

- * In exceptional cases and with the director of undergraduate studies' approval, students may take a senior seminar in their area of specialization as a seventh course outside the department, if they have completed enough foundational courses to manage the demands of an advanced seminar. In such cases, the director of undergraduate studies must receive a letter or e-mail from the seminar instructor indicating approval of a student's membership in the course; the seminar project must be on a Hispanic topic; and a copy of the project must be turned in to the director of undergraduate studies for the student's file upon completion of the course. Students who complete the senior seminar in another department may also count it as the third elective course on a Hispanic topic outside the department, in which case they may take a fourth 3000- or 4000-level course in the department.

CONCENTRATION IN HISPANIC STUDIES

The concentration in Hispanic studies requires eight courses (minimum of 24 points) as follows:

Core Courses

SPAN W3300	Advanced Language through Content [in Spanish]
SPAN W3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN W3350	Hispanic Cultures II: Enlightenment to the Present

Elective Courses

Select eight courses (24 points): three required foundation courses and five electives (a minimum of four 3000- or 4000-level courses at LAIC and a fifth course related to Hispanic Studies that may be taken in another department.

CONCENTRATION IN PORTUGUESE STUDIES

The concentration in Portuguese studies requires eight courses (minimum 24 points) as follows:

Core Courses

PORT W3101	Conversation about the Lusophone World
PORT W3330	Introduction to Portuguese Studies
PORT W3350	Lusophone Africa and Afro-Brazilian Culture

Elective Courses

Select four elective courses: at least two must have a PORT designation and be chosen from the department's 3000-level offerings. Electives taken outside of the department must have the director of undergraduate studies' approval and be related to Portuguese studies. A maximum of two courses taught in English may be counted toward the concentration overall. Refer to the Portuguese Concentration Worksheet.

COURSES FALL 2015 SPANISH

SPAN W1101 Elementary Spanish I. 4 points.

Prerequisites: a score of 0-279 in the department's Placement Examination.

An introduction to Spanish communicative competence, with stress on basic oral interaction, reading, writing, and cultural knowledge. Principal objectives are to understand and produce commonly used sentences to satisfy immediate needs; ask and answer questions about personal details such as where we live, people we know and things we have; interact in a simple manner with people who speak clearly, slowly and are ready to cooperate; and understand simple and short written and audiovisual texts in Spanish.

Fall 2015: SPAN W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/23800	T Th F 8:40am - 9:55am 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	13/15
SPAN 1102	002/74647	T Th F 10:10am - 11:25am 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	12/15
SPAN 1102	003/11077	M W F 8:40am - 9:55am 255 International Affairs Bldg	Anayvellyse Allen-Mossman	4	14/15
SPAN 1102	004/69760	F 10:10am - 11:25am 207 Union Theological Seminary	David Mejia	4	12/15
SPAN 1102	004/69760	M 10:10am - 11:25am	David Mejia	4	12/15

		300 Union Theological Seminary				
SPAN 1102 004/69760	W 10:10am - 11:25am	David Mejia	4	12/15		
	307 Union Theological Seminary					
SPAN 1102 005/62936	T 10:10am - 11:25am	Alexandra Mendez	4	12/15		
	501 International Affairs Bldg					
SPAN 1102 005/62936	Th F 10:10am - 11:25am	Alexandra Mendez	4	12/15		
	602 Lewisohn Hall					
SPAN 1102 006/22380	T Th F 4:10pm - 5:25pm	Jose Placido Ruiz-Campillo	4	15/15		
	313 Pupin Laboratories					
SPAN 1102 007/12615	F 10:10am - 11:25am	Oscar Barreto	4	10/15		
	316 Hamilton Hall					
SPAN 1102 007/12615	M W 10:10am - 11:25am	Oscar Barreto	4	10/15		
	412 Pupin Laboratories					
SPAN 1102 008/71460	T Th F 11:40am - 12:55pm	Omar Duran-Garcia	4	9/15		
	206 Casa Hispanica					
SPAN 1102 009/20031	M W F 11:40am - 12:55pm	Analia Lavin	4	13/15		
	253 International Affairs Bldg					
SPAN 1102 010/19015	T Th F 11:40am - 12:55pm	Francisco Rosales-Varo	4	15/15		
	424 Pupin Laboratories					
SPAN 1102 011/74624	T Th F 2:40pm - 3:55pm	Francisco Rosales-Varo	4	16/15		
	255 International Affairs Bldg					
SPAN 1102 012/04304	M W Th 8:40am - 9:55am	Alma Mora	4	15/15		
	307 Milbank Hall					
SPAN 1102 013/04913	M W Th 10:10am - 11:25am	Alma Mora	4	15/15		
	307 Milbank Hall					
SPAN 1102 014/09207	M W Th 11:40am - 12:55pm	Alma Mora	4	10/15		
	325 Milbank Hall					
SPAN 1102 015/00997	M W Th 1:10pm - 2:25pm	Maria Arce-Fernandez	4	15/15		
	225 Milbank Hall					
SPAN 1102 016/07364	M W Th 2:40pm - 3:55pm	Maria Arce-Fernandez	4	15/15		
	225 Milbank Hall					
Spring 2016: SPAN W1101						
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	
SPAN 1102 001/71085	M W F 8:40am - 9:55am	Alvaro Enrigue	4	11/15		
	206 Casa Hispanica					
SPAN 1102 002/14582	M W F 10:10am - 11:25am	Alvaro Enrigue	4	16/15		
	201 Casa Hispanica					
SPAN 1102 003/28105	M W F 11:40am - 12:55pm	Alvaro Enrigue	4	9/15		

SPAN 1102 004/27334	T Th F 2:40pm - 3:55pm	Amelia Bande	4	7/15		201 Casa Hispanica
	254 International Affairs Bldg					
SPAN 1102 005/69407	T Th F 4:10pm - 5:25pm	Amelia Bande	4	9/15		
	254 International Affairs Bldg					
SPAN 1102 007/27148	T Th F 8:40am - 9:55am	Francisco Meizoso	4	12/15		
	325 Pupin Laboratories					
SPAN 1102 008/72683	T Th F 10:10am - 11:25am	Francisco Meizoso	4	9/15		
	325 Pupin Laboratories					
SPAN 1102 009/14189	T Th F 5:40pm - 6:55pm	Francisco Meizoso	4	10/15		
	424 Pupin Laboratories					
SPAN 1102 010/06086	T Th F 2:40pm - 3:55pm	Teresa Darwich	4	12/15		
	307 Milbank Hall					
SPAN 1102 011/00511	T Th F 4:10pm - 5:25pm	Teresa Darwich	4	9/15		
	307 Milbank Hall					

SPAN W1102 Elementary Spanish II. 4 points.

Prerequisites: *SPAN W1101*, or a score of 280-379 in the department's Placement Examination.

An intensive introduction to Spanish language communicative competence, with stress on basic oral interaction, reading, writing and cultural knowledge as a continuation of *SPAN W1101*. Main objectives are to understand sentences and frequently used expressions related to areas of immediate relevance; communicate in simple and routine tasks requiring a direct exchange of information on familiar matters; describe in simple terms aspects of our background and personal history; understand the main point, the basic content, and the plot of filmic as well as short written texts.

Fall 2015: SPAN W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102 001/22532	M W F 8:40am - 9:55am	424 Pupin Laboratories	Hector Gonzalez Alvarez	4	13/15
SPAN 1102 002/14652	F 10:10am - 11:25am	303 Union Theological Seminary	Hector Gonzalez Alvarez	4	14/15
SPAN 1102 002/14652	M W 10:10am - 11:25am	A36 Union Theological Seminary	Hector Gonzalez Alvarez	4	14/15
SPAN 1102 003/17344	T Th F 11:40am - 12:55pm	255 International Affairs Bldg	Angelina Craig-Florez	4	13/15
SPAN 1102 004/00615	M W Th 11:40am - 12:55pm		Maria Arce-Fernandez	4	17/15

SPAN 1102 005/21810	225 Milbank Hall T Th F 10:10am - 11:25am 424 Pupin Laboratories	Lara Tucker	4	15/15
SPAN 1102 006/10226	M W F 11:40am - 12:55pm 104 Knox Hall	Diana Romero	4	11/15
SPAN 1102 007/72899	T Th F 2:40pm - 3:55pm 222 Pupin Laboratories	Lara Tucker	4	15/15
SPAN 1102 008/73323	T Th F 4:10pm - 5:25pm 222 Pupin Laboratories	Lara Tucker	4	13/15
SPAN 1102 010/96948	M W F 2:40pm - 3:55pm 609 Hamilton Hall	Hector Gonzalez Alvarez	4	13/15

Spring 2016: SPAN W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/61762	M W F 8:40am - 9:55am 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	14/15
SPAN 1102	002/24251	M W F 10:10am - 11:25am 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	15/15
SPAN 1102	003/71168	M W F 11:40am - 12:55pm 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	15/15
SPAN 1102	004/61465	T Th F 2:40pm - 3:55pm 313 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	005/15937	T Th F 4:10pm - 5:25pm 313 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	006/14887	T Th F 5:40pm - 6:55pm 313 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	007/61988	M W F 11:40am - 12:55pm 307 Mathematics Building	Lee Abraham	4	13/15
SPAN 1102	008/63145	M W F 2:40pm - 3:55pm 255 International Affairs Bldg	Lee Abraham	4	15/15
SPAN 1102	009/27328	T Th F 10:10am - 11:25am 313 Pupin Laboratories	Hector Gonzalez Alvarez	4	16/15
SPAN 1102	010/76014	T Th F 11:40am - 12:55pm 313 Pupin Laboratories	Hector Gonzalez Alvarez	4	13/15
SPAN 1102	011/23314	T Th F 8:40am - 9:55am 313 Pupin Laboratories	Hector Gonzalez Alvarez	4	12/15
SPAN 1102	012/67002	T Th F 10:10am - 11:25am	Amelia Bande	4	9/15

SPAN 1102 014/07842	307 Mathematics Building M W Th 1:10pm - 2:25pm 225 Milbank Hall	Maria Arce-Fernandez	4	17/15
SPAN 1102 015/02224	M W Th 2:40pm - 3:55pm 225 Milbank Hall	Maria Arce-Fernandez	4	14/15
SPAN 1102 016/06432	T Th F 8:40am - 9:55am 327 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1102 017/02413	T Th F 10:10am - 11:25am 327 Milbank Hall	Leonor Pons Coll	4	14/15
SPAN 1102 018/03325	T Th F 11:40am - 12:55pm 327 Milbank Hall	Leonor Pons Coll	4	15/15

SPAN W1113 Spanish Rapid Reading and Translation. 3 points.

Open to graduate students in GSAS only.

This course, conducted in English, is designed to help graduate students from other departments gain proficiency in reading and translating Spanish texts for scholarly research. The course prepares students to take the Reading Proficiency Exam that most graduate departments demand to fulfill the foreign-language proficiency requirement in that language. Graduate students with any degree of knowledge of Spanish are welcome. A grade of A- or higher in this class will satisfy the GSAS foreign language proficiency requirement in Spanish.

Fall 2015: SPAN W1113

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1113	001/64031	T 4:10pm - 6:00pm 406 Hamilton Hall	Elise Arnold-Levene	3	7/15

Spring 2016: SPAN W1113

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1113	001/13148	T 4:10pm - 6:00pm 206 Casa Hispanica	Elise Arnold-Levene	3	4/15

SPAN W1120 Comprehensive Beginning Spanish. 4 points.

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN W1101* and *SPAN W1102*. Students MUST meet the following REQUIREMENTS: 1. A minimum of 3 years of high school Spanish (or the equivalent) AND a score of 330 or above in the Department's Placement Examination, OR 2. fluency in a language other than English (preferably another Romance language). If you fulfill the above requirements, you do not need instructor's permission to register. HOWEVER, the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence *SPAN W1101-SPAN W1102*.

Fall 2015: SPAN W1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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SPAN 1120 001/13742	F 2:40pm - 3:55pm 104 Knox Hall	Diana Romero	4	9/15	
SPAN 1120 001/13742	M W 2:40pm - 3:55pm 325 Pupin Laboratories	Diana Romero	4	9/15	
SPAN 1120 002/26118	F 4:10pm - 5:25pm 101 Knox Hall	Diana Romero	4	4/15	
SPAN 1120 002/26118	M W 4:10pm - 5:25pm 325 Pupin Laboratories	Diana Romero	4	4/15	

Spring 2016: SPAN W1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1120 001/16414	T Th F 2:40pm - 3:55pm 325 Pupin Laboratories	Diana Romero	4	7/15	
SPAN 1120 002/13299	T Th F 4:10pm - 5:25pm 325 Pupin Laboratories	Diana Romero	4	4/15	

SPAN W1201 Intermediate Spanish I. 4 points.

Prerequisites: *SPAN W1102* or *SPAN W1120*, or a score of 380-449 in the department's Placement Examination.

An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, writing, and culture as a continuation of *SPAN W1102* or *SPAN W1120*.

Fall 2015: SPAN W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1201 001/63626	T Th F 10:10am - 11:25am 222 Pupin Laboratories	Mercedes Perez-Serrano	4	14/15	
SPAN 1201 002/75931	T Th F 11:40am - 12:55pm 307 Pupin Laboratories	Mercedes Perez-Serrano	4	15/15	
SPAN 1201 003/14400	T Th F 2:40pm - 3:55pm 307 Pupin Laboratories	Mercedes Perez-Serrano	4	11/15	
SPAN 1201 004/17656	M W F 8:40am - 9:55am 224 Pupin Laboratories	Alvaro Enrigue	4	14/15	
SPAN 1201 005/14837	M W F 10:10am - 11:25am 224 Pupin Laboratories	Alvaro Enrigue	4	15/15	
SPAN 1201 006/21552	M W F 11:40am - 12:55pm 224 Pupin Laboratories	Alvaro Enrigue	4	11/15	
SPAN 1201 007/18215	T Th F 2:40pm - 3:55pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	4	15/15	
SPAN 1201 008/70192	T Th F 4:10pm - 5:25pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	4	15/15	

SPAN 1201 009/22443	T Th F 5:40pm - 6:55pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	4	13/15	
SPAN 1201 010/21952	M W F 10:10am - 11:25am 425 Pupin Laboratories	Sonia Montero	4	15/15	
SPAN 1201 011/26722	M W F 11:40am - 12:55pm 425 Pupin Laboratories	Sonia Montero	4	14/15	
SPAN 1201 012/71165	M W F 2:40pm - 3:55pm 424 Pupin Laboratories	Sonia Montero	4	15/15	
SPAN 1201 013/28674	T Th F 4:10pm - 5:25pm 424 Pupin Laboratories	Perla Rozencaig	4	14/15	
SPAN 1201 014/08349	M W Th 8:40am - 9:55am 225 Milbank Hall	Maria Lozano	4	15/15	
SPAN 1201 015/08647	M W Th 10:10am - 11:25am 225 Milbank Hall	Maria Lozano	4	14/15	
SPAN 1201 016/02433	T Th F 8:40am - 9:55am 327 Milbank Hall	Leonor Pons Coll	4	15/15	
SPAN 1201 017/06179	T Th F 10:10am - 11:25am 327 Milbank Hall	Leonor Pons Coll	4	15/15	
SPAN 1201 018/06409	T Th F 11:40am - 12:55pm 327 Milbank Hall	Leonor Pons Coll	4	13/15	
SPAN 1201 019/07617	T Th F 2:40pm - 3:55pm 324 Milbank Hall	Javier Perez Zapatero	4	16/15	

Spring 2016: SPAN W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1201 001/22685	M W F 8:40am - 9:55am 255 International Affairs Bldg	David Mejia	4	10/15	
SPAN 1201 002/69789	M W F 10:10am - 11:25am 413 Hamilton Hall	Alexandra Mendez	4	11/15	
SPAN 1201 003/62634	M W F 11:40am - 12:55pm 413 Hamilton Hall	Anayvelyse Allen-Mossman	4	10/15	
SPAN 1201 004/20936	T Th F 10:10am - 11:25am 424 Pupin Laboratories	Lara Tucker	4	15/15	
SPAN 1201 005/63777	T Th F 11:40am - 12:55pm 424 Pupin Laboratories	Lara Tucker	4	15/15	
SPAN 1201 006/15081	T Th F 2:40pm - 3:55pm 253 International Affairs Bldg	Francisco Rosales-Varo	4	15/15	
SPAN 1201 007/27845	T Th F 4:10pm - 5:25pm 253 International Affairs Bldg	Francisco Rosales-Varo	4	13/15	

SPAN 1201 008/14337	M W F 8:40am - 9:55am 505 Casa Hispanica	Omar Duran-Garcia	4	7/15
SPAN 1201 009/16613	T Th F 2:40pm - 3:55pm 424 Pupin Laboratories	Lara Tucker	4	15/15
SPAN 1201 013/09567	M W Th 8:40am - 9:55am 501 Milbank Hall	Maria Lozano	4	14/15
SPAN 1201 014/04230	M W Th 10:10am - 11:25am 501 Milbank Hall	Maria Lozano	4	17/15

SPAN W1202 Intermediate Spanish II. 4 points.

Prerequisites: *SPAN W1201* or a score of 450-624 in the department's Placement Examination.

An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, writing and culture as a continuation of *SPAN W1201*.

Fall 2015: SPAN W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1202 001/61074		T Th F 8:40am - 9:55am 325 Pupin Laboratories	Francisco Meizoso	4	13/15
SPAN 1202 002/60181		T Th F 10:10am - 11:25am 307 Pupin Laboratories	Francisco Meizoso	4	14/15
SPAN 1202 003/68390		T Th F 5:40pm - 6:55pm 424 Pupin Laboratories	Francisco Meizoso	4	11/15
SPAN 1202 004/28896		T Th F 10:10am - 11:25am 325 Pupin Laboratories	Reyes Llopis-Garcia	4	15/15
SPAN 1202 005/66890		T Th F 11:40am - 12:55pm 325 Pupin Laboratories	Reyes Llopis-Garcia	4	14/15
SPAN 1202 006/74283		T Th F 2:40pm - 3:55pm 253 International Affairs Bldg	Reyes Llopis-Garcia	4	13/15
SPAN 1202 007/63905		M W F 10:10am - 11:25am 313 Pupin Laboratories	Lee Abraham	4	13/15
SPAN 1202 008/23341		M W F 11:40am - 12:55pm 313 Pupin Laboratories	Lee Abraham	4	14/15
SPAN 1202 009/15723		M W F 11:40am - 12:55pm 412 Pupin Laboratories	Cristina Fernandez-Gutierrez	4	13/15
SPAN 1202 010/73645		M W F 2:40pm - 3:55pm 412 Pupin Laboratories	Cristina Fernandez-Gutierrez	4	13/15
SPAN 1202 011/25798		M W F 4:10pm - 5:25pm	Cristina Fernandez-Gutierrez	4	11/15

SPAN 1202 012/04596	T Th F 8:40am - 9:55am 237 Milbank Hall	Jesus Suarez-Garcia	4	16/15
SPAN 1202 013/05504	T Th F 10:10am - 11:25am 237 Milbank Hall	Jesus Suarez-Garcia	4	16/15

Spring 2016: SPAN W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1202 001/70931		M W F 8:40am - 9:55am 224 Pupin Laboratories	Cristina Fernandez-Gutierrez	4	13/15
SPAN 1202 002/10111		M W F 10:10am - 11:25am 224 Pupin Laboratories	Cristina Fernandez-Gutierrez	4	15/15
SPAN 1202 003/22963		M W F 11:40am - 12:55pm 224 Pupin Laboratories	Cristina Fernandez-Gutierrez	4	14/15
SPAN 1202 004/60212		T Th F 10:10am - 11:25am 222 Pupin Laboratories	Mercedes Perez-Serrano	4	15/15
SPAN 1202 005/72316		T Th F 11:40am - 12:55pm 222 Pupin Laboratories	Mercedes Perez-Serrano	4	15/15
SPAN 1202 006/15415		T Th F 2:40pm - 3:55pm 412 Pupin Laboratories	Mercedes Perez-Serrano	4	14/15
SPAN 1202 007/13573		M W F 10:10am - 11:25am 307 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 1202 008/73002		M W F 11:40am - 12:55pm 307 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 1202 009/72864		M W F 2:40pm - 3:55pm 307 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 1202 010/64066		T Th F 10:10am - 11:25am 425 Pupin Laboratories	Angelina Craig-Florez	4	15/15
SPAN 1202 011/71434		T Th F 11:40am - 12:55pm 425 Pupin Laboratories	Angelina Craig-Florez	4	15/15
SPAN 1202 012/12188		T Th F 2:40pm - 3:55pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	4	15/15
SPAN 1202 013/25670		T Th F 10:10am - 11:25am 602 Lewisohn Hall	Reyes Llopis-Garcia	4	15/15
SPAN 1202 014/69642		T Th F 11:40am - 12:55pm 602 Lewisohn Hall	Reyes Llopis-Garcia	4	15/15
SPAN 1202 015/68230		T Th F 4:10pm - 5:25pm	Guadalupe Ruiz-Fajardo	4	15/15

	425 Pupin Laboratories				
SPAN 1202 019/09111	M W Th 11:40am - 12:55pm 237 Milbank Hall	Alma Mora	4	15/15	
SPAN 1202 020/04596	M W Th 1:10pm - 2:25pm 237 Milbank Hall	Alma Mora	4	15/15	
SPAN 1202 021/06478	M W Th 2:40pm - 3:55pm 237 Milbank Hall	Alma Mora	4	12/15	
SPAN 1202 022/06384	T Th F 2:40pm - 3:55pm 324 Milbank Hall	Javier Perez Zapatero	4	11/15	
SPAN 1202 023/06469	Th F 4:10pm - 5:25pm 207 Milbank Hall	Javier Perez Zapatero	4	15/15	
SPAN 1202 023/06469	T 4:10pm - 5:25pm 237 Milbank Hall	Javier Perez Zapatero	4	15/15	

SPAN W1208 Spanish for Spanish-Speaking Students. 4 points.

Prerequisites: *heritage knowledge of Spanish*. Students intending to register for this course must take the department's on-line Placement Examination. (<http://www.columbia.edu/cu/spanish/undergraduate/placeexam.html>) You should take this course if your recommended placement on this test is *SPAN W1202* (a score of 450-624). If you place below *SPAN W1202* you should follow the placement recommendation received with your test results. If you place above *SPAN W1202*, you should choose between *SPAN W3300* and *SPAN W4900*. If in doubt, please consult with the Director of the Language Programs. Designed for native and non-native Spanish-speaking students who have oral fluency beyond the intermediate level but have had no formal language training.

Fall 2015: SPAN W1208

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1208 001/05777		T Th F 11:40am - 12:55pm 237 Milbank Hall	Jesus Suarez-Garcia	4	12/15

Spring 2016: SPAN W1208

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1208 001/90846		T Th F 11:40am - 12:55pm 325 Pupin Laboratories	Diana Romero	4	15/15

SPAN W1220 Comprehensive Intermediate Spanish. 4 points.

Prerequisites: this course is an intensive and fast-paced coverage of both *SPAN W1201* and *SPAN W1202*. Students MUST demonstrate a strong foundation in Spanish and meet the following REQUIREMENTS: a score ABOVE 480 in the Department's Placement Examination; or A- or higher in *SPAN W1120*. If you fulfill the above requirements, you do not need the instructor's permission to register. HOWEVER the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course.

Replaces the sequence *SPAN W1201-SPAN W1202*.

Fall 2015: SPAN W1220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1220 001/15963		T Th F 11:40am - 12:55pm 222 Pupin Laboratories	Perla Rozencvaig	4	13/15
SPAN 1220 002/68009		T Th F 2:40pm - 3:55pm 224 Pupin Laboratories	Perla Rozencvaig	4	13/15

Spring 2016: SPAN W1220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1220 001/60360		T Th F 11:40am - 12:55pm 522c Kent Hall	Perla Rozencvaig	4	7/15
SPAN 1220 002/61038		T Th F 2:40pm - 3:55pm 222 Pupin Laboratories	Perla Rozencvaig	4	13/15

SPAN W3300 Advanced Language through Content [in Spanish]. 3 points.

Prerequisites: **fulfillment of the language requirement** (<http://www.columbia.edu/cu/spanish/undergraduate/langrequirement.html>).

Corequisites: **formerly SPAN W3200 and SPAN BC3004. If you have taken either of these courses before you can not take SPAN W3300.**

An intensive exposure to advanced points of Spanish grammar and structure through written and oral practice, along with an introduction to the basic principles of academic composition in Spanish. Each section is based on the exploration of an ample theme that serves as the organizing principle for the work done in class (Please consult the Directory of Classes (<http://www.columbia.edu/cu/bulletin/uwb>) for the topic of each section.) This course is required for the major and the concentration in Hispanic Studies.

Fall 2015: SPAN W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300 001/22358		M W 1:10pm - 2:25pm 206 Casa Hispanica	Santiago Acosta	3	9/15
SPAN 3300 002/16844		M W 2:40pm - 3:55pm 652 Schermerhorn Hall	Almudena Marin-Cobos	3	10/15
SPAN 3300 003/72371		T Th 4:10pm - 5:25pm 652 Schermerhorn Hall	Marta Ferrer	3	15/15
SPAN 3300 004/13705		M W 10:10am - 11:25am 505 Casa Hispanica	Alejandro Quintero	3	14/15
SPAN 3300 005/11071		M W 11:40am - 12:55pm 505 Casa Hispanica	Roberto Valdovinos	3	9/15

SPAN 3300 006/62202	T Th 10:10am - 11:25am 425 Pupin Laboratories	Francisco Rosales-Varo	3	13/15
SPAN 3300 007/74421	T Th 11:40am - 12:55pm 411 Hamilton Hall	Juan Jimenez-Caicedo	3	12/15
SPAN 3300 008/70094	T Th 2:40pm - 3:55pm 201 Casa Hispanica	Angelina Craig-Florez	3	7/15
SPAN 3300 009/04772	M W 11:40am - 12:55pm 237 Milbank Hall	Maria Lozano	3	14/15

Spring 2016: SPAN W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300	001/71677	T Th 11:40am - 12:55pm 307 Pupin Laboratories	Alejandro Quintero	3	5/15
SPAN 3300	002/60582	T Th 10:10am - 11:25am 307 Pupin Laboratories	Almudena Marin-Cobos	3	4/15
SPAN 3300	003/63905	M W 2:40pm - 3:55pm 313 Pupin Laboratories	Santiago Acosta	3	13/15
SPAN 3300	004/67099	M W 10:10am - 11:25am 425 Pupin Laboratories	Roberto Valdovinos	3	6/15
SPAN 3300	005/20809	M W 11:40am - 12:55pm 206 Casa Hispanica	Marta Ferrer	3	7/15
SPAN 3300	006/74680	T Th 4:10pm - 5:25pm 222 Pupin Laboratories	Perla Rozencvaig	3	10/15
SPAN 3300	007/14025	T Th 5:40pm - 6:55pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	3	10/15
SPAN 3300	008/04348	M W 11:40am - 12:55pm 325 Milbank Hall	Maria Arce-Fernandez	3	14/15
SPAN 3300	009/01614	T Th 1:10pm - 2:25pm 324 Milbank Hall	Javier Perez Zapatero	3	9/15
SPAN 3300	010/14533	T Th 10:10am - 11:25am 315 Hamilton Hall	Elsa Ubeda	3	6/15

SPAN W3330 Introduction to the Study of Hispanic Cultures. 3 points.

Prerequisites: *SPAN 3300*.

The course studies cultural production in the Hispanic world with a view to making students aware of its historical and constructed nature. It explores concepts such as language, history, and nation; culture (national, popular, mass, and high); the social role of literature; the work of cultural institutions; globalization and migration; and the discipline of cultural studies. The course is divided into units that address these subjects in turn, and through which students will also acquire the fundamental vocabulary for the analysis of cultural objects. The course also

stresses the acquisition of rhetorical skills with which to write effectively in Spanish about the topics discussed. *This course is required for the major and the concentration in Hispanic Studies.*

SPAN W3349 Hispanic Cultures I: Islamic Spain through the Colonial Period. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: L" course: enrollment limited to 15 students. Completion of language requirement, third-year language sequence (W3300).

Provides students with an overview of the cultural history of the Hispanic world, from eighth-century Islamic and Christian Spain and the pre-Hispanic Americas through the late Middle Ages and Early Modern period until about 1700, covering texts and cultural artifacts from both Spain and the Americas.

Fall 2015: SPAN W3349

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349	001/77397	T Th 10:10am - 11:25am 522b Kent Hall	Ibai Arutxa	3	15/15
SPAN 3349	002/16594	M W 10:10am - 11:25am 206 Casa Hispanica	Patricia Grieve	3	12/15
SPAN 3349	003/20184	M W 4:10pm - 5:25pm 201 Casa Hispanica	Rachel Stein	3	9/15
SPAN 3349	004/73538	M W 5:40pm - 6:55pm 318 Hamilton Hall	Noel Blanco Mourelle	3	7/15
SPAN 3349	005/09462	T Th 2:40pm - 3:55pm 237 Milbank Hall	Orlando Bentancor	3	15/15

Spring 2016: SPAN W3349

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349	001/65419	M W 5:40pm - 6:55pm 315 Hamilton Hall	Ibai Atutxa	3	15/15
SPAN 3349	002/17487	T Th 2:40pm - 3:55pm 201 Casa Hispanica	Noel Blanco Mourelle	3	16/15

SPAN W3350 Hispanic Cultures II: Enlightenment to the Present. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course surveys cultural production of Spain and Spanish America from the eighteenth to the twenty-first centuries. Students will acquire the knowledge needed for the study of the cultural manifestations of the Hispanic world in the context of modernity. Among the issues and events studied will be the Enlightenment as ideology and practice, the Napoleonic invasion of Spain, the wars of Spanish American independence, the fin-de-siècle and the cultural avant-gardes, the wars and revolutions of the twentieth century (Spanish Civil War, the Mexican and Cuban revolutions), neoliberalism, globalization, and the Hispanic presence in the United States. The goal of the

course is to study some key moments of this trajectory through the analysis of representative texts, documents, and works of art. Class discussions will seek to situate the works studied within the political and cultural currents and debates of the time. All primary materials, class discussion, and assignments are in Spanish. *This course is required for the major and the concentration in Hispanic Studies.*

Fall 2015: SPAN W3350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/76978	M W 1:10pm - 2:25pm 425 Pupin Laboratories	Ana Lee	3	10/15
SPAN 3350	002/65311	T Th 8:40am - 9:55am 201 Casa Hispanica	Cristina Perez Jimenez	3	12/15
SPAN 3350	003/76393	T Th 2:40pm - 3:55pm 206 Casa Hispanica	Daniella Wurst	3	14/15
SPAN 3350	004/17379	T Th 4:10pm - 5:25pm 316 Hamilton Hall	Wendy Muniz	3	12/15
SPAN 3350	005/05317	M W 1:10pm - 2:25pm 501 Milbank Hall	Ronald Briggs	3	10/15

Spring 2016: SPAN W3350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/61994	M W 8:40am - 9:55am 201 Casa Hispanica	Wendy Muniz	3	18/15
SPAN 3350	002/75915	M W 1:10pm - 2:25pm 206 Casa Hispanica	Daniella Wurst	3	15/15
SPAN 3350	004/27228	T Th 11:40am - 12:55pm 206 Casa Hispanica	Joaquin Barriendos	3	16/15

SPAN W3408 Latin American and Latino Art Archives: Theory, Practice, Display. 4 points. **Not offered during 2015-16 academic year.**

This undergraduate seminar is a practicum for developing interdisciplinary approaches to the use, interpretation, and exhibition of art archives, with special emphasis on the way in which archival materials and artistic documentation have been instrumental in the articulation and critique of the idea of Latin American and Latino art of the 20th and 21st centuries. The course explores three different areas: 1) archival theories (the Latino/Latin American art archive as an object of study); 2) documentary centers in and beyond the museum (the collection, organization, and digitization of art archives for researching purposes); 3) and the use of artist's papers within the exhibition (the 'artistification' of documents, and the 'archival turn' of curatorial discourses). During the course, students will analyze how archives constitute institutional and epistemic authority, how museums discriminate between artworks and art documentation, as well as how we can narrate counter-histories from and against the archive. Students will be exposed to archival materials put into storage in diverse local museums

and documentary centers. An important component of this course will be the direct contact with Latino and Latin American repositories in New York. In order to achieve this aim, a series of visits to the most important local archives and museums will be scheduled, such as the Latino Art and Activism Collection (Center for the Study of Ethnicity and Race at Columbia), the Museo del Barrio, the Archives of Latino and Latin American Art at MoMA, the Bronx Museum of the Art, and the Americas Society. Finally, this course will pay special attention to the 'digital' turn of humanities, that is, to the democratization of knowledge production technologies and the configuration of new databases and online open source repositories. Thus, Latino and Latin American art archives will be described in this course not only as bridges between museums, libraries, and universities, but also as crossroads between North and South America.

SPAN W3409 A Reader of Early Modern Spain. 4 points. **Not offered during 2015-16 academic year.**

It is impossible to separate literature from its material, social, and political conditions of production and consumption. But if the fields of literary criticism and cultural history are interwoven, how should we read and define literature? To what extent are poems or novels objects as well as texts? In addition to authors, how do readers, editors, and publishers shape a text's meaning? Focusing on early modern Spain, this class is an introduction to the study of manuscripts and early printed books. Like many specialists in the history of reading and material culture, we will use Cervantes's *Don Quijote* as a foundation, but we will also study poetry, letters, biblical commentary, and treatises on printing from the early modern period. Each of our texts will describe or thematize the acts of writing, printing, and reading. Throughout the semester we will thus toggle between "close readings" of these texts' themes, vocabulary, and imagery, on the one hand, and their histories of edition, publication, circulation, and preservation, on the other hand. In this way, we will consider what it means to be a reader of and in early modern Spain. In order to contemplate these material concerns first hand, we will visit New York area archives and museums, and each student will undertake a semester long research project using primary sources. Drawing in part on works by early modern pedagogues like Juan Luis Vives and Francisco Sánchez de las Brozas, we will discuss strategies for research, writing, and revision. We will also study works by Benito Arias Montano, Luís de Camões, Antonio de Guevara, Fernando de Herrera, Cristóbal Suárez de Figueroa, Teresa de Ávila, and Garcilaso de la Vega, as well as scholarly essays or book chapters by Roland Barthes, Roger Chartier, Hipólito Escolar, Michel Foucault, D. F. McKenzie, and others.

SPAN W3450 Short Fiction in Latin America. 4 points.

In this course we will discuss the theory and practice of short fiction by the leading exponents of the genre in Spanish America. Authors to be discussed may include: Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Juan Rulfo, José Donoso, Rosario Castellanos, Augusto Monterroso, Rosario Ferré, Gabriel García Márquez, Angélica Gorodischer, Roberto Bolaño, and Andrea Maturana.

Spring 2016: SPAN W3450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3450	001/65956	T Th 1:10pm - 2:25pm 201 Casa Hispanica	Gustavo Perez-Firmat	4	21/15

SPAN W3462 Spanish Grammar: From Rules to Laws and Beyond. 3 points.**Not offered during 2015-16 academic year.**

From a cognitive and operational point of view, this course aims to reflect on the theoretical and, mainly, *practical* limits of traditional grammar explanations, contributing with a new meaningful, experiential and representational understanding of Spanish as a human mean of communication. Within this framework, some of the most representative aspects of the grammar of Spanish will be studied from a fully practical perspective, favoring the comparison with the grammar of English. In each case, the reflection will lead to turn the traditional rules and their exceptions, into operational *laws* without exceptions, as well as to highlight the *natural logic* underlying every single grammar decision in the use of language.

SPAN W3499 Configurations of Time in Contemporary American Art and Fiction. 4 points.**Not offered during 2015-16 academic year.**Prerequisites: *SPAN W3349* or *SPAN W3350*.

Pragmatics is a most helpful criterion in the interpretation of many different types of texts. As a new course within our Department's curriculum this instrument of rhetoric analysis is a basic tool in the comprehension of our students' discourse in their literary, cultural, and critical papers. The main objective of this new course is twofold: 1. To provide the student with criteria for analyzing oral discourse beyond Syntax and Semantics. The Pragmatic approach proposed here interprets communication not through forms but through context and cognitive conditions; 2. To improve not only the student's linguistic and communicative competence in Spanish but also their pragmatic skills while giving them ample opportunities to use the language.

SPAN W3692 Labor Culture in Twentieth-Century Latin America. 4 points.**Not offered during 2015-16 academic year.**

Industrial modernization often went hand-in-hand with the constitution of a new kind of national-popular culture during the twentieth century in Latin America. For many such projects, becoming a political subject meant being a worker. This course will interrogate the ways in which labor and culture informed and produced one another, from the Mexican muralists' use of industrial materials and techniques in the 1920s in the constitution of a their spectators to the creation of the "credit card citizen; of consumption in the late 1990s. Class discussions and writing assignments will analyze novels, essays, short stories, chronicles, films and works of visual art in order to pose and answer some of the following questions: How is work imagined and represented at different historical moments and what

ideological role might such representations play? How do artists and writers think about the nature, organization and political import of their work in relation to other kinds of intellectual and manual labor? In what ways and in what contexts do labor and labor movements become the protagonists of radical political change? Alternatively, to what extent do the tactics of political revolution imply a laborious exercise of their own? How do such artists, writers and thinkers conceive of work before and after capitalism? Authors to be studied may include Diego Rivera, Alfaro Siqueiros, Jorge Luis Borges, Eduardo Coutinho, José Carlos Mariátegui and Ernesto Guevara, among others.

SPAN W3695 Made in Latin America: Consumer Culture and Contemporary Narratives. 4 points.**Not offered during 2015-16 academic year.**

The course focuses on consumer culture in contemporary Latin America throughout literature, essays, visual texts, films and new cultural experiences as "poor tourism" and food. The course discusses the problem of peripheral countries in the globalized economy and how culture offers a place of reflection and interchange of new experience. In the frame of the new consumer culture studies, we will study works and practices where consumerism is a political issue. Students will be introduced to theoretical writing on consumerism in different contexts (Argentina, Brazil, México, Perú). This course will provide students with an accurate understanding of some of the topics of contemporary Latin American culture related to the market, aesthetics and politics including topics as elite culture vs. popular culture, practices of resistance, representation of the violence, cities as spectacles and new phenomena as "poor tourism" and landfill art. The class will be conducted in Spanish and all written assignments will also be in that language.

SPAN W3698 Introduction to Undergraduate Research. 4 points.

The "Introduction to Undergraduate Research" will ensure that majors, concentrators, and other students in advance courses in the Department of Latin American and Iberian Cultures (LAIC) master the skills, techniques, and practices they will need to undertake research in Latin American and Iberian Cultures and to pursue further lines of inquiry within the humanities. Throughout this course, students will hone their academic writing skills in Spanish, Portuguese, and/or Catalan while they develop the necessary methodology to identify and approach primary sources, understand the manual and digital systems of analysis of those sources, and conduct bibliographical research toward advance scholarship. Over the course of the semester, students will propose, research, plan and write an article-length research paper on the topic of their choice, which they will have the opportunity to submit to the *LAIC Journal of Undergraduate Research*. The seminar will familiarize students with the resources and tools that will help them to pursue such a project, including Columbia's library and archival collections, other institutional libraries accessible digitally, annotation and citation apps, and word-processing programs that are ideal for large-scale writing projects. As such, the course will be largely methodological, designed to provide hands-on knowledge to students that will

both orient them within the field of Latin American and Iberian Cultures and arm them with research and project-planning skills that are applicable beyond the discipline.

PORTUGUESE

PORT W1101 Elementary Portuguese I. 4 points.

A beginning course designed for students who wish to start their study of Portuguese and have no proficiency in another Romance language. The four language skills: listening, speaking, reading, and writing are developed at the basic level.

Fall 2015: PORT W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/60819	M W F 2:40pm - 3:55pm 313 Pupin Laboratories	Jizelda Galvao	4	7/15
PORT 1101	002/61055	T Th F 8:40am - 9:55am 206 Casa Hispanica	Jose Castellanos-Pazos	4	9/15

Spring 2016: PORT W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/64358	M W F 1:10pm - 2:25pm 224 Pupin Laboratories	Jizelda Galvao	4	9/15

PORT W1201 Intermediate Portuguese I. 4 points.

Prerequisites: *PORT W1120* or the equivalent.

General review of grammar, with emphasis on self-expression through oral and written composition, reading, conversation, and discussion.

Fall 2015: PORT W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1201	001/15361	T Th F 10:10am - 11:25am 505 Casa Hispanica	Joao Nemi Neto	4	9/15

PORT W1220 Comprehensive Intermediate Portuguese. 4 points.

Prerequisites: *PORT W1102* or *PORT W1320*.

This course discusses contemporary issues based on articles from Lusophone newspapers and magazines. Students will review grammar, expand their vocabulary and improve oral expression, writing, and reading skills. They are also exposed to audiovisual material that will deepen their understanding of Lusophone societies and culture.

Fall 2015: PORT W1220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1220	001/20638	M W F 4:10pm - 5:25pm 253 International Affairs Bldg	Jizelda Galvao	4	2/15
PORT 1220	002/72068	M W F 1:10pm - 2:25pm 325 Pupin Laboratories	Jizelda Galvao	4	6/15

Spring 2016: PORT W1220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1220	001/71930	M W F 4:10pm - 5:25pm 224 Pupin Laboratories	Jizelda Galvao	4	8/15

PORT W1320 Comprehensive Elementary Portuguese I and II for Spanish Speakers. 4 points.

Prerequisites: knowledge of Spanish or another Romance language.

An intensive beginning language course in Brazilian Portuguese with emphasis on Brazilian culture through multimedia materials related to culture and society in contemporary Brazil. Recommended for students who have studied Spanish or another Romance language. The course is the equivalent of two full semesters of elementary Portuguese with stress on reading and conversing, and may be taken in place of *PORT W1101-W1102*. For students unable to dedicate the time needed cover two semesters in one, the regularly paced sequence *PORT W1101-W1102* is preferable.

Fall 2015: PORT W1320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/20646	T Th 12:10pm - 2:00pm 317 Hamilton Hall	Jose Castellanos-Pazos	4	7/15
PORT 1320	002/20565	M W 10:10am - 12:00pm 212a Lewisohn Hall	Jose Castellanos-Pazos	4	7/15

Spring 2016: PORT W1320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/18981	M W 10:10am - 12:00pm 502 Northwest Corner	Jose Castellanos-Pazos	4	13/15
PORT 1320	002/64141	T Th 10:10am - 12:00pm 502 Northwest Corner	Jose Castellanos-Pazos	4	7/15

PORT W3101 Conversation about the Lusophone World. 3 points.

Prerequisites: *PORT W1220*.

This conversation class will help students develop their oral proficiency in Portuguese. We will discuss current events, participate in challenging pronunciation exercises, improve understanding of Portuguese idioms, develop conversation strengths, confront weaknesses, and increase fluency in spoken Portuguese.

Fall 2015: PORT W3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3101	001/72475	T Th 8:40am - 9:55am 505 Casa Hispanica	Joao Nemi Neto	3	7/15

PORT W3300 Advanced Language through Content. 3 points.

Corequisites: *PORT W1220*.

An intensive exposure to advanced points of Portuguese grammar and structure through written and oral practice, along with an introduction to the basic principles of academic composition in Portuguese. Each section is based on the exploration of an ample theme that serves as the organizing principle for the work done in class. This will serve as the topical context to review advanced points of Portuguese grammar and structure through written and oral practice, and to introduce the basic principles of academic composition in Portuguese, particularly those pertaining to narration and description. This course is required for the concentration in Portuguese Studies. "Brasil: Favela e carnaval" intends to offer an exploration of issues related to poverty, race and violence through cultural phenomena manifested in fiction, music, film and media in today's Brazilian society. *This course is required for the concentration in Portuguese Studies.*

Fall 2015: PORT W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3300	001/19285	M W 10:10am - 11:25am 307 Mathematics Building	Daniel Da Silva	3	8/15

CATALAN**CATL W1120 Comprehensive Beginning Catalan. 4 points.**

An extensive introduction to the Catalan language with an emphasis on oral communication as well as the reading and writing practice that will allow the student to function comfortably in a Catalan environment.

Fall 2015: CATL W1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1120	001/73193	T Th 4:10pm - 6:00pm 254 International Affairs Bldg	Elsa Ubeda	4	4/15

Spring 2016: CATL W1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1120	001/72234	T Th 4:10pm - 6:00pm 316 Hamilton Hall	Elsa Ubeda	4	9/15

CATL W1201 Intermediate Catalan I. 4 points.

Prerequisites: *CATL W1120*.

The first part of Columbia University's comprehensive intermediate Catalan sequence. The main objectives of this course are to continue developing communicative competence - reading, writing, speaking and listening comprehension - and to further acquaint students with Catalan cultures.

Fall 2015: CATL W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1201	001/19102	T Th 12:10pm - 2:00pm	Elsa Ubeda	4	2/15

716a Hamilton Hall

CATL W3330 Introduction to Catalan Culture. 3 points.

This is a content course covering topics regarding Catalan history, society, literature and visual arts. The objective of the course is to examine the main socio-cultural manifestations in the Catalan-speaking territories. Topics to be discussed include: bilingualism and language as the marker of "authentic" national identity; the influx of immigration and the constant redefinition of all things Catalan; the very locally rooted and at the same time very international outlook of the Catalan avant-garde from Foix to Tàpies; the protest song and the cultural manifestations during the Franco repression, and the crucial role of the city of Barcelona as a cultural focus and its impact on literature, film, and arts. By the end of the semester students will be familiar with the main social and cultural issues of the Catalan-speaking territories. The course will be taught in Spanish and counts as an elective towards the major in Hispanic Cultures. No previous knowledge of the Catalan language is required.

Fall 2015: CATL W3330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 3330	001/76281	T Th 10:10am - 11:25am 302 Casa Hispanica	Elsa Ubeda	3	4/15

OF RELATED INTEREST**Art History and Archaeology**

AHIS G4085	Andean Art and Architecture
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American Studies

AMST W3920	American Studies Senior Project Colloquium
AMST W3931	Topics in American Studies: The Sixties

Anthropology

ANTH V3983	Ideas and Society in the Caribbean
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Center for the Study of Ethnicity and Race

CSER W1601	Introduction to Latino/a Studies
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Institute for Comparative Literature and Society

CPLS V3900	Introduction to Comparative Literature and Society
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Political Science

POLS W3245	Race and Ethnicity In American Politics
POLS W3260	The Latino Political Experience
POLS V3313	American Urban Politics
POLS W4461	Latin American Politics

Sociology

SOCI V3247	The Immigrant Experience, Old and New
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SPRING 2016 SPANISH

SPAN W1101 Elementary Spanish I. 4 points.

Prerequisites: a score of 0-279 in the department's Placement Examination.

An introduction to Spanish communicative competence, with stress on basic oral interaction, reading, writing, and cultural knowledge. Principal objectives are to understand and produce commonly used sentences to satisfy immediate needs; ask and answer questions about personal details such as where we live, people we know and things we have; interact in a simple manner with people who speak clearly, slowly and are ready to cooperate; and understand simple and short written and audiovisual texts in Spanish.

Fall 2015: SPAN W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102 001/23800		T Th F 8:40am - 9:55am 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	13/15
SPAN 1102 002/74647		T Th F 10:10am - 11:25am 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	12/15
SPAN 1102 003/11077		M W F 8:40am - 9:55am 255 International Affairs Bldg	Anayvelyse Allen-Mossman	4	14/15
SPAN 1102 004/69760		F 10:10am - 11:25am 207 Union Theological Seminary	David Mejia	4	12/15
SPAN 1102 004/69760		M 10:10am - 11:25am 300 Union Theological Seminary	David Mejia	4	12/15
SPAN 1102 004/69760		W 10:10am - 11:25am 307 Union Theological Seminary	David Mejia	4	12/15
SPAN 1102 005/62936		T 10:10am - 11:25am 501 International Affairs Bldg	Alexandra Mendez	4	12/15
SPAN 1102 005/62936		Th F 10:10am - 11:25am 602 Lewisohn Hall	Alexandra Mendez	4	12/15
SPAN 1102 006/22380		T Th F 4:10pm - 5:25pm 313 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102 007/12615		F 10:10am - 11:25am 316 Hamilton Hall	Oscar Barreto	4	10/15
SPAN 1102 007/12615		M W 10:10am - 11:25am 412 Pupin Laboratories	Oscar Barreto	4	10/15

SPAN 1102 008/71460	T Th F 11:40am - 12:55pm 206 Casa Hispanica	Omar Duran-Garcia	4	9/15
SPAN 1102 009/20031	M W F 11:40am - 12:55pm 253 International Affairs Bldg	Analia Lavin	4	13/15
SPAN 1102 010/19015	T Th F 11:40am - 12:55pm 424 Pupin Laboratories	Francisco Rosales-Varo	4	15/15
SPAN 1102 011/74624	T Th F 2:40pm - 3:55pm 255 International Affairs Bldg	Francisco Rosales-Varo	4	16/15
SPAN 1102 012/04304	M W Th 8:40am - 9:55am 307 Milbank Hall	Alma Mora	4	15/15
SPAN 1102 013/04913	M W Th 10:10am - 11:25am 307 Milbank Hall	Alma Mora	4	15/15
SPAN 1102 014/09207	M W Th 11:40am - 12:55pm 325 Milbank Hall	Alma Mora	4	10/15
SPAN 1102 015/00997	M W Th 1:10pm - 2:25pm 225 Milbank Hall	Maria Arce-Fernandez	4	15/15
SPAN 1102 016/07364	M W Th 2:40pm - 3:55pm 225 Milbank Hall	Maria Arce-Fernandez	4	15/15

Spring 2016: SPAN W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102 001/71085		M W F 8:40am - 9:55am 206 Casa Hispanica	Alvaro Enrigue	4	11/15
SPAN 1102 002/14582		M W F 10:10am - 11:25am 201 Casa Hispanica	Alvaro Enrigue	4	16/15
SPAN 1102 003/28105		M W F 11:40am - 12:55pm 201 Casa Hispanica	Alvaro Enrigue	4	9/15
SPAN 1102 004/27334		T Th F 2:40pm - 3:55pm 254 International Affairs Bldg	Amelia Bande	4	7/15
SPAN 1102 005/69407		T Th F 4:10pm - 5:25pm 254 International Affairs Bldg	Amelia Bande	4	9/15
SPAN 1102 007/27148		T Th F 8:40am - 9:55am 325 Pupin Laboratories	Francisco Meizoso	4	12/15
SPAN 1102 008/72683		T Th F 10:10am - 11:25am 325 Pupin Laboratories	Francisco Meizoso	4	9/15
SPAN 1102 009/14189		T Th F 5:40pm - 6:55pm 424 Pupin Laboratories	Francisco Meizoso	4	10/15
SPAN 1102 010/06086		T Th F 2:40pm - 3:55pm 307 Milbank Hall	Teresa Darwich	4	12/15
SPAN 1102 011/00511		T Th F 4:10pm - 5:25pm	Teresa Darwich	4	9/15

307 Milbank Hall

SPAN W1102 Elementary Spanish II. 4 points.

Prerequisites: *SPAN W1101*, or a score of 280-379 in the department's Placement Examination.

An intensive introduction to Spanish language communicative competence, with stress on basic oral interaction, reading, writing and cultural knowledge as a continuation of *SPAN W1101*.

Main objectives are to understand sentences and frequently used expressions related to areas of immediate relevance; communicate in simple and routine tasks requiring a direct exchange of information on familiar matters; describe in simple terms aspects of our background and personal history; understand the main point, the basic content, and the plot of filmic as well as short written texts.

Fall 2015: SPAN W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/22532	M W F 8:40am - 9:55am 424 Pupin Laboratories	Hector Gonzalez Alvarez	4	13/15
SPAN 1102	002/14652	F 10:10am - 11:25am 303 Union Theological Seminary	Hector Gonzalez Alvarez	4	14/15
SPAN 1102	002/14652	M W 10:10am - 11:25am A36 Union Theological Seminary	Hector Gonzalez Alvarez	4	14/15
SPAN 1102	003/17344	T Th F 11:40am - 12:55pm 255 International Affairs Bldg	Angelina Craig-Florez	4	13/15
SPAN 1102	004/00615	M W Th 11:40am - 12:55pm 225 Milbank Hall	Maria Arce-Fernandez	4	17/15
SPAN 1102	005/21810	T Th F 10:10am - 11:25am 424 Pupin Laboratories	Lara Tucker	4	15/15
SPAN 1102	006/10226	M W F 11:40am - 12:55pm 104 Knox Hall	Diana Romero	4	11/15
SPAN 1102	007/72899	T Th F 2:40pm - 3:55pm 222 Pupin Laboratories	Lara Tucker	4	15/15
SPAN 1102	008/73323	T Th F 4:10pm - 5:25pm 222 Pupin Laboratories	Lara Tucker	4	13/15
SPAN 1102	010/96948	M W F 2:40pm - 3:55pm 609 Hamilton Hall	Hector Gonzalez Alvarez	4	13/15

Spring 2016: SPAN W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/61762	M W F 8:40am - 9:55am 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	14/15

SPAN 1102	002/24251	M W F 10:10am - 11:25am 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	15/15
SPAN 1102	003/71168	M W F 11:40am - 12:55pm 412 Pupin Laboratories	Juan Jimenez-Caicedo	4	15/15
SPAN 1102	004/61465	T Th F 2:40pm - 3:55pm 313 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	005/15937	T Th F 4:10pm - 5:25pm 313 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	006/14887	T Th F 5:40pm - 6:55pm 313 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	007/61988	M W F 11:40am - 12:55pm 307 Mathematics Building	Lee Abraham	4	13/15
SPAN 1102	008/63145	M W F 2:40pm - 3:55pm 255 International Affairs Bldg	Lee Abraham	4	15/15
SPAN 1102	009/27328	T Th F 10:10am - 11:25am 313 Pupin Laboratories	Hector Gonzalez Alvarez	4	16/15
SPAN 1102	010/76014	T Th F 11:40am - 12:55pm 313 Pupin Laboratories	Hector Gonzalez Alvarez	4	13/15
SPAN 1102	011/23314	T Th F 8:40am - 9:55am 313 Pupin Laboratories	Hector Gonzalez Alvarez	4	12/15
SPAN 1102	012/67002	T Th F 10:10am - 11:25am 307 Mathematics Building	Amelia Bande	4	9/15
SPAN 1102	014/07842	M W Th 1:10pm - 2:25pm 225 Milbank Hall	Maria Arce-Fernandez	4	17/15
SPAN 1102	015/02224	M W Th 2:40pm - 3:55pm 225 Milbank Hall	Maria Arce-Fernandez	4	14/15
SPAN 1102	016/06432	T Th F 8:40am - 9:55am 327 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1102	017/02413	T Th F 10:10am - 11:25am 327 Milbank Hall	Leonor Pons Coll	4	14/15
SPAN 1102	018/03325	T Th F 11:40am - 12:55pm 327 Milbank Hall	Leonor Pons Coll	4	15/15

SPAN W1120 Comprehensive Beginning Spanish. 4 points.

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN W1101* and *SPAN W1102*. Students MUST meet the following REQUIREMENTS: 1. A minimum of 3 years of high school Spanish (or the equivalent) AND a score of 330 or above in the Department's Placement Examination, OR 2.

fluency in a language other than English (preferably another Romance language). If you fulfill the above requirements, you do not need instructor's permission to register. HOWEVER, the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence *SPAN W1101-SPAN W1102*.

Fall 2015: SPAN W1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1120	001/13742	F 2:40pm - 3:55pm 104 Knox Hall	Diana Romero	4	9/15
SPAN 1120	001/13742	M W 2:40pm - 3:55pm 325 Pupin Laboratories	Diana Romero	4	9/15
SPAN 1120	002/26118	F 4:10pm - 5:25pm 101 Knox Hall	Diana Romero	4	4/15
SPAN 1120	002/26118	M W 4:10pm - 5:25pm 325 Pupin Laboratories	Diana Romero	4	4/15

Spring 2016: SPAN W1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1120	001/16414	T Th F 2:40pm - 3:55pm 325 Pupin Laboratories	Diana Romero	4	7/15
SPAN 1120	002/13299	T Th F 4:10pm - 5:25pm 325 Pupin Laboratories	Diana Romero	4	4/15

SPAN W1201 Intermediate Spanish I. 4 points.

Prerequisites: *SPAN W1102* or *SPAN W1120*, or a score of 380-449 in the department's Placement Examination. An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, writing, and culture as a continuation of *SPAN W1102* or *SPAN W1120*.

Fall 2015: SPAN W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1201	001/63626	T Th F 10:10am - 11:25am 222 Pupin Laboratories	Mercedes Perez-Serrano	4	14/15
SPAN 1201	002/75931	T Th F 11:40am - 12:55pm 307 Pupin Laboratories	Mercedes Perez-Serrano	4	15/15
SPAN 1201	003/14400	T Th F 2:40pm - 3:55pm 307 Pupin Laboratories	Mercedes Perez-Serrano	4	11/15
SPAN 1201	004/17656	M W F 8:40am - 9:55am 224 Pupin Laboratories	Alvaro Enrigue	4	14/15
SPAN 1201	005/14837	M W F 10:10am - 11:25am 224 Pupin Laboratories	Alvaro Enrigue	4	15/15

SPAN 1201	006/21552	M W F 11:40am - 12:55pm 224 Pupin Laboratories	Alvaro Enrigue	4	11/15
SPAN 1201	007/18215	T Th F 2:40pm - 3:55pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	4	15/15
SPAN 1201	008/70192	T Th F 4:10pm - 5:25pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	4	15/15
SPAN 1201	009/22443	T Th F 5:40pm - 6:55pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	4	13/15
SPAN 1201	010/21952	M W F 10:10am - 11:25am 425 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 1201	011/26722	M W F 11:40am - 12:55pm 425 Pupin Laboratories	Sonia Montero	4	14/15
SPAN 1201	012/71165	M W F 2:40pm - 3:55pm 424 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 1201	013/28674	T Th F 4:10pm - 5:25pm 424 Pupin Laboratories	Perla Rozencvaig	4	14/15
SPAN 1201	014/08349	M W Th 8:40am - 9:55am 225 Milbank Hall	Maria Lozano	4	15/15
SPAN 1201	015/08647	M W Th 10:10am - 11:25am 225 Milbank Hall	Maria Lozano	4	14/15
SPAN 1201	016/02433	T Th F 8:40am - 9:55am 327 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1201	017/06179	T Th F 10:10am - 11:25am 327 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1201	018/06409	T Th F 11:40am - 12:55pm 327 Milbank Hall	Leonor Pons Coll	4	13/15
SPAN 1201	019/07617	T Th F 2:40pm - 3:55pm 324 Milbank Hall	Javier Perez Zapatero	4	16/15

Spring 2016: SPAN W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1201	001/22685	M W F 8:40am - 9:55am 255 International Affairs Bldg	David Mejia	4	10/15
SPAN 1201	002/69789	M W F 10:10am - 11:25am 413 Hamilton Hall	Alexandra Mendez	4	11/15
SPAN 1201	003/62634	M W F 11:40am - 12:55pm 413 Hamilton Hall	Anayvelyse Allen-Mossman	4	10/15
SPAN 1201	004/20936	T Th F 10:10am - 11:25am 424 Pupin Laboratories	Lara Tucker	4	15/15

SPAN 1201 005/63777	T Th F 11:40am - 12:55pm 424 Pupin Laboratories	Lara Tucker	4	15/15			313 Pupin Laboratories				
						SPAN 1202 009/15723	M W F 11:40am - 12:55pm 412 Pupin Laboratories	Cristina Fernandez-Gutierrez	4	13/15	
SPAN 1201 006/15081	T Th F 2:40pm - 3:55pm 253 International Affairs Bldg	Francisco Rosales-Varo	4	15/15							
						SPAN 1202 010/73645	M W F 2:40pm - 3:55pm 412 Pupin Laboratories	Cristina Fernandez-Gutierrez	4	13/15	
SPAN 1201 007/27845	T Th F 4:10pm - 5:25pm 253 International Affairs Bldg	Francisco Rosales-Varo	4	13/15							
						SPAN 1202 011/25798	M W F 4:10pm - 5:25pm 412 Pupin Laboratories	Cristina Fernandez-Gutierrez	4	11/15	
SPAN 1201 008/14337	M W F 8:40am - 9:55am 505 Casa Hispanica	Omar Duran-Garcia	4	7/15							
						SPAN 1202 012/04596	T Th F 8:40am - 9:55am 237 Milbank Hall	Jesus Suarez-Garcia	4	16/15	
SPAN 1201 009/16613	T Th F 2:40pm - 3:55pm 424 Pupin Laboratories	Lara Tucker	4	15/15							
						SPAN 1202 013/05504	T Th F 10:10am - 11:25am 237 Milbank Hall	Jesus Suarez-Garcia	4	16/15	
SPAN 1201 013/09567	M W Th 8:40am - 9:55am 501 Milbank Hall	Maria Lozano	4	14/15							
						Spring 2016: SPAN W1202					
SPAN 1201 014/04230	M W Th 10:10am - 11:25am 501 Milbank Hall	Maria Lozano	4	17/15		Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
						SPAN 1202 001/70931	M W F 8:40am - 9:55am 224 Pupin Laboratories	Cristina Fernandez-Gutierrez	4	13/15	
SPAN W1202 Intermediate Spanish II. 4 points.											
Prerequisites: <i>SPAN W1201</i> or a score of 450-624 in the department's Placement Examination.											
An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, witting and culture as a continuation of <i>SPAN W1201</i> .											
Fall 2015: SPAN W1202											
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment						
SPAN 1202 001/61074	T Th F 8:40am - 9:55am 325 Pupin Laboratories	Francisco Meizoso	4	13/15							
SPAN 1202 002/60181	T Th F 10:10am - 11:25am 307 Pupin Laboratories	Francisco Meizoso	4	14/15							
SPAN 1202 003/68390	T Th F 5:40pm - 6:55pm 424 Pupin Laboratories	Francisco Meizoso	4	11/15							
SPAN 1202 004/28896	T Th F 10:10am - 11:25am 325 Pupin Laboratories	Reyes Llopis-Garcia	4	15/15							
SPAN 1202 005/66890	T Th F 11:40am - 12:55pm 325 Pupin Laboratories	Reyes Llopis-Garcia	4	14/15							
SPAN 1202 006/74283	T Th F 2:40pm - 3:55pm 253 International Affairs Bldg	Reyes Llopis-Garcia	4	13/15							
SPAN 1202 007/63905	M W F 10:10am - 11:25am 313 Pupin Laboratories	Lee Abraham	4	13/15							
SPAN 1202 008/23341	M W F 11:40am - 12:55pm	Lee Abraham	4	14/15							
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SPAN 1202 012/12188	T Th F 2:40pm - 3:55pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	4	15/15	
SPAN 1202 013/25670	T Th F 10:10am - 11:25am 602 Lewisohn Hall	Reyes Llopis-Garcia	4	15/15	
SPAN 1202 014/69642	T Th F 11:40am - 12:55pm 602 Lewisohn Hall	Reyes Llopis-Garcia	4	15/15	
SPAN 1202 015/68230	T Th F 4:10pm - 5:25pm 425 Pupin Laboratories	Guadalupe Ruiz-Fajardo	4	15/15	
SPAN 1202 019/09111	M W Th 11:40am - 12:55pm 237 Milbank Hall	Alma Mora	4	15/15	
SPAN 1202 020/04596	M W Th 1:10pm - 2:25pm 237 Milbank Hall	Alma Mora	4	15/15	
SPAN 1202 021/06478	M W Th 2:40pm - 3:55pm 237 Milbank Hall	Alma Mora	4	12/15	
SPAN 1202 022/06384	T Th F 2:40pm - 3:55pm 324 Milbank Hall	Javier Perez Zapatero	4	11/15	
SPAN 1202 023/06469	Th F 4:10pm - 5:25pm 207 Milbank Hall	Javier Perez Zapatero	4	15/15	
SPAN 1202 023/06469	T 4:10pm - 5:25pm 237 Milbank Hall	Javier Perez Zapatero	4	15/15	

SPAN W1220 Comprehensive Intermediate Spanish. 4 points.

Prerequisites: this course is an intensive and fast-paced coverage of both *SPAN W1201* and *SPAN W1202*. Students MUST demonstrate a strong foundation in Spanish and meet the following REQUIREMENTS: a score ABOVE 480 in the Department's Placement Examination; or A- or higher in *SPAN W1120*. If you fulfill the above requirements, you do not need the instructor's permission to register. HOWEVER the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence *SPAN W1201-SPAN W1202*.

Fall 2015: SPAN W1220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1220 001/15963		T Th F 11:40am - 12:55pm 222 Pupin Laboratories	Perla Rozencaig	4	13/15
SPAN 1220 002/68009		T Th F 2:40pm - 3:55pm 224 Pupin Laboratories	Perla Rozencaig	4	13/15

Spring 2016: SPAN W1220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1220 001/60360		T Th F 11:40am - 12:55pm 522c Kent Hall	Perla Rozencaig	4	7/15
SPAN 1220 002/61038		T Th F 2:40pm - 3:55pm	Perla Rozencaig	4	13/15

222 Pupin
Laboratories

SPAN W3300 Advanced Language through Content [in Spanish]. 3 points.

Prerequisites: fulfillment of the language requirement

(<http://www.columbia.edu/cu/spanish/undergraduate/langrequirement.html>).

Corequisites: **formerly** *SPAN W3200* and *SPAN BC3004*. **If you have taken either of these courses before you can not take SPAN W3300.**

An intensive exposure to advanced points of Spanish grammar and structure through written and oral practice, along with an introduction to the basic principles of academic composition in Spanish. Each section is based on the exploration of an ample theme that serves as the organizing principle for the work done in class (Please consult the Directory of Classes (<http://www.columbia.edu/cu/bulletin/uwb>) for the topic of each section.) This course is required for the major and the concentration in Hispanic Studies.

Fall 2015: SPAN W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300 001/22358		M W 1:10pm - 2:25pm 206 Casa Hispanica	Santiago Acosta	3	9/15
SPAN 3300 002/16844		M W 2:40pm - 3:55pm 652 Schermerhorn Hall	Almudena Marin-Cobos	3	10/15
SPAN 3300 003/72371		T Th 4:10pm - 5:25pm 652 Schermerhorn Hall	Marta Ferrer	3	15/15
SPAN 3300 004/13705		M W 10:10am - 11:25am 505 Casa Hispanica	Alejandro Quintero	3	14/15
SPAN 3300 005/11071		M W 11:40am - 12:55pm 505 Casa Hispanica	Roberto Valdovinos	3	9/15
SPAN 3300 006/62202		T Th 10:10am - 11:25am 425 Pupin Laboratories	Francisco Rosales-Varo	3	13/15
SPAN 3300 007/74421		T Th 11:40am - 12:55pm 411 Hamilton Hall	Juan Jimenez-Cacedo	3	12/15
SPAN 3300 008/70094		T Th 2:40pm - 3:55pm 201 Casa Hispanica	Angelina Craig-Florez	3	7/15
SPAN 3300 009/04772		M W 11:40am - 12:55pm 237 Milbank Hall	Maria Lozano	3	14/15

Spring 2016: SPAN W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300 001/71677		T Th 11:40am - 12:55pm 307 Pupin Laboratories	Alejandro Quintero	3	5/15
SPAN 3300 002/60582		T Th 10:10am - 11:25am	Almudena Marin-Cobos	3	4/15

SPAN 3300 003/63905	307 Pupin Laboratories M W 2:40pm - 3:55pm	Santiago Acosta	3	13/15
SPAN 3300 004/67099	313 Pupin Laboratories M W 11:10am - 11:25am	Roberto Valdovinos	3	6/15
SPAN 3300 005/20809	425 Pupin Laboratories M W 11:40am - 12:55pm	Marta Ferrer	3	7/15
SPAN 3300 006/74680	206 Casa Hispanica T Th 4:10pm - 5:25pm	Perla Rozencvaig	3	10/15
SPAN 3300 007/14025	222 Pupin Laboratories T Th 5:40pm - 6:55pm	Guadalupe Ruiz-Fajardo	3	10/15
SPAN 3300 008/04348	425 Pupin Laboratories M W 11:40am - 12:55pm	Maria Arce-Fernandez	3	14/15
SPAN 3300 009/01614	325 Milbank Hall T Th 1:10pm - 2:25pm	Javier Perez Zapatero	3	9/15
SPAN 3300 010/14533	324 Milbank Hall T Th 10:10am - 11:25am	Elsa Ubeda	3	6/15
	315 Hamilton Hall			

SPAN W3302 Latino New York: Cultural Identifies and Expressions. 3 points.

This course examines the long-standing cultural presence in New York City of peoples of Latin American and Spanish Caribbean descent. Beginning with a brief overview of key grounding concepts to trace the development of New York Latino cultural identity, we then examine the cultural foundations of Latino communities in New York, dating back to the nineteenth century. We proceed to study the mass migrations of Puerto Ricans during the post-WWII period, and the consequent political and aesthetic movements of the 1960s and 1970s. We examine the plurality of cultural expressions and identities grouped under the rubric Latin@ which involves focusing on the particularities of race, gender, class, sexuality, class, and language. Finally, we examine the growing and diversified presence of immigrants from all over the Spanish-speaking world, from the mid-1970s onward, a "Latino boom" which solidified the place of Nueva York (to paraphrase author Luis Rafael Sánchez) as the symbolic capital of the Spanish-speaking world.

Spring 2016: SPAN W3302

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3302 001/98696	T Th 8:40am - 9:55am	206 Casa Hispanica	Cristina Perez Jimenez	3	8/15

SPAN W3308 Minimal Editions: From the Manuscript to the Web. 3 points.

The main goal of this course is to introduce students to textual scholarship in general and digital scholarly editing in particular. The main outcome of this new course will be to publish a

small-scale digital scholarly edition online of one of the most remarkable Spanish literary works, the *Lazarillo de Tormes* (XVIth century). The course is conceived as a combination between collaborative research and technical skills. At all steps of the process, we will work together toward the completion of our digital edition. Unlike other courses in digital editing taught worldwide, this course will introduce you to a "full stack," giving you the ability to make your own digital editions in the future without the need for funding, a publisher, or a "technical" team. The course will be divided into lectures and recitation sessions, in order to offer a theoretical concepts and to transfer them into practice.

Spring 2016: SPAN W3308

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3308 001/86548	M W 11:40am - 12:55pm	408 Hamilton Hall	Alexander Gil, Susanna Alles Torrent	3	4/15

SPAN W3315 New York as Theatre of Spanish Modernity. 3 points.

From the beginning of the XXth Century some of the key figures of Spanish contemporary culture, writers, filmmakers or architects, had a very close relationship to New York, sometimes as travelers, sometimes living in the city for long periods of time. That transatlantic contact, far from anecdotal, turned into an essential element of the self-understanding of those authors and a crucial presence in their work. The contact with New York modernity would be an unavoidable component in their own versions of modernity but their presence would also leave an important trace in the city. As yet more Spanish cultural travelers got in contact with the city a different phenomenon developed: from the 1950's, New York would be used as a privileged stage to project a certain institutional idea of Spain, to sell a refurbished image of the nation as sophisticated and modern after decades of international marginalization under Francoism. This course will develop a comparative study of both processes as seen in literary sources, film and architecture (García Lorca, Camba, Dalí, Tápies, Buñuel, Loriga, Sert, Calatrava...)

Spring 2016: SPAN W3315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3315 001/66246	T Th 11:40am - 12:55pm	505 Casa Hispanica	Alberto Medina	3	11/15

SPAN W3349 Hispanic Cultures I: Islamic Spain through the Colonial Period. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: L" course: enrollment limited to 15 students. Completion of language requirement, third-year language sequence (W3300).

Provides students with an overview of the cultural history of the Hispanic world, from eighth-century Islamic and Christian Spain and the pre-Hispanic Americas through the late Middle Ages and Early Modern period until about 1700, covering texts and cultural artifacts from both Spain and the Americas.

Fall 2015: SPAN W3349

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349	001/77397	T Th 10:10am - 11:25am 522b Kent Hall	Ibai Atutxa	3	15/15
SPAN 3349	002/16594	M W 10:10am - 11:25am 206 Casa Hispanica	Patricia Grieve	3	12/15
SPAN 3349	003/20184	M W 4:10pm - 5:25pm 201 Casa Hispanica	Rachel Stein	3	9/15
SPAN 3349	004/73538	M W 5:40pm - 6:55pm 318 Hamilton Hall	Noel Blanco Mourelle	3	7/15
SPAN 3349	005/09462	T Th 2:40pm - 3:55pm 237 Milbank Hall	Orlando Bentancor	3	15/15

Spring 2016: SPAN W3349

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349	001/65419	M W 5:40pm - 6:55pm 315 Hamilton Hall	Ibai Atutxa	3	15/15
SPAN 3349	002/17487	T Th 2:40pm - 3:55pm 201 Casa Hispanica	Noel Blanco Mourelle	3	16/15

SPAN W3350 Hispanic Cultures II: Enlightenment to the Present. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course surveys cultural production of Spain and Spanish America from the eighteenth to the twenty-first centuries. Students will acquire the knowledge needed for the study of the cultural manifestations of the Hispanic world in the context of modernity. Among the issues and events studied will be the Enlightenment as ideology and practice, the Napoleonic invasion of Spain, the wars of Spanish American independence, the fin-de-siècle and the cultural avant-gardes, the wars and revolutions of the twentieth century (Spanish Civil War, the Mexican and Cuban revolutions), neoliberalism, globalization, and the Hispanic presence in the United States. The goal of the course is to study some key moments of this trajectory through the analysis of representative texts, documents, and works of art. Class discussions will seek to situate the works studied within the political and cultural currents and debates of the time. All primary materials, class discussion, and assignments are in Spanish. *This course is required for the major and the concentration in Hispanic Studies.*

Fall 2015: SPAN W3350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/76978	M W 1:10pm - 2:25pm	Ana Lee	3	10/15

425 Pupin
Laboratories

SPAN 3350	002/65311	T Th 8:40am - 9:55am 201 Casa Hispanica	Cristina Perez Jimenez	3	12/15
SPAN 3350	003/76393	T Th 2:40pm - 3:55pm 206 Casa Hispanica	Daniella Wurst	3	14/15
SPAN 3350	004/17379	T Th 4:10pm - 5:25pm 316 Hamilton Hall	Wendy Muniz	3	12/15
SPAN 3350	005/05317	M W 1:10pm - 2:25pm 501 Milbank Hall	Ronald Briggs	3	10/15

Spring 2016: SPAN W3350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/61994	M W 8:40am - 9:55am 201 Casa Hispanica	Wendy Muniz	3	18/15
SPAN 3350	002/75915	M W 1:10pm - 2:25pm 206 Casa Hispanica	Daniella Wurst	3	15/15
SPAN 3350	004/27228	T Th 11:40am - 12:55pm 206 Casa Hispanica	Joaquin Barriendos	3	16/15

SPAN W3416 Transnational Cultures: Specialities in Latin America. 3 points.

The course focuses on the cultural representation of the cities in contemporary Hispanic American literature, essays, visual texts and films. The problem of “modernity” and “postmodernity” in a peripheral culture and its relationships with public spaces is in the core of the discussion of all the texts. This course will provide students with an accurate understanding of some of the topics of contemporary Hispanic American culture. The main hypothesis will be that urban narratives articulate the new experiences during changes periods. Students will be introduced to theoretical writing on urban and spatial reflections, modern and postmodern thought and contemporary Hispanic American contexts. We focus on the representation of urban spaces in literary and visual texts, films and essays from Argentina, Mexico, Central America, Cuba and border cities. Students will become familiar with major problems and significant political, social and cultural trends in the contemporary Hispanic American world including topics as elite culture vs. popular culture, practices of resistance, representations of the violence and Otherness. The class will be conducted in Spanish and all written assignments will also be in that language.

Spring 2016: SPAN W3416

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3416	001/87997	T Th 10:10am - 11:25am 201 Casa Hispanica	Graciela Montaldo	3	15/15

SPAN W3468 Spanish American Poetry. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: *SPAN W3349, W3350*, or the instructor's permission.

The aims of the class are twofold: 1) to explore the language of poetry and ways of approaching it; 2) to study selected poems by major figures of XXth- and XXIst-century Spanish American poetry. For the purposes of the class, poems will be considered not as ideological constructs or forms of cultural production, but as aesthetic artifacts, sources of readerly pleasure and enlightenment. As the American poet Robert Frost put it: A poem begins in delight and ends in wisdom. Authors to be discussed include Pablo Neruda, César Vallejo, Alfonsina Storni, Nicolás Guillén, Alejandra Pizarnik, Nicanor Parra, and José Kozer.

SPAN W3490 Latin American Humanities I: From Pre-Columbian Civilizations to the Creation of New Nations. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

The course aims to offer an overview of Latin American cultures that emphasizes specific social and intellectual movements through an analysis of representative historical and literary texts, as well as visual sources, covering Pre-columbian, colonial and independence periods. Selected materials are essential documents of their times and provide a comprehensive view of the origins and construction of Latin American cultures and identities. We read and analyze the selected sources as essential documents that are also often influential statements about Latin American histories.

SPAN W3690 Seeing and Describing. 3 points.
Not offered during 2015-16 academic year.

With the expansion projects of Portugal and Spain throughout the world between the 15th and the 17th centuries, travelers, conquistadors, missionaries, art theorists, and collectors were suddenly challenged by the encounter with a myriad new forms, images, objects, sculptures, cities, monuments, and techniques—those produced and developed in the Americas, Asia, and Africa. They recorded their emotions, surprise, reactions, and desires in written texts, mainly written in Spanish (and Portuguese) encompassing chronicles, letters, inventories, and artistic treatises. Several of these texts were printed and translated into other languages, becoming accessible to a larger audience. In this seminar we will study how the intensity of these simultaneous visual experiences of the objects encountered in the four parts of the world—or observed once they were sent to Europe—was translated into textual accounts, which often also included drawings and engravings. Participating in the long-lasting tradition of “ekphrasis,” (a description of or comment on a work of art) the texts written in the context of the Iberian expansion reinvent the art of describing artworks in unexpected ways. Compared with ancient texts addressing objects and images, the challenge of the Early Modern Iberian descriptions was driven by new intellectual challenges: to think of the “opening of the world” and its variety via the novelty of the objects; to relate the world and its forms through a common, almost “atemporal,” antiquity of the globe that would enable different societies and their histories to synchronize; to redefine the humanity via

the artistic capacities and skills to make and to create. We will read a great corpus of these primary sources, mainly written in Spanish, as well as secondary sources (classic studies along the most recent contributions), which will help us envision the art-historical, anthropological, and philosophical implications of these unstudied texts.

SPAN W3698 Introduction to Undergraduate Research. 4 points.

The “Introduction to Undergraduate Research” will ensure that majors, concentrators, and other students in advance courses in the Department of Latin American and Iberian Cultures (LAIC) master the skills, techniques, and practices they will need to undertake research in Latin American and Iberian Cultures and to pursue further lines of inquiry within the humanities. Throughout this course, students will hone their academic writing skills in Spanish, Portuguese, and/or Catalan while they develop the necessary methodology to identify and approach primary sources, understand the manual and digital systems of analysis of those sources, and conduct bibliographical research toward advance scholarship. Over the course of the semester, students will propose, research, plan and write an article-length research paper on the topic of their choice, which they will have the opportunity to submit to the *LAIC Journal of Undergraduate Research*. The seminar will familiarize students with the resources and tools that will help them to pursue such a project, including Columbia's library and archival collections, other institutional libraries accessible digitally, annotation and citation apps, and word-processing programs that are ideal for large-scale writing projects. As such, the course will be largely methodological, designed to provide hands-on knowledge to students that will both orient them within the field of Latin American and Iberian Cultures and arm them with research and project-planning skills that are applicable beyond the discipline.

SPAN W3710 20th Century Latin American Literature. 3 points.

Not offered during 2015-16 academic year.

A survey of major works and authors in their historical and personal context, with emphasis on lyric poetry, narrative and essay.

SPAN W3799 Discourse in Spanish: Analysis and Production. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *SPAN 3300*.

This course will make the students familiar with discourse tools in order to analyze and produce texts in Spanish. It has two general pedagogical objectives: giving the students the tools for discourse analysis and teaching how to use them in the construction of their own discourse practice. This twofold configuration means that the students will learn language consciously and deeply how the language in action works and how to use the language as an instrument of their own. The course will have three parts. The first will deal with textual construction- discourse genders, how to construct coherence and

cohesion in Spanish with special attention to discourse markers and connectors, differences between oral and written discourse, and register. The second will be about conversational analysis – the structure of interaction in a wide range of encounters, from those very ritualized – such as ceremonies or classes– to casual conversation. We also deal with non verbal communication and their role in social interaction from a multimodal perspective. The third part will be about critical discourse analysis and ideological discourse construction. We will use the tools learned in the previous parts to trace ideology in different forms of discourse, for instance, the building of Latin identity in music, sexism in advertisement, the Latin bourgeois family in soap operas, and political discourse. Also the students will select areas of analysis and production of their interest. For the three parts of the course, students will analyze primary texts such as advertisement, music, TV series, realities, films, conversations among native speakers, news, blogs, text messages, academic production, and text books. They also will produce discourse pieces according to specific communicative purposes and situations, such as an advertising campaign, political discourses, academic texts and film/TV scripts. Secondary texts will be in Spanish (original, not translated), although there will be a recommended reading list of classical DA texts in English. Assessment and grade will be built on: 1. three take home exams on the analysis of different texts (one for each course three parts); 2. student's production of required texts; 3. class preparation and participation.

SPAN W3991 Senior Seminar. 4 points.

Prerequisites: senior major or concentrator status.

You are on Facebook. A white box shows a light grey text in which the system prompts you to respond to the following question: "What's on your mind?" Since you are conscious of your *mind*, and you know the stuff of such consciousness is inside such mind, you feel that the question concerns you, and not somebody else going by the name of *you*. You answer with a text, some words hastily scribbled; you add a picture, perhaps a *selfie*, or a video, or a link to something you have read before. You hit the return button, and your answer is sent to the world. Literally, to the whole world. In your small interaction with the machine, everything you did has been registered by a number of different computers spread around the world. Your response contained elements of truth, perhaps an avowal; it also contains something that you did not intend to say, or something you avoided saying, leaving some sort of ellipsis, or blank; you also made some fiction –not a *lie*, only fiction, that is, you *narrated*. Now, you are engaging in Digital Storytelling. What is the language of Digital Storytelling? Even though most of our readings are in English, we need to engage in a discussion about the language of the Internet, about English, and about Latin American and Iberian languages. We are not talking exclusively about Spanish or Portuguese, but also about other Latin American and Iberian *less taught languages* like Catalan, Basque, American indigenous languages, etc. Digital Storytelling has been defined as a multimedia set of processes permitting *everyday people* to *share* aspects of *their* life. The words I have emphasized are part of the Wikipedia (<http://laic.columbia.edu/>

hispanic-institute/current-issue-rhm) definition of Digital Storytelling. They are, however, problematic, and they need to be analyzed: what do they mean by *everyday people*? What does it mean to *share*? Why *their* lives, like that, in the third grammatical person? What do institutions and corporations do with *our shared lives*, with our storytelling –texts, videos, photography? How do *share lives* interfere with the platonic idea, common to the Humanities, Natural and Social Sciences, Philosophy, about leading *examined lives*? Anthropologists, historians, libraries, institutions, corporations increasingly rely in what they get from Digital Storytelling. From text, to pictures, drawings, video, etc., Digital Storytelling constitutes an amazing array of crowd-sourced materials for a myriad purposes. It is treated as *true* data –perhaps *all* data is inherently *true*, as it is something instead of nothing. But, what is the status of truth, certainty, un-truth, and, above all, *fiction*. What is the role of *fiction* in Digital Storytelling? Digital storytelling does not only reside on the screen. This is only the visible, readable part of DS. There is another part we call metadata that is not exactly readable by our common eyes. The metadata constitute the elements that are readable by machines, fodder for statistics and analyses of big data. This is, as well, Digital Storytelling. In the end we will be discussing the very complex relationships between individual consciousness and self-hermeneutics, and globalization.

Spring 2016: SPAN W3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3991	001/65205	T 2:10pm - 4:00pm 206 Casa Hispanica	Alberto Medina	4	9/15

PORTUGUESE

PORT W1101 Elementary Portuguese I. 4 points.

A beginning course designed for students who wish to start their study of Portuguese and have no proficiency in another Romance language. The four language skills: listening, speaking, reading, and writing are developed at the basic level.

Fall 2015: PORT W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/60819	M W F 2:40pm - 3:55pm 313 Pupin Laboratories	Jizelda Galvao	4	7/15
PORT 1101	002/61055	T Th F 8:40am - 9:55am 206 Casa Hispanica	Jose Castellanos-Pazos	4	9/15

Spring 2016: PORT W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/64358	M W F 1:10pm - 2:25pm 224 Pupin Laboratories	Jizelda Galvao	4	9/15

PORT W1102 Elementary Portuguese II. 4 points.

Prerequisites: *PORT W1101* or the equivalent.

A course designed to acquaint students with the Portuguese verbal, prepositional, and pronominal systems. As a continuation

of Elementary Portuguese I (*PORT W1101*), this course focuses on the uses of characteristic forms and expressions of the language as it is spoken and written in Brazil today.

Fall 2015: PORT W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1102	001/77770	T Th F 11:40am - 12:55pm 505 Casa Hispanica	Joao Nemi Neto	4	7/15

Spring 2016: PORT W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1102	001/26536	T Th F 10:10am - 11:25am 505 Casa Hispanica	Joao Nemi Neto	4	12/15
PORT 1102	002/14250	T Th F 2:40pm - 3:55pm 502 Northwest Corner	Joao Nemi Neto	4	5/15

PORT W1202 Intermediate Portuguese II. 3 points.

Prerequisites: *PORT W1120* or the equivalent.

General review of grammar, with emphasis on self-expression through oral and written composition, reading, conversation, and discussion.

Spring 2016: PORT W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1202	001/66844	M W F 2:40pm - 3:55pm 224 Pupin Laboratories	Jizelda Galvao	3	7/15

PORT W1220 Comprehensive Intermediate Portuguese. 4 points.

Prerequisites: *PORT W1102* or *PORT W1320*.

This course discusses contemporary issues based on articles from Lusophone newspapers and magazines. Students will review grammar, expand their vocabulary and improve oral expression, writing, and reading skills. They are also exposed to audiovisual material that will deepen their understanding of Lusophone societies and culture.

Fall 2015: PORT W1220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1220	001/20638	M W F 4:10pm - 5:25pm 253 International Affairs Bldg	Jizelda Galvao	4	2/15
PORT 1220	002/72068	M W F 1:10pm - 2:25pm 325 Pupin Laboratories	Jizelda Galvao	4	6/15

Spring 2016: PORT W1220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1220	001/71930	M W F 4:10pm - 5:25pm 224 Pupin Laboratories	Jizelda Galvao	4	8/15

PORT W1320 Comprehensive Elementary Portuguese I and II for Spanish Speakers. 4 points.

Prerequisites: knowledge of Spanish or another Romance language.

An intensive beginning language course in Brazilian Portuguese with emphasis on Brazilian culture through multimedia materials related to culture and society in contemporary Brazil. Recommended for students who have studied Spanish or another Romance language. The course is the equivalent of two full semesters of elementary Portuguese with stress on reading and conversing, and may be taken in place of *PORT W1101-W1102*. For students unable to dedicate the time needed cover two semesters in one, the regularly paced sequence *PORT W1101-W1102* is preferable.

Fall 2015: PORT W1320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/20646	T Th 12:10pm - 2:00pm 317 Hamilton Hall	Jose Castellanos-Pazos	4	7/15
PORT 1320	002/20565	M W 10:10am - 12:00pm 212a Lewisohn Hall	Jose Castellanos-Pazos	4	7/15

Spring 2016: PORT W1320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/18981	M W 10:10am - 12:00pm 502 Northwest Corner	Jose Castellanos-Pazos	4	13/15
PORT 1320	002/64141	T Th 10:10am - 12:00pm 502 Northwest Corner	Jose Castellanos-Pazos	4	7/15

PORT W3300 Advanced Language through Content. 3 points.

Corequisites: *PORT W1220*.

An intensive exposure to advanced points of Portuguese grammar and structure through written and oral practice, along with an introduction to the basic principles of academic composition in Portuguese. Each section is based on the exploration of an ample theme that serves as the organizing principle for the work done in class. This will serve as the topical context to review advanced points of Portuguese grammar and structure through written and oral practice, and to introduce the basic principles of academic composition in Portuguese, particularly those pertaining to narration and description. This course is required for the concentration in Portuguese Studies. "Brasil: Favela e carnaval" intends to offer an exploration of issues related to poverty, race and violence through cultural phenomena manifested in fiction, music, film and media in today's Brazilian society. *This course is required for the concentration in Portuguese Studies.*

Fall 2015: PORT W3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3300	001/19285	M W 10:10am - 11:25am	Daniel Da Silva	3	8/15

307 Mathematics
Building

PORT W3330 Introduction to Portuguese Studies. 3 points.

This course presents the students with the information and basic tools needed to interpret a broad range of topics and cultural production from the Portuguese-speaking world: literary, filmic, artistic, architectural, urban, etc. We will use a continuing cross-disciplinary dialogue to study everyday acts as a location of culture. This course will center on interpretation as an activity and as the principal operation through which culturally sited meaning is created and analyzed. Among the categories and topics discussed will be history, national and popular cultures, literature (high/low), cultural institutions, migration, and globalization. Students will also acquire the fundamental vocabulary for the analysis of cultural objects. This course is required for the concentration in Portuguese Studies.

Spring 2016: PORT W3330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3330	001/60639	T Th 10:10am - 11:25am 206 Casa Hispanica	Daniel Da Silva	3	2/15

PORT W3350 Lusophone Africa and Afro Brazilian Culture. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course focuses on Lusophone African and African Brazilian cultures and the relations, continuities, ruptures and influences between them. Brazil is the result of the miscegenation of Ameridians, African and Europeans, and this means that is also a cultural *mélange* of these groups. The African cultural contribution to Brazilian culture and grand-narrative is the primary focus of this course, however, to understand Brazil one needs to understand the cultural diversity found in Lusophone Africa, with which Brazil has had a long relationship. The readings for this course include texts from different disciplines and genres. We will study texts, movies and other forms of visual arts from the following authors: José Eduardo Agualusa, Pepetela, Mia Couto, Jorge Amado, Achille, Mbembe, Hilton Costa, Jocélio Teles dos Santos, Livio Sansone, José Luis Cabaço, Benedita da Silva and Solano Trindade.

Spring 2016: PORT W3350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3350	001/14103	T Th 4:10pm - 5:25pm 502 Northwest Corner	Joao Nemi Neto	3	16/15

PORT W3490 Brazilian Society and Civilization. 3 points. **Not offered during 2015-16 academic year.**

Each week, a historical period is studied in connection to a particular theme of ongoing cultural expression. While diverse elements of popular culture are included, fiction is privileged as a source of cultural commentary. Students are expected to assimilate the background information but are also encouraged to

develop their own perspective and interest, whether in the social sciences, the humanities (including the fine arts), or other areas.

CATALAN

CATL W1120 Comprehensive Beginning Catalan. 4 points.

An extensive introduction to the Catalan language with an emphasis on oral communication as well as the reading and writing practice that will allow the student to function comfortably in a Catalan environment.

Fall 2015: CATL W1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1120	001/73193	T Th 4:10pm - 6:00pm 254 International Affairs Bldg	Elsa Uboda	4	4/15

Spring 2016: CATL W1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1120	001/72234	T Th 4:10pm - 6:00pm 316 Hamilton Hall	Elsa Uboda	4	9/15

CATL W1201 Intermediate Catalan I. 4 points.

Prerequisites: *CATL W1120*.

The first part of Columbia University's comprehensive intermediate Catalan sequence. The main objectives of this course are to continue developing communicative competence - reading, writing, speaking and listening comprehension - and to further acquaint students with Catalan cultures.

Fall 2015: CATL W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1201	001/19102	T Th 12:10pm - 2:00pm 716a Hamilton Hall	Elsa Uboda	4	2/15

CATL W1202 Intermediate Catalan II. 4 points.

Corequisites: *CATL 1201* or the equivalent.

Catalan 1202 is the second part of Columbia University's intermediate Catalan sequence. Course goals are to enhance student exposure to various aspects of Catalan culture and to consolidate and expand reading, writing, speaking, and listening skills.

Spring 2016: CATL W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1202	001/29140	T Th 12:10pm - 2:00pm Room TBA	Elsa Uboda	4	1/15

CATL W3330 Introduction to Catalan Culture. 3 points.

This is a content course covering topics regarding Catalan history, society, literature and visual arts. The objective of the course is to examine the main socio-cultural manifestations in the Catalan-speaking territories. Topics to be discussed include: bilingualism and language as the marker of "authentic" national identity; the influx of immigration and the constant redefinition

of all things Catalan; the very locally rooted and at the same time very international outlook of the Catalan avant-garde from Foix to Tàpies; the protest song and the cultural manifestations during the Franco repression, and the crucial role of the city of Barcelona as a cultural focus and its impact on literature, film, and arts. By the end of the semester students will be familiar with the main social and cultural issues of the Catalan-speaking territories. The course will be taught in Spanish and counts as an elective towards the major in Hispanic Cultures. No previous knowledge of the Catalan language is required.

Fall 2015: CATL W3330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 3330	001/76281	T Th 10:10am - 11:25am 302 Casa Hispanica	Elsa Ubeda	3	4/15

LINGUISTICS

Program Director: Prof. John McWhorter, 309 Hamilton;
212-854-3941; jm3156@columbia.edu

Language is central to all human mental activity and communication. Linguistics investigates language in three ways: as a self-contained system of elements and rules of combination (sounds, words, grammar, syntax); as a component of culture and society; and as a cognitive and neurological operation of individuals.

Courses in linguistics acquaint students with the theoretical ideas, conceptual apparatus, and research techniques of the scientific study of language. Linguistics provides an intellectual context for students who enjoy learning languages and who are fascinated by the diversity of language; linguistics then intersects with a range of academic disciplines whose subject matter, in one way or another, involves language. For this reason, linguistics is valuable for students whose primary field of study is philosophy, anthropology, music, sociology, political science, psychology, computer science, or a national literature.

The small undergraduate program in linguistics at Columbia focuses on language usage and language diversity. Students in linguistics at Columbia have done original research in a range of topics: internet discourse (e.g., hashtag, Tumblr), grammar of Wakhi, code-switching (e.g., trilingual, KiSwahili text-messaging, Egyptian Arabic blogs), language attitudes, prototype theory and Latino identity, evidentiality in Quechua, and more.

STUDY ABROAD

Undergraduates have engaged in unique travel and research projects, including sign language in Nicaragua; language attitudes in Kyrgyzstan; colloquial Arabic in Cairo; summer internship at the Max Planck Institute for Evolutionary Biology; and study abroad in Spain, England, India, Hungary, and Ireland.

GRADUATE STUDY

Columbia's linguists have distinguished themselves with awards and plans after graduation, such as Fulbright Fellowships to France, Georgia, and Turkey; and graduate study of linguistics or psychology at Harvard, Stanford, UCSD, Northwestern, New York University, and SUNY Buffalo. Linguistics is also a natural background for the law, and our students have entered such law schools as Georgetown and Columbia.

There is no graduate program in linguistics at Columbia. Students interested in pursuing graduate study in linguistics in New York should investigate CUNY Graduate Center, New York University, or Teachers College (applied linguistics).

THE COLUMBIA LINGUISTICS SOCIETY

The Columbia Linguistics Society is an organization of undergraduates interested in linguistics which sponsors lectures

and hosts informal social events. Information is available at <http://columbialinguistics.wordpress.com/> or through Facebook.

FACULTY

AFFILIATED FACULTY

- May Ahmar (Arabic; MESAAS)
- Akeel Bilgrami (Philosophy)
- Aaron Fox (Music)
- Haim Gaifman (Philosophy)
- Boris Gasparov (Slavic Languages)
- Tiina Haapakoski (Finnish, Germanic Languages)
- Julia Hirschberg (Computer Science)
- Ana Paula Huback (Latin American and Iberian Studies)
- Rina Kreitman (Hebrew; MESAAS)
- Karen Lewis (Philosophy, Barnard)
- Lening Liu (Chinese; East Asian Languages and Cultures)
- David Lurie (Japanese; East Asian Languages and Cultures)
- Kathleen McKeown (Computer Science)
- John McWhorter (American Studies)
- Yuan-Yuan Meng (Chinese; East Asian Languages and Cultures)
- Michele Miozzo (Psychology)
- Fumiko Nazikian (Japanese; East Asian Languages and Cultures)
- Youssef Nouhi (Arabic; MESAAS)
- Christopher Peacocke (Philosophy)
- Owen Rambow (Center for Computational Learning Systems)
- Robert Remez (Psychology, Barnard)
- Francisco Rosales-Varo (Latin American and Iberian Studies)
- Carol Rounds (Hungarian; Italian)
- José Plácido Ruiz-Campillo (Latin American and Iberian Studies)
- Richard Sacks (English and Comparative Literature)
- Ann Senghas (Psychology, Barnard)
- Mariame Sy (Wolof; Pulaar; MESAAS)
- Alan Timberlake (Slavic Languages)
- Zhirong Wang (Chinese; East Asian Languages and Cultures)

REQUIREMENTS

SPECIAL CONCENTRATION IN LINGUISTICS

The special concentration in linguistics is not sufficient for graduation in and of itself. It must be taken in conjunction with a major or a full concentration in another discipline.

For the special concentration, students must take 18 points in the linguistics program as follows:

1. Three core courses in linguistics chosen from:

LING W3101	Introduction to Linguistics
HNGR W3343	Hungarian Descriptive Grammar
ANTH V3906	Functional Linguistics and Language Typology
AMST W3930 (Section 1)	Topics in American Studies: Language Contact
LING W4108	Language History
LING W4120	Language Documentation and Field Methods
LING W4190	Discourse and Pragmatics
LING W4202	Cognitive Linguistics
LING G4206	Advanced Grammar and Grammars
LING W4376	Phonetics and Phonology
LING W4800	Language and Society
ENGL W4901	History of the English Language
LING W4903	Syntax

2. Two additional courses in either linguistics or in related fields chosen in consultation with the program director, in fields such as:

History or structure of individual languages

Chinese, Spanish, French, Russian, etc.

Anthropology

ANTH V3044	Symbolic Anthropology
ANTH W4042	Agent, Person, Subject, Self
ANTH G6125	Language, Culture and Power

Computer Science

COMS W3261	Computer Science Theory
COMS W4705	Natural Language Processing
COMS W4706	Spoken Language Processing
COMS E6998	Topics in Computer Science

French

FREN BC3011	History of the French Language
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Music

MUSI W4405	Music and Language
MSPS G4233	Language and Music (Seminar)

Philosophy

PHIL V3411	Symbolic Logic
PHIL V3685	Philosophy of Language
PHIL G4490	Language and Mind

Psychology

PSYC W2440	Language and the Brain
PSYC W2450	Behavioral Neuroscience
PSYC W3265	Auditory Perception (Seminar)
PSYC BC3164	Perception and Language
PSYC BC3369	Language Development
PSYC W2215	Cognition and the Brain

Sociology

SOCI G4030	Sociology of Language
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3. One language course at the intermediate level (third-semester), separate from the general language requirement.

Students interested in a major in linguistics should consult with the director of undergraduate studies, John McWhorter (jm3156@columbia.edu).

IN FULFILLMENT OF THE LANGUAGE REQUIREMENT FOR LINGUISTICS

The language taken in fulfillment of the linguistics requirement can be either an ancient or modern language, but should neither be the student's native (or semi-native) language nor belong to one of the major groups of modern European languages (Germanic, Romance). In addition to the regularly taught courses listed under the *Foreign Language Requirement*, the following is a list of languages that have been offered at Columbia. See the list of languages offered through the Language Resource Center and consult with the program director about other languages to determine if they are acceptable for the linguistics language requirement.

- Ancient Egyptian
- Anglo-Saxon
- Aramaic
- Bosnian/Croatian/Serbian
- Cantonese
- Chagatay
- Czech
- Finnish
- Georgian
- Hindi
- Hungarian
- Indonesian
- Irish
- Kannada
- Kazakh
- Korean
- Nahuatl
- Nepali
- Old Church Slavonic
- Quechua
- Persian
- Polish
- Pulaar
- Romanian
- Sumerian
- Swahili
- Syriac
- Tajik
- Tamil
- Telugu

- Ukrainian
- Uzbek
- Urdu
- Vietnamese
- Wolof
- Zulu

COURSES

LINGUISTICS

LING W3101 Introduction to Linguistics. 3 points.

An introduction to the study of language from a scientific perspective. The course is divided into three units: language as a system (sounds, morphology, syntax, and semantics), language in context (in space, time, and community), and language of the individual (psycholinguistics, errors, aphasia, neurology of language, and acquisition). Workload: lecture, weekly homework, and final examination.

Fall 2015: LING W3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/68456	T Th 2:40pm - 3:55pm 207 Mathematics Building	John McWhorter	3	126

HNGR W3343 Hungarian Descriptive Grammar. 3 points.

This course is designed for those curious about the structure of Hungarian - an unusual language with a complex grammar quite different from English, or, indeed, any Indo-European language. The study of Hungarian, a language of the Finno-Ugric family, offers the opportunity to learn about the phonology of vowel harmony, the syntax of topic-comment discourse, verb agreement with subjects and objects, highly developed case systems and possessive nominal paradigms. In addition to its inflectional profile, Hungarian derivation possibilities are vast, combinatory, and playful. During the semester we will touch upon all the important grammatical aspects of Hungarian and discuss them in relation to general linguistic principles and discourse, and finally, through some text analysis, see them in action. Although the primary discussion will center on Hungarian, we will draw on comparisons to other Finno-Ugric languages, most notably Finnish and Komi; students are encouraged to draw on comparisons with their own languages of interest. No prerequisite. Counts as Core Linguistics.

Spring 2016: HNGR W3343

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 3343	001/14135	T Th 1:10pm - 2:25pm 408 Hamilton Hall	Carol Rounds	3	5

LING W3997 Supervised Individual Research. 2-4 points.

LING W3998 Supervised Individual Research. 2-4 points.

LING W4108 Language History. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *LING W3101*.

Language, like all components of culture, is structured and conventional, yet can nevertheless change over time. This course examines how language changes, firstly as a self-contained system that changes organically and autonomously, and secondly as contextualized habits that change in time, in space, and in communities. Workload: readings & discussion, weekly problems, and final examination.

LING W4120 Language Documentation and Field Methods. 3 points.

Prerequisites: *LING W3101*.

In light of the predicted loss of up to 90% of the world languages by the end of this century, it has become urgent that linguists take a more active role in documenting and conserving endangered languages. In this course, we will learn the essential skills and technology of language documentation through work with speakers of an endangered language.

Spring 2016: LING W4120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4120	001/62653	T Th 4:10pm - 5:25pm 511 Hamilton Hall	Teresa O'Neill	3	21

LING W4170 Language and Symbol: Semiotics of Speech, Literature, & Culture. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *LING W3101* Introduction to Linguistics or a course on linguistic semantics, literary theory, or linguistic anthropology.

Reading and discussion of scholarly literature on various aspects of the meaning, structure, and functioning of signs in language, art, and society. All reading for the course is drawn from original scholarly literature, some of it of a specialized nature. At some points (for instance, while discussing dimensions of the linguistic signs, or parameters of structural poetics), theoretical reading will be supplemented by brief practical assignments.

LING W4171 Languages of Africa. 3 points.

The African continent is home not to simply a collection of similar "African dialects," but to at least 1000 distinct languages that belong to five language families, none of them any more closely related than English and its relatives are to Japanese. This includes the Semitic languages that emerged in the Middle East and are now most commonly associated with Arabic and Hebrew, the famous "click" languages of Southern Africa whose origins are still shrouded by mystery, and in the case of Malagasy on Madagascar, the Austronesian family of Southeast Asia and Oceania - the language traces to speakers who travelled over the ocean from Borneo to Africa. This course will examine languages in all of these families, with a focus on how they demonstrate

a wide array of linguistic processes and how they interact with social history, anthropology, and geography.

Spring 2016: LING W4171

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4171	001/15849	M W 11:40am - 12:55pm 717 Hamilton Hall	John McWhorter	3	37

LING W4190 Discourse and Pragmatics. 3 points.

Prerequisites: *LING W3101*.

How discourse works; how language is used: oral vs. written modes of language; the structure of discourse; speech acts and speech genres; the expression of power; authenticity; and solidarity in discourse, dialogicity, pragmatics, and mimesis.

Fall 2015: LING W4190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4190	001/17917	M W 1:10pm - 2:25pm 703 Hamilton Hall	Boris Gasparov	3	22

LING W4202 Cognitive Linguistics. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *LING W3101*, previously or concurrently. Reading and discussion of scholarly literature on the cognitive approach to language, including: usage-oriented approaches to language, frame semantics, construction grammar, theories of conceptual metaphor and mental spaces; alongside of experimental research on language acquisition, language memory, prototypical and analogous thinking, and the role of visual imagery in language processing.

LING W4376 Phonetics and Phonology. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *LING W3101*.

An investigation of the sounds of human language, from the perspective of phonetics (articulation and acoustics, including computer-aided acoustic analysis) and phonology (the distribution and function of sounds in individual languages).

LING W4444 In Search of Language: From Rousseau to Derrida. 3 points.

Not offered during 2015-16 academic year.

The course addresses fundamental ideas concerning the nature of linguistic meaning and communication as they evolved in modern times, from the Enlightenment to the contemporary critique of the modernist linguistic paradigm. Beginning with the polemic between Herder and Rousseau, the course then proceeds to Romantic philosophy of language (in particular, the role of Romantic philosophy in the emergence of historical linguistics and linguistic typology); Saussure, his structuralist interpreters and his critics; generative grammar as a philosophical concept; the notion of linguistic performativity and its philosophical implications; Bakhtin's heteroglossia; and the impact of the post-

structuralist semiotic revolution (Barthes, Derrida) on the study of language.

LING W4800 Language and Society. 3 points.

Not offered during 2015-16 academic year.

How language structure and usage varies according to societal factors such as social history and socioeconomic factors, illustrated with study modules on language contact, language standardization and literacy, quantitative sociolinguistic theory, language allegiance, language, and power.

LING W4903 Syntax. 3 points.

Prerequisites: *LING W3101*.

Syntax - the combination of words - has been at the center of the Chomskyan revolution in Linguistics. This is a technical course which examines modern formal theories of syntax, focusing on later versions of generative syntax (Government and Binding) with secondary attention to alternative models (HPSG, Categorical Grammar).

Fall 2015: LING W4903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4903	001/13909	T Th 10:10am - 11:25am 1219 International Affairs Bldg	Teresa O'Neill	3	15

LING G4206 Advanced Grammar and Grammars. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *LING W3101*.

An investigation of the possible *types* of grammatical phenomena (argument structure, tense/aspect/mood, relative clauses, classifiers, and deixis). This typological approach is enriched by the reading of actual grammars of languages from Asia, Africa, Australia, and the Americas.

OF RELATED INTEREST

Anthropology (Barnard)

ANTH V1009	Introduction to Language and Culture
ANTH V3044	Symbolic Anthropology

Anthropology

ANTH V1009	Introduction to Language and Culture
ANTH V3906	Functional Linguistics and Language Typology
ANTH V3947	Text, Magic, Performance
ANTH W4042	Agent, Person, Subject, Self

Computer Science

COMS W3261	Computer Science Theory
COMS W4705	Natural Language Processing

East Asian Languages and Cultures

CHNS W3301	Introduction To Classical Chinese I
- CHNS W3302	and Introduction To Classical Chinese II

CHNS W4019	History of Chinese Language
French (Barnard)	
FREN BC3011	History of the French Language
Hungarian	
HNGR W3343	Hungarian Descriptive Grammar
Philosophy	
PHIL V3252	Philosophy of Language and Mind
PHIL V3411	Symbolic Logic
- PHIL G4415	and Symbolic Logic
Psychology (Barnard)	
PSYC BC3164	Perception and Language
PSYC BC3369	Language Development
Slavic Languages	
SLLN G4005	Introduction to Old Church Slavonic
Spanish and Latin American Cultures (Barnard)	
SPAN BC3382	Languages in Contact: Sociolinguistic Aspects of U. S. Spanish
Latin American and Iberian Cultures	
SPAN W3563	Spanish Pragmatics: What Do We Do When We Speak Spanish?

MATHEMATICS

Departmental Office: 410 Mathematics; 212-854-2432
<http://www.math.columbia.edu/>

Director of Undergraduate Studies: Prof. Chiu-Chu (Melissa) Liu, 623 Mathematics; 212-854-2499; ccliu@math.columbia.edu

Departmental Adviser: Prof. Mu-Tao Wang, 514 Mathematics; 212-854-3052; mtwang@math.columbia.edu

Computer Science-Mathematics Adviser: Prof. Patrick X. Gallagher, 411 Mathematics; 212-854-4346; pxg@math.columbia.edu

Economics-Mathematics Advisers:
Mathematics: Prof. Julien Dubedat, 601 Mathematics; 212-854-8806; jd2653@columbia.edu
Economics: Dr. Susan Elmes, 1006 International Affairs Building; 212-854-9124; se5@columbia.edu

Mathematics-Statistics Advisers:
Mathematics: Prof. Julien Dubedat, 601 Mathematics; 212-854-8806; dubedat@math.columbia.edu
Statistics: Prof. Daniel Rabinowitz, 1244 Amsterdam Avenue, Room 1014; 212-851-2141; dan@stat.columbia.edu

Calculus Director: Prof. Michael Thaddeus, 414 Mathematics; 212-854-4308; thaddeus@math.columbia.edu

The major in mathematics is an introduction to some of the highlights of the development of theoretical mathematics over the past four hundred years from a modern perspective. This study is also applied to many problems, both internal to mathematics and arising in other disciplines such as physics, cryptography, and finance.

Majors begin by taking either Honors mathematics or the calculus sequence. Students who do not take MATH V1207 Honors Mathematics A and MATH V1208 Honors Mathematics B normally take MATH V2010 Linear Algebra in the second year. Following this, majors begin to learn some aspects of the main branches of modern mathematics: algebra, analysis, and geometry; as well as some of their subdivisions and hybrids (e.g., number theory, differential geometry, and complex analysis). As the courses become more advanced, they also become more theoretical and proof-oriented and less computational.

Aside from the courses offered by the Mathematics Department, cognate courses in areas such as astronomy, chemistry, physics, probability, logic, economics, and computer science can be used toward the major. A cognate course must be a 2000-level (or higher) course and must be approved by the director of undergraduate studies. In general, a course not taught by the Mathematics Department is a cognate course for the mathematics major if either (a) it has at least two semesters of calculus as a stated prerequisite, or (b) the subject matter in

the course is mathematics beyond an elementary level, such as PHIL V3411 Symbolic Logic, in the Philosophy Department, or COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory, in the Computer Science Department.

Another requirement for majors is participation in an undergraduate seminar, usually in the junior or senior year. In these seminars, students gain experience in learning an advanced topic and lecturing on it. In order to be eligible for departmental honors, majors must write a senior thesis.

COURSES FOR FIRST-YEAR STUDENTS

The systematic study of mathematics begins with one of the following two alternative sequences:

MATH V1101	Calculus I
- MATH V1102	and Calculus II
- MATH V1201	and Calculus III
- MATH V1202	and Calculus IV
MATH V1207	Honors Mathematics A
- MATH V1208	and Honors Mathematics B

Credit is allowed for only one calculus sequence.

The first sequence, *Calculus I, II, III, IV*, is a standard course in differential and integral calculus. While *Calculus II* is no longer a prerequisite for *Calculus III*, students are strongly urged to take it before taking *Calculus III*. In particular, students thinking of majoring or concentrating in mathematics or one of the joint majors involving mathematics should take *Calculus II* before taking *Calculus III*. Note that both *Calculus II* and *Calculus III* are prerequisites for *Calculus IV*.

The second sequence, *Honors Mathematics A-B*, is for exceptionally well-qualified students who have strong Advanced Placement scores. It covers multivariable calculus (MATH V1201 Calculus III- MATH V1202 Calculus IV) and linear algebra (MATH V2010 Linear Algebra), with an emphasis on theory.

MATH W1003 College Algebra and Analytic Geometry does not count toward the degree. Students who take this course do not receive college credit.

ADVANCED PLACEMENT

The department grants 3 credits for a score of 4 or 5 on the AP Calculus AB exam provided students complete MATH V1102 Calculus II or MATH V1201 Calculus III with a grade of C or better. The department grants 3 credits for a score of 4 on the AP Calculus BC exam provided students complete MATH V1102 Calculus II or MATH V1201 Calculus III with a grade of C or better. The department grants 6 credits for a score of 5 on the AP Calculus BC exam provided students complete MATH V1201 Calculus III or MATH V1207 Honors Mathematics A with a

grade of C or better. Students can receive credit for only one calculus sequence.

PLACEMENT IN THE CALCULUS SEQUENCES

Calculus I

Students who have essentially mastered a precalculus course and those who have a score of 3 or less on an Advanced Placement (AP) exam (either AB or BC) should begin their study of calculus with MATH V1101 Calculus I.

Calculus II and III

Students with a score of 4 or 5 on the AB exam, 4 on the BC exam, or those with no AP score but with a grade of A in a full year of high school calculus may begin with either MATH V1102 Calculus II or *MATH V1201 Calculus III*. Note that such students who decide to start with *Calculus III* may still need to take *Calculus II* since it is a requirement or prerequisite for other courses. In particular, they **MUST** take *Calculus II* before going on to MATH V1202 Calculus IV. Students with a score of 5 on the BC exam may begin with *Calculus III* and do not need to take *Calculus II*.

Those with a score of 4 or 5 on the AB exam or 4 on the BC exam may receive 3 points of AP credit upon completion of *Calculus II* with a grade of C or higher. Those students with a score of 5 on the BC exam may receive 6 points of AP credit upon completion of *Calculus III* with a grade of C or higher.

Honors Mathematics A

Students who want a proof-oriented theoretical sequence and have a score of 5 on the BC exam may begin with MATH V1207 Honors Mathematics A, which is especially designed for mathematics majors. Upon completion of this course with a grade of C or higher, they may receive 6 points of AP credit.

TRANSFERS INSIDE THE CALCULUS SEQUENCES

Students who wish to transfer from one calculus course to another are allowed to do so beyond the date specified on the Academic Calendar. They are considered to be adjusting their level, not changing their program. However, students must obtain the approval of the new instructor and the class dean prior to reporting to the Office of the Registrar.

GRADING

No course with a grade of D or lower can count toward the major, interdepartmental major, or concentration. Students who are doing a double major cannot double count courses for their majors.

DEPARTMENTAL HONORS

In order to be eligible for departmental honors, majors must write a senior thesis. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

FACULTY

PROFESSORS

- David A. Bayer (Barnard)
- Panagiota Daskalopoulos
- Aise Johan de Jong
- Robert Friedman
- Patrick X. Gallagher
- Dorian Goldfeld
- Brian Greene
- Richard Hamilton
- Michael Harris
- Troels Jørgensen (*emeritus*)
- Ioannis Karatzas
- Mikhail Khovanov
- Igor Krichever
- Chiu-Chu Liu
- Dusa McDuff (Barnard)
- Daves Maulik
- Walter Neumann (Barnard)
- Andrei Okounkov
- D. H. Phong
- Henry Pinkham (Chair)
- Ovidiu Savin
- Eric Urban
- Mu-Tao Wang
- Wei Zhang

ASSOCIATE PROFESSORS

- Mohammed Abouzaid
- Ivan Corwin
- Julien Dubedat
- Robert Lipshitz
- Michael Thaddeus

ASSISTANT PROFESSORS

- Daniela De Silva (Barnard)

J.F. RITT ASSISTANT PROFESSORS

- Akram Alishahi
- Salim Altug
- Hector Chang
- Po-Ning Chen
- Anand Deopurkar
- Gabriele Di Cerbo

- Luis Diogo
- Alexander Drewitz
- Bin Guo
- David Hansen
- BoGwang Jeon
- Chao Li
- Hao Shen
- Xin Wan
- Anton Zeitlin
- Xiangwen Zhang

SENIOR LECTURERS IN DISCIPLINE

- Lars Nielsen
- Mikhail Smirnov
- Peter Woit

ON LEAVE

- Profs. Corwin, De Silva, Friedman, Lipshitz, Maulik, Neumann (*Fall 2015*)
- Profs. Corwin, Lipshitz, Maulik, Neumann (*Spring 2016*)

REQUIREMENTS

MAJOR IN MATHEMATICS

The major requires 42 points as follows:

12 points in Calculus or Honors Mathematics A-B, including Advanced Placement credit.

18 points in mathematics courses numbered 2000 and above, including the following courses:

MATH V2010	Linear Algebra (if Honors Mathematics A-B is not taken)
MATH V3951 - MATH V3952	Undergraduate Seminars in Mathematics I and Undergraduate Seminars in Mathematics II (at least one term)
MATH W4041 - MATH W4042	Introduction to Modern Algebra I and Introduction to Modern Algebra II
MATH W4061 - MATH W4062	Introduction To Modern Analysis I and Introduction To Modern Analysis II *

12 points in any combination of mathematics and cognate courses. **

- * Students who are not contemplating graduate study in mathematics may replace one or both of the two terms of MATH W4061- MATH W4062 Introduction To Modern Analysis II by one or two of the following courses: MATH V2500 Analysis and Optimization, MATH V3007 Complex Variables, MATH V3028 Partial Differential Equations, or MATH W4032 Fourier Analysis.

- ** A course not taught by the Mathematics Department is a cognate course for the mathematics major if either (a) it has at least two semesters of calculus as a stated prerequisite and is a 2000-level (or higher) course, or (b) the subject matter in the course is mathematics beyond an elementary level, such as PHIL V3411 Symbolic Logic, in the Philosophy Department, or COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory, in the Computer Science Department. In exceptional cases, the director of undergraduate studies may approve the substitution of certain more advanced courses for those mentioned above.

The program of study should be planned with a departmental adviser before the end of the sophomore year. Majors who are planning on graduate studies in mathematics are urged to obtain a reading knowledge of one of the following languages: French, German, or Russian.

Majors are offered the opportunity to write an honors senior thesis under the guidance of a faculty member. Interested students should contact the director of undergraduate studies.

MAJOR IN APPLIED MATHEMATICS

The major requires 40 points as follows:

12 points in Calculus or Honors Mathematics A-B

MATH V2010 Linear Algebra

Select one of the following courses:

MATH V2500	Analysis and Optimization
MATH W4032	Fourier Analysis
MATH W4061	Introduction To Modern Analysis I
APMA E4901	Seminar: Problem in Applied Mathematics (junior year)
APMA E4903	Seminar: Problems in Applied Mathematics (senior year)

18 points in electives, selected from the following (other courses may be used with the approval of the Applied Mathematics Committee):

MATH V2500	Analysis and Optimization
MATH V3007 or MATH W4065 or APMA E4204	Complex Variables Honors Complex Variables Functions of a Complex Variable
MATH V3027	Ordinary Differential Equations
MATH V3028 or APMA E4200 or APMA E6301	Partial Differential Equations Partial Differential Equations Analytic methods for partial differential equations
MATH W4032	Fourier Analysis
APMA E4300	Introduction to Numerical Methods
APMA E4101	Introduction to Dynamical Systems
APMA E4150	Applied Function Analysis

APMA E4400 Introduction to Biophysical Modeling

MAJOR IN COMPUTER SCIENCE–MATHEMATICS

The goal of this interdepartmental major is to provide substantial background in each of these two disciplines, focusing on some of the parts of each which are closest to the other. Students intending to pursue a Ph.D. program in either discipline are urged to take additional courses, in consultation with their advisers.

The major requires a total of at least 47 points: 20 points in computer science, 21 points in mathematics, and two 3-point electives in either computer science or mathematics.

Computer Science

COMS W1007	Honors Introduction to Computer Science
COMS W3137	Honors Data Structures and Algorithms
COMS W3157	Advanced Programming
COMS W3203	Discrete Mathematics: Introduction to Combinatorics and Graph Theory
COMS W3261	Computer Science Theory
CSEE W3827	Fundamentals of Computer Systems

Mathematics

Select one of the following sequences:

MATH V1101	Calculus I
- MATH V1102	and Calculus II
- MATH V1201	and Calculus III
- MATH V1202	and Calculus IV
MATH V1207	Honors Mathematics A
- MATH V1208	and Honors Mathematics B
MATH V2010	Linear Algebra (unless MATH V1207 and MATH V1208 are taken)
MATH V3951	Undergraduate Seminars in Mathematics I
or MATH V3952	Undergraduate Seminars in Mathematics II
MATH W4041	Introduction to Modern Algebra I

Electives

Select two of the following courses:

CSOR W4231	Analysis of Algorithms I
COMS W4241	Numerical Algorithms and Complexity
MATH BC2006	Combinatorics
MATH V2500	Analysis and Optimization
MATH V3007	Complex Variables
MATH V3020	Number Theory and Cryptography
MATH V3386	Differential Geometry
MATH W4051	Topology

MATH W4061 Introduction To Modern Analysis I

MAJOR IN ECONOMICS–MATHEMATICS

For a description of the joint major in economics-mathematics, see the *Economics* section of this bulletin.

MAJOR IN MATHEMATICS–STATISTICS

The program is designed to prepare the student for: (1) a career in industries such as finance and insurance that require a high level of mathematical sophistication and a substantial knowledge of probability and statistics, and (2) graduate study in quantitative disciplines. Students choose electives in finance, actuarial science, operations research, or other quantitative fields to complement requirements in mathematics, statistics, and computer science.

Mathematics

Select one of the following sequences:

MATH V1101	Calculus I
- MATH V1102	and Calculus II
- MATH V1201	and Calculus III
- MATH V2010	and Linear Algebra
- MATH V2500	and Analysis and Optimization
MATH V1207	Honors Mathematics A
- MATH V1208	and Honors Mathematics B
- MATH V2500	and Analysis and Optimization (with approval from the adviser)

Statistics

Introductory Courses

Select one of the following courses:

STAT W1001	Introduction to Statistical Reasoning
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

Required Courses

STAT W3105	Introduction to Probability
STAT W3107	Introduction to Statistical Inference
STAT W3315	Linear Regression Models

Select one of the following courses:

STAT W4606	Elementary Stochastic Processes
STAT W4635	Stochastic Processes for Finance
STAT G6505	Stochastic Methods In Finance

Computer Science

Select one of the following courses:

COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1005	Introduction to Computer Science and Programming in MATLAB

ENGI E1006	Introduction to Computing for Engineers and Applied Scientists
COMS W1007	Honors Introduction to Computer Science

An advanced computer science offering in programming

Electives

An approved selection of three advanced courses in mathematics, statistics, applied mathematics, industrial engineering and operations research, computer science, or approved mathematical methods courses in a quantitative discipline. At least one elective must be a Mathematics Department course numbered 3000 or above.

Students interested in modeling applications are recommended to take MATH V3027 Ordinary Differential Equations and MATH V3028 Partial Differential Equations.

Students interested in finance are recommended to take MATH W4071 Introduction to the Mathematics of Finance, STAT W4290 Statistical Methods in Finance, and STAT W4437 Time Series Analysis.

Students interested in graduate study in mathematics or in statistics are recommended to take MATH W4061 Introduction To Modern Analysis I and MATH W4062 Introduction To Modern Analysis II.

Students interested in actuarial sciences should discuss with the Statistics Department adviser how to include courses approved for the Actuarial Societies' Validation by Education Experience requirements, and how to prepare for the societies' exams. Students must obtain approval for their elective selection from both the mathematics and statistics advisers.

Students may replace STAT W3105 Introduction to Probability with STAT W4105 Introduction to Probability, STAT W3107 Introduction to Statistical Inference with STAT W4107 Introduction to Statistical Inference, and STAT W3315 Linear Regression Models with STAT W4315 Linear Regression Models or STAT W4440 Linear Regression and Time Series Methods.

Students may also replace STAT W3105 Introduction to Probability and STAT W3107 Introduction to Statistical Inference with the combined course STAT W4109 Introduction to Probability and Statistics.

CONCENTRATION IN MATHEMATICS

The concentration requires the following:

Mathematics

Select one of the two following multivariable calculus and linear algebra sequences:

MATH V1201	Calculus III
- MATH V1202	and Calculus IV
- MATH V2010	and Linear Algebra

MATH V1207 - MATH V1208	Honors Mathematics A and Honors Mathematics B
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Additional Courses

Select at least 12 additional points from any of the courses offered by the department numbered 2000 or higher.

For mathematics courses taken in other departments, consult with the director of undergraduate studies.

COURSES

MATH V1101 Calculus I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: see Courses for First-Year Students. Functions, limits, derivatives, introduction to integrals. The Help Room in 333 Milbank Hall (Barnard College) is open during the day, Monday through Friday, to students seeking individual help from the teaching assistants. (SC)

Fall 2015: MATH V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1101	001/07384	M W 8:40am - 9:55am 405 Milbank Hall	Dusa McDuff	3	93/100
MATH 1101	002/03710	M W 10:10am - 11:25am 504 Diana Center	Tsvetelina Petkova	3	76/70
MATH 1101	003/70888	M W 11:40am - 12:55pm 717 Hamilton Hall	Hao Shen	3	54/120
MATH 1101	004/08001	M W 1:10pm - 2:25pm 405 Milbank Hall	Tsvetelina Petkova	3	91/100
MATH 1101	005/25030	M W 2:40pm - 3:55pm 207 Mathematics Building	Hao Shen	3	70/120
MATH 1101	006/16745	M W 4:10pm - 5:25pm 702 Hamilton Hall	Fabio Nironi	3	35/120
MATH 1101	007/12354	M W 6:10pm - 7:25pm 407 Mathematics Building	James Cornish	3	23/30
MATH 1101	008/75010	T Th 8:40am - 9:55am 407 Mathematics Building	Chongli Wang	3	15/30
MATH 1101	009/29428	T Th 10:10am - 11:25am 407 Mathematics Building	Ioan Filip	3	14/30
MATH 1101	010/14374	T Th 11:40am - 12:55pm 717 Hamilton Hall	Chao Li	3	72/100
MATH 1101	011/18231	T Th 1:10pm - 2:25pm 717 Hamilton Hall	Chao Li	3	72/100
MATH 1101	012/66646	T Th 2:40pm - 3:55pm	Alexander Cowan	3	29/30

						407 Mathematics Building
Spring 2016: MATH V1101						
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	
MATH 1101	001/22901	M W 8:40am - 9:55am 407 Mathematics Building	Ashwin Deopurkar	3	29/30	
MATH 1101	002/74461	M W 10:10am - 11:25am 203 Mathematics Building	Patrick Gallagher	3	80/100	
MATH 1101	003/67557	M W 6:10pm - 7:25pm 203 Mathematics Building	Chao Li	3	82/100	
MATH 1101	004/23626	T Th 11:40am - 12:55pm 417 Mathematics Building	Subrahmanyā Krishnamoorthy		35/40	
MATH 1101	005/16069	T Th 2:40pm - 3:55pm 407 Mathematics Building	Chuen Ming Mike Wong	3	24/30	
MATH 1101	006/87204	T Th 10:10am - 11:25am 407 Mathematics Building	Ioan Filip	3	14/30	

MATH V1102 Calculus II. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1101* or the equivalent.

Methods of integration, applications of the integral, Taylor's theorem, infinite series. (SC)

Fall 2015: MATH V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1102	001/24362	M W 10:10am - 11:25am 207 Mathematics Building	David Hansen	3	83/120
MATH 1102	002/28533	M W 11:40am - 12:55pm 516 Hamilton Hall	Akram Alishahi	3	10/116
MATH 1102	003/22216	M W 1:10pm - 2:25pm 207 Mathematics Building	Peter Woit	3	8/116
MATH 1102	004/28993	M W 2:40pm - 3:55pm 312 Mathematics Building	Patrick Gallagher	3	48/116
MATH 1102	005/70933	M W 6:10pm - 7:25pm 312 Mathematics Building	Akram Alishahi	3	7/100
MATH 1102	006/12697	T Th 10:10am - 11:25am 203 Mathematics Building	Salim Altug	3	37/110
MATH 1102	007/17816	T Th 2:40pm - 3:55pm	Salim Altug	3	62/120

MATH 1102	008/17494	T Th 6:10pm - 7:25pm 407 Mathematics Building	Kyeongsu Choi	3	5/30
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Spring 2016: MATH V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1102	001/05648	M W 10:10am - 11:25am 324 Milbank Hall	Tsvetelina Petkova	3	31/100
MATH 1102	002/64994	M W 1:10pm - 2:25pm 323 Milbank Hall	Tsvetelina Petkova	3	40/100
MATH 1102	003/24866	M W 4:10pm - 5:25pm 417 Mathematics Building	Hector Chang-Lara	3	36/64
MATH 1102	004/12743	M W 6:10pm - 7:25pm 312 Mathematics Building	Hector Chang-Lara	3	32/110
MATH 1102	006/60559	T Th 6:10pm - 7:25pm 516 Hamilton Hall	Elliott Stein	3	29/100

MATH V1201 Calculus III. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1101* or the equivalent.

Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramer's rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. (SC)

Fall 2015: MATH V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/64422	M W 10:10am - 11:25am 312 Mathematics Building	Luis Diogo	3	104/116
MATH 1201	002/73478	M W 11:40am - 12:55pm 428 Pupin Laboratories	Luis Diogo	3	104/116
MATH 1201	003/20695	M W 1:10pm - 2:25pm 312 Mathematics Building	Xin Wan	3	40/100
MATH 1201	004/63155	M W 2:40pm - 3:55pm 203 Mathematics Building	Po-Ning Chen	3	100/110
MATH 1201	005/24412	M W 4:10pm - 5:25pm 517 Hamilton Hall	Xin Wan	3	16/100
MATH 1201	006/19166	T Th 8:40am - 9:55am 203 Mathematics Building	Henry Pinkham	3	19/110

MATH 1201	007/28638	T Th 10:10am - 11:25am 417 Mathematics Building	Henry Pinkham	3	26/120
MATH 1201	009/16295	T Th 1:10pm - 2:25pm 310 Fayerweather	Eric Urban	3	63/110
MATH 1201	010/16621	T Th 2:40pm - 3:55pm 203 Mathematics Building	Anton Zeitlin	3	92/110
MATH 1201	011/17177	T Th 4:10pm - 5:25pm 203 Mathematics Building	Anton Zeitlin	3	96/110
MATH 1201	012/66375	M W 6:10pm - 7:25pm 207 Mathematics Building	Shrenik Shah	3	27/100

Spring 2016: MATH V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/05518	M W 10:10am - 11:25am 405 Milbank Hall	Daniela De Silva	3	107/100
MATH 1201	002/63222	M W 1:10pm - 2:25pm 312 Mathematics Building	Po-Ning Chen	3	112/116
MATH 1201	003/60545	T Th 4:10pm - 5:25pm 203 Mathematics Building	Igor Krichever	3	104/110
MATH 1201	004/26016	T Th 6:10pm - 7:25pm 203 Mathematics Building	Igor Krichever	3	46/110
MATH 1201	005/11779	T Th 1:10pm - 2:25pm 312 Mathematics Building	Daniel Halpern-Leistne	3	42/116
MATH 1201	006/73460	T Th 2:40pm - 3:55pm 312 Mathematics Building	Salim Altug	3	52/116
MATH 1201	007/65140	T Th 10:10am - 11:25am 312 Mathematics Building	Daniel Halpern-Leistne	3	49/110

MATH V1202 Calculus IV. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1102*, *V1201*, or the equivalent.
Multiple integrals, Taylor's formula in several variables, line and surface integrals, calculus of vector fields, Fourier series. (SC)

Fall 2015: MATH V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1202	001/23516	M W 8:40am - 9:55am 203 Mathematics Building	Bogwang Jeon	3	24/110

MATH 1202	002/75842	M W 10:10am - 11:25am 203 Mathematics Building	Bogwang Jeon	3	87/110
MATH 1202	003/27959	M W 6:10pm - 7:25pm 203 Mathematics Building	Mikhail Smirnov	3	30/110

Spring 2016: MATH V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1202	001/60823	M W 11:40am - 12:55pm 413 Kent Hall	Xin Wan	3	48/100
MATH 1202	002/28598	M W 2:40pm - 3:55pm 420 Pupin Laboratories	Hao Shen	3	47/110
MATH 1202	003/63915	T Th 8:40am - 9:55am 203 Mathematics Building	Ovidiu Savin	3	64/110
MATH 1202	004/68408	T Th 10:10am - 11:25am 203 Mathematics Building	Ovidiu Savin	3	64/110

MATH V1207 Honors Mathematics A. 4 points.

Recitation Section Required

Prerequisites: (see Courses for First-Year Students).
The second term of this course may not be taken without the first. Multivariable calculus and linear algebra from a rigorous point of view. Recommended for mathematics majors. Fulfills the linear algebra requirement for the major. (SC)

Fall 2015: MATH V1207

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1207	001/19814	M W 4:10pm - 5:25pm 203 Mathematics Building	Michael Thaddeus	4	64/110

MATH V1208 Honors Mathematics B. 4 points.

Recitation Section Required

Prerequisites: (see Courses for First-Year Students).
The second term of this course may not be taken without the first. Multivariable calculus and linear algebra from a rigorous point of view. Recommended for mathematics majors. Fulfills the linear algebra requirement for the major. (SC)

Spring 2016: MATH V1208

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1208	001/68289	M W 4:10pm - 5:25pm 312 Mathematics Building	Michael Thaddeus	4	57/100

MATH V2000 An Introduction to Higher Mathematics. 3 points.

Introduction to understanding and writing mathematical proofs. Emphasis on precise thinking and the presentation of

mathematical results, both in oral and in written form. Intended for students who are considering majoring in mathematics but wish additional training. CC/GS: Partial Fulfillment of Science Requirement. BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Fall 2015: MATH V2000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2000	001/63851	M W 11:40am - 12:55pm 417 Mathematics Building	David Hansen	3	20/64

Spring 2016: MATH V2000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2000	001/07922	T Th 10:10am - 11:25am 409 Barnard Hall	Dusa McDuff	3	42/64

MATH V2002 The Magic of Numbers. 3 points.

In this class, we will cover many interesting aspects of math that can be used in everyday life. The goal will be to cover fun, exciting topics that don't require any prerequisites, but still capture some of the mystery of mathematics. We will emphasize discovering concepts in combinatorics (the mathematics of counting), geometry (the mathematics of shapes), number theory (the mathematics of whole numbers) and more. This class will be interactive and include demonstrations when possible.

Spring 2016: MATH V2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2002	001/96946	T Th 10:10am - 11:25am 520 Mathematics Building	Vivek Pal	3	39/40

MATH V2010 Linear Algebra. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1201*, or the equivalent.

Matrices, vector spaces, linear transformations, eigenvalues and eigenvectors, canonical forms, applications. (SC)

Fall 2015: MATH V2010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/28540	M W 8:40am - 9:55am 312 Mathematics Building	Hector Chang-Lara	3	89/116
MATH 2010	002/18338	T Th 6:10pm - 7:25pm 312 Mathematics Building	Elliott Stein	3	102/116
MATH 2010	003/02940	T Th 10:10am - 11:25am 405 Milbank Hall	David Bayer	3	95/100

Spring 2016: MATH V2010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MATH 2010	001/14946	M W 11:40am - 12:55pm 312 Mathematics Building	Akram Alishahi	3	98/100
MATH 2010	002/75006	T Th 11:40am - 12:55pm 428 Pupin Laboratories	Gabriele Di Cerbo	3	118/110
MATH 2010	003/11085	T Th 1:10pm - 2:25pm 203 Mathematics Building	Gabriele Di Cerbo	3	106/110

MATH V2020 Honors Linear Algebra. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2015-16 academic year.

Prerequisites: *MATH V1201*.

A more extensive treatment of the material in Math V2010, with increased emphasis on proof. Not to be taken in addition to Math V2010 or Math V1207-V1208.

MATH V2030 Ordinary Differential Equations. 3 points.

Prerequisites: *MATH V1102-MATH V1201* or the equivalent. Special differential equations of order one. Linear differential equations with constant and variable coefficients. Systems of such equations. Transform and series solution techniques. Emphasis on applications.

Fall 2015: MATH V2030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/76606	M W 4:10pm - 5:25pm 312 Mathematics Building	Po-Ning Chen	3	66
MATH 2030	002/67079	T Th 11:40am - 12:55pm 312 Mathematics Building	Panagiota Daskalopoulos	3	74

Spring 2016: MATH V2030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/19239	T Th 11:40am - 12:55pm 312 Mathematics Building	Mu-Tao Wang	3	112/116
MATH 2030	002/23047	T Th 2:40pm - 3:55pm 203 Mathematics Building	Mu-Tao Wang	3	68/110

MATH V2500 Analysis and Optimization. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1102-MATH V1201* or the equivalent and *MATH V2010*.

Mathematical methods for economics. Quadratic forms, Hessian, implicit functions. Convex sets, convex functions. Optimization, constrained optimization, Kuhn-Tucker conditions. Elements of the calculus of variations and optimal control. (SC)

Fall 2015: MATH V2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2500	001/65035	M W 10:10am - 11:25am 417 Mathematics Building	Julien Dubedat	3	51/100

Spring 2016: MATH V2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2500	001/29408	M W 8:40am - 9:55am 312 Mathematics Building	Anand Deopurkar	3	53/116
MATH 2500	002/70726	M W 10:10am - 11:25am 312 Mathematics Building	Anand Deopurkar	3	109/116

MATH V3007 Complex Variables. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1202*. An elementary course in functions of a complex variable.

Fundamental properties of the complex numbers, differentiability, Cauchy-Riemann equations. Cauchy integral theorem. Taylor and Laurent series, poles, and essential singularities. Residue theorem and conformal mapping.(SC)

Spring 2016: MATH V3007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3007	001/68963	T Th 10:10am - 11:25am 417 Mathematics Building	Bogwang Jeon	3	67/64

MATH V3020 Number Theory and Cryptography. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: one year of calculus.

Congruences. Primitive roots. Quadratic residues. Contemporary applications.

Spring 2016: MATH V3020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3020	001/64865	M W 10:10am - 11:25am 417 Mathematics Building	David Hansen	3	59/64

MATH V3025 Making, Breaking Codes. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: Calculus I, II, III and Linear Algebra.
A concrete introduction to abstract algebra. Topics in abstract algebra used in cryptography and coding theory.

Fall 2015: MATH V3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3025	001/13273	T Th 2:40pm - 3:55pm 312 Mathematics Building	Dorian Goldfeld	3	68/116

MATH V3027 Ordinary Differential Equations. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1102-MATH V1201* or the equivalent.

Corequisites: *MATH V2010*.

Equations of order one; systems of linear equations. Second-order equations. Series solutions at regular and singular points. Boundary value problems. Selected applications.

Fall 2015: MATH V3027

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3027	001/72593	T Th 1:10pm - 2:25pm 312 Mathematics Building	Panagiota Daskalopoulos	3	53/116

MATH V3028 Partial Differential Equations. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V3027* and *MATH V2010* or the equivalent

Introduction to partial differential equations. First-order equations. Linear second-order equations; separation of variables, solution by series expansions. Boundary value problems.

Spring 2016: MATH V3028

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3028	001/12394	M W 1:10pm - 2:25pm 203 Mathematics Building	Simon Brendle	3	45/110

MATH V3050 Discrete Time Models in Finance. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH V1102, V1201* (or *V1101, V1102, V1201*), *V2010*. Recommended: *MATH V3027* (or *MATH V2030*) and *SIEO W3600*.

Elementary discrete time methods for pricing financial instruments, such as options. Notions of arbitrage, risk-neutral valuation, hedging, term-structure of interest rates.

Spring 2016: MATH V3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3050	001/23237	M W 6:10pm - 7:25pm 417 Mathematics Building	Mikhail Smirnov	3	45/64

MATH V3386 Differential Geometry. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH V1202* or the equivalent.

Local and global differential geometry of submanifolds of Euclidean 3-space. Frenet formulas for curves. Various types of curvatures for curves and surfaces and their relations. The Gauss-Bonnet theorem.

Fall 2015: MATH V3386

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3386	001/29086	T Th 11:40am - 12:55pm 520 Mathematics Building	Richard Hamilton	3	21/49

MATH V3951 Undergraduate Seminars in Mathematics I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies' permission.

The subject matter is announced at the start of registration and is different in each section. Each student prepares talks to be given to the seminar, under the supervision of a faculty member or senior teaching fellow.

MATH V3952 Undergraduate Seminars in Mathematics II. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies' permission.

The subject matter is announced at the start of registration and is different in each section. Each student prepares talks to be given to the seminar, under the supervision of a faculty member or senior teaching fellow.

MATH W4007 Analytic Number Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH V3007*.

A one semester course covering the theory of modular forms, zeta functions, L-functions, and the Riemann hypothesis. Particular topics covered include the Riemann zeta function, the prime number theorem, Dirichlet characters, Dirichlet L-functions, Siegel zeros, prime number theorem for arithmetic progressions, $SL(2, \mathbb{Z})$ and subgroups, quotients of the upper half-plane and cusps, modular forms, Fourier expansions of modular forms, Hecke operators, L-functions of modular forms.

Spring 2016: MATH W4007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MATH 4007	001/75700	T Th 11:40am - 12:55pm 520 Mathematics Building	Dorian Goldfeld	3	10/49
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MATH W4032 Fourier Analysis. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: three terms of calculus and linear algebra or four terms of calculus.

Fourier series and integrals, discrete analogues, inversion and Poisson summation formulae, convolution. Heisenberg uncertainty principle. Stress on the application of Fourier analysis to a wide range of disciplines.

Spring 2016: MATH W4032

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4032	001/75696	T Th 1:10pm - 2:25pm 520 Mathematics Building	Ovidiu Savin	3	20/49

MATH W4041 Introduction to Modern Algebra I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1102-MATH V1202* and *MATH V2010*, or the equivalent.

The second term of this course may not be taken without the first. Groups, homomorphisms, rings, ideals, fields, polynomials, field extensions, Galois theory.

Fall 2015: MATH W4041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4041	001/62620	T Th 4:10pm - 5:25pm 517 Hamilton Hall	Patrick Gallagher	3	62/116

Spring 2016: MATH W4041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4041	001/62359	M W 11:40am - 12:55pm 520 Mathematics Building	Robert Friedman	3	41/49

MATH W4042 Introduction to Modern Algebra II. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1102-MATH V1202* and *MATH V2010*, or the equivalent.

The second term of this course may not be taken without the first. Groups, homomorphisms, rings, ideals, fields, polynomials, field extensions, Galois theory.

Fall 2015: MATH W4042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4042	001/75109	T Th 4:10pm - 5:25pm 417 Mathematics Building	Michael Harris	3	24/64

Spring 2016: MATH W4042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4042	001/16041	T Th 4:10pm - 5:25pm 312 Mathematics Building	Patrick Gallagher	3	40/116

MATH W4043 Advanced Topics in Algebra: Algebraic Number Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH W4041-W4042* or the equivalent.
Algebraic number fields, unique factorization of ideals in the ring of algebraic integers in the field into prime ideals. Dirichlet unit theorem, finiteness of the class number, ramification. If time permits, p-adic numbers and Dedekind zeta function.

Fall 2015: MATH W4043

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4043	001/22066	T Th 2:40pm - 3:55pm 417 Mathematics Building	Michael Harris	3	6/64

MATH W4044 Representations of Finite Groups. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH V2010* and *MATH W4041* or the equivalent.
Finite groups acting on finite sets and finite dimensional vector spaces. Group characters. Relations with subgroups and factor groups. Arithmetic properties of character values. Applications to the theory of finite groups: Frobenius groups, Hall subgroups and solvable groups. Characters of the symmetric groups. Spherical functions on finite groups.

Spring 2016: MATH W4044

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4044	001/29298	M W 2:40pm - 3:55pm 417 Mathematics Building	Mikhail Khovanov	3	15/64

MATH W4045 Algebraic Curves. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH W4041*, *W4042* and *MATH V3007*.
Plane curves, affine and projective varieties, singularities, normalization, Riemann surfaces, divisors, linear systems, Riemann-Roch theorem.

Fall 2015: MATH W4045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4045	001/92083	T Th 10:10am - 11:25am 903 Altschul Hall	Gabriele Di Cerbo	3	4/64

MATH W4051 Topology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1202*, *MATH V2010*, and rudiments of group theory (e.g., *MATH W4041*). *MATH V1208* or *W4061* is recommended, but not required.

Metric spaces, continuity, compactness, quotient spaces. The fundamental group of topological space. Examples from knot theory and surfaces. Covering spaces.

Fall 2015: MATH W4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4051	001/64818	M W 1:10pm - 2:25pm 203 Mathematics Building	Mikhail Khovanov	3	21/110

MATH W4052 Introduction to Knot Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH W4051* Topology and / or *W4061* Introduction To Modern Analysis I (or equivalents)
Recommended (can be taken concurrently): *MATH V2010* linear algebra, or equivalent
The study of algebraic and geometric properties of knots in \mathbb{R}^3 , including but not limited to knot projections and Reidemeister's theorem, Seifert surfaces, braids, tangles, knot polynomials, fundamental group of knot complements. Depending on time and student interest, we will discuss more advanced topics like knot concordance, relationship to 3-manifold topology, other algebraic knot invariants.

Spring 2016: MATH W4052

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4052	001/11852	M W 4:10pm - 5:25pm 407 Mathematics Building	Ailsa Keating	3	7/35

MATH W4053 Introduction to Algebraic Topology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH V2010*, *MATH W4041*, *MATH W4051*.
The study of topological spaces from algebraic properties, including the essentials of homology and the fundamental group. The Brouwer fixed point theorem. The homology of surfaces. Covering spaces.

Spring 2016: MATH W4053

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4053	001/72657	T Th 5:40pm - 6:55pm	Anton Zeitlin	3	9/49

520 Mathematics
Building

MATH W4061 Introduction To Modern Analysis I. 3 points.
CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *MATH V1202* or the equivalent, and *V2010*. The
second term of this course may not be taken without the first.
Real numbers, metric spaces, elements of general topology.
Continuous and differential functions. Implicit functions.
Integration; change of variables. Function spaces.

Fall 2015: MATH W4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	001/24592	M W 11:40am - 12:55pm 203 Mathematics Building	Bin Guo	3	54/110

Spring 2016: MATH W4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	001/07691	M W 11:40am - 12:55pm 405 Milbank Hall	Daniela De Silva	3	84/100

MATH W4062 Introduction To Modern Analysis II. 3 points.
CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *MATH V1202* or the equivalent, and *V2010*. The
second term of this course may not be taken without the first.
Real numbers, metric spaces, elements of general topology.
Continuous and differential functions. Implicit functions.
Integration; change of variables. Function spaces.

Fall 2015: MATH W4062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4062	001/17727	T Th 10:10am - 11:25am 520 Mathematics Building	Bin Guo	3	15/110

Spring 2016: MATH W4062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4062	001/29500	M W 2:40pm - 3:55pm 312 Mathematics Building	Bin Guo	3	12/116

MATH W4065 Honors Complex Variables. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH V1207* and *MATH V1208* or *MATH W4061*.

A theoretical introduction to analytic functions. Holomorphic functions, harmonic functions, power series, Cauchy-Riemann equations, Cauchy's integral formula, poles, Laurent series, residue theorem. Other topics as time permits: elliptic functions,

the gamma and zeta function, the Riemann mapping theorem, Riemann surfaces, Nevanlinna theory.

Fall 2015: MATH W4065

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4065	001/67265	M W 1:10pm - 2:25pm 520 Mathematics Building	Julien Dubedat	3	5/49

MATH W4071 Introduction to the Mathematics of Finance. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *MATH V1202*, *V3027*, *STAT W4150*, *SEIOW4150*, or their equivalents.

The mathematics of finance, principally the problem of pricing of derivative securities, developed using only calculus and basic probability. Topics include mathematical models for financial instruments, Brownian motion, normal and lognormal distributions, the Black-Scholes formula, and binomial models.

Fall 2015: MATH W4071

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4071	001/77612	M W 7:40pm - 8:55pm 207 Mathematics Building	Mikhail Smirnov	3	113/130

Spring 2016: MATH W4071

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4071	001/21787	M W 7:40pm - 8:55pm 207 Mathematics Building	Mikhail Smirnov	3	114/130

MATH W4081 Introduction to Differentiable Manifolds. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH W4051* or *W4061* and *V2010*.

Concept of a differentiable manifold. Tangent spaces and vector fields. The inverse function theorem. Transversality and Sard's theorem. Intersection theory. Orientations. Poincaré-Hopf theorem. Differential forms and Stokes's theorem.

Spring 2016: MATH W4081

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4081	001/71179	M W 10:10am - 11:25am 520 Mathematics Building	Luis Diogo	3	16/49

MATH W4155 Probability Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH W4061* or *MATH V3007*.

A rigorous introduction to the concepts and methods of mathematical probability starting with basic notions and making use of combinatorial and analytic techniques. Generating functions. Convergence in probability and in distribution. Discrete probability spaces, recurrence and transience of random walks. Infinite models, proof of the law of large numbers and the central limit theorem. Markov chains.

Spring 2016: MATH W4155

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4155	001/22772	T Th 4:10pm - 5:25pm 407 Mathematics Building	Julien Dubedat	3	16/35

MATH W4391 Intro to Quantum Mechanics: An Introduction for Mathematicians and Physicists I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2015-16 academic year.

Prerequisites: *MATH V1202* or the equivalent and *MATH V2010*.

This course will focus on quantum mechanics, paying attention to both the underlying mathematical structures as well as their physical motivations and consequences. It is meant for undergraduates with no previous formal training in quantum theory. The measurement problem and issues of non-locality will be stressed.

MATH W4392 Quantum Mechanics: An Introduction for Mathematicians and Physicists II. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *MATH V1202* or the equivalent, *MATH V2010*, and *MATH W4391*.

This course will focus on quantum mechanics, paying attention to both the underlying mathematical structures as well as their physical motivations and consequences. It is meant for undergraduates with no previous formal training in quantum theory. The measurement problem and issues of non-locality will be stressed.

OF RELATED INTEREST

Computer Science

COMS W3203	Discrete Mathematics: Introduction to Combinatorics and Graph Theory
COMS W3251	Computational Linear Algebra
COMS W4203	Graph Theory

Industrial Engineering and Operations Research

CSOR E4010	Graph Theory: A Combinatorial View
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MEDIEVAL AND RENAISSANCE STUDIES

Program Director: Prof. Susan Boynton, 621B Dodge Hall;
slb184@columbia.edu

Program Administrator: Isabella Livorni;
medren@columbia.edu

Medieval and Renaissance studies is an interdisciplinary program in which a student combines a concentration in medieval or Renaissance civilization with a major or concentration in one of the following departments:

- Art History and Archaeology
- Classics
- English and Comparative Literature
- French and Romance Philology
- Germanic Languages
- History
- Italian
- Latin American and Iberian Cultures
- Music
- Philosophy
- Religion

For more information about the special concentration in medieval and Renaissance studies, visit <http://medren.columbia.edu/>.

FACULTY

EXECUTIVE COMMITTEE OF THE INTERDEPARTMENTAL COMMITTEE ON MEDIEVAL AND RENAISSANCE STUDIES

- Susan Boynton (Music; Program Director, Medieval and Renaissance Studies)
- Christopher Baswell (English and Comparative Literature)
- Consuelo Dutschke (Rare Book and Manuscript Library)
- Carmela Franklin (Classics)
- Matthew Jones (History)
- Holger Klein (Art History)
- Adam Kosto (History)
- Jesus Rodriguez-Velasco (Latin American and Iberian Cultures)
- Pamela Smith (History)
- Alan Stewart (English and Comparative Literature)

REQUIREMENTS SPECIAL CONCENTRATION IN MEDIEVAL AND RENAISSANCE STUDIES

Students considering the special concentration in medieval and Renaissance studies should consult with the director in advance of course registration to ensure that their selection of courses will count towards the special concentration.

In addition to fulfilling the requirements for a departmental major or concentration, students with this special concentration should plan on taking an additional 12 points of courses in other departments of the program, to be chosen in consultation with an appropriate member of the committee.

A reading knowledge of two languages is also required: normally they are Latin (as demonstrated by the completion of LATN V1201 Intermediate Latin I or LATN V1202 Intermediate Latin II) and the completion of the fourth term of one Romance or Germanic language. Language courses do not count toward the 12 points required for the special concentration.

MIDDLE EASTERN, SOUTH ASIAN, AND AFRICAN STUDIES

Departmental Office: 401 Knox; 212-854-2556
<http://www.columbia.edu/cu/mesaas/>

Director of Undergraduate Studies: Wael Hallaq, 515 Knox;
 212-851-9729; wh2223@columbia.edu

Language Coordinators:

African Languages: Mariame Sy, 408 Knox; 212-851-2439;
sms2168@columbia.edu

Arabic: Taoufik Ben Amor, 308 Knox; 212-854-2985;
tb46@columbia.edu

Armenian: Charry Karamanoukian, 407 Knox; 212-851-4002;
ck2444@columbia.edu

Hebrew: Rina Kreitman, 411 Knox; 212-854-6519;
rk2617@columbia.edu

Hindi/Urdu: Rakesh Ranjan, 409 Knox; 212-851-4107;
rr2574@columbia.edu

Persian: Saeed Honarmand, 313 Knox; sh3468@columbia.edu

Sanskrit: Guy Leavitt, 311 Knox;
 212-854-1304; gl2392@columbia.edu

Tamil: D. Samuel Sudanandha, 305 Knox; 212-854-4702;
dss2121@columbia.edu

Turkish: Zuleyha Colak, 412 Knox; 212-854-0473;
zc2208@columbia.edu

The undergraduate program in Middle Eastern, South Asian, and African studies (MESAAS) offers students the opportunity to study in depth the cultures, ideas, histories, and politics of several overlapping world regions. The program emphasizes a close engagement with intellectual traditions, creative movements, and political debates, drawing on a wide variety of historical and contemporary sources in literature, religion, political thought, law, the visual and performing arts, and new media. Courses also examine the historical and cultural contexts in which these traditions and debates have been produced.

MAJORS AND CONCENTRATIONS

Majors develop two closely related skills. The first is linguistic expertise. A minimum of two years of course work in one language is required, and further work (including intensive summer language study) is greatly encouraged, because the aim is to study a cultural field through its own texts and discourses. The Department of Middle Eastern, South Asian, and African Studies offers courses in Arabic, Persian, Turkish, Hebrew, Armenian, Sanskrit, Hindi/Urdu, Bengali, Tamil, Swahili, Wolof, and Zulu.

The second skill is learning how to think and write about complex cultural formations, drawing on a variety of methods and disciplinary approaches. The approaches vary according to the faculty members' expertise, incorporating methods from relevant fields in the humanities and social sciences, such as

literary criticism, film studies, cultural studies, political theory, and intellectual history.

The only difference between the MESAAS major and the concentration is that the latter does not require language proficiency.

FACULTY PROFESSORS

- Muhsin J. Ali al-Musawi
- Partha Chatterjee
- Hamid Dabashi
- Mamadou Diouf
- Wael Hallaq
- Sudipta Kaviraj
- Rashid Khalidi
- Mahmood Mamdani
- Joseph Massad
- Brinkley Messick
- Dan Miron
- Timothy Mitchell
- Sheldon Pollock
- Frances Pritchett (*emeritus*)
- George Saliba

ASSOCIATE PROFESSORS

- Gil Anidjar
- Allison Busch
- Kai Kresse
- Jennifer Wenzel

ASSISTANT PROFESSORS

- Nanor Kebranian
- Mana Kia

SENIOR LECTURERS

- Taoufik Ben Amor
- Abdul Nanji
- Rakesh Ranjan

LECTURERS

- Oujidane Absi
- Aftab Ahmad
- May Ahmar
- Leyla Amzi-Erdogdular
- Ghada Badawi
- Tarik Belhoussein
- Nehama Bersohn
- Rym Bettaieb
- Jane Clayton

- Ihsan Colak
- Zuleyha Colak
- Reem Faraj
- Saeed Honarmand
- Charry Karamanoukian
- Rina Kreitman
- Youssef Nouhi
- Dalpat Rajpurohit
- D. Samuel Sudanandha
- Mariame Sy

ON LEAVE

- Profs. Dabashi, Kresse, Mitchell (*Fall 2015*)
- Profs. Chatterjee, Dabashi, Kresse, Mamdani, Miron, Mitchell, Saliba, Wenzel (*Spring 2016*)

REQUIREMENTS

GUIDELINES FOR ALL MIDDLE EASTERN, SOUTH ASIAN, AND AFRICAN STUDIES MAJORS AND CONCENTRATORS

Introduction to MESAAS

Majors and concentrators begin their work with an introductory course that emphasizes a particular area (the Middle East, South Asia, or Africa). For instance, students interested in the Middle East would take ASCM V2003 Introduction to Islamic Civilization or ASCM V2008 Contemporary Islamic Civilization. Students keen on learning more about South Asia would take ASCM V2357 Introduction to Indian Civilization, HSME W3810 History of South Asia I: al-Hind to Hindustan, or HIST W3811 South Asia II: Empire and Its Aftermath. The introductory course generally recommended for students interested in Africa is MDES W2030 Major Debates in the Study of Africa.

Required Core Courses

All majors must take two additional core courses. The first is a small seminar in which they explore some of the classic texts of the region, either AHUM V3399 Colloquium on Major Texts: Middle East and South Asia (for those focusing on the Middle East and South Asia) or AFCV C1020 African Civilizations (for those focusing on Africa).

With this background, students are ready to take MDES W3000 Theory and Culture generally in the junior or senior year. This course examines critical approaches to the study of language, culture, and politics and encourages students to reflect on their own work from many different perspectives.

Additional Requirements

Fifteen additional points (generally five courses) are chosen in consultation with the director of undergraduate studies. These

may include six points of coursework from other departments, subject to the director of undergraduate studies' approval. Although students may have a particular interest (e.g., Arab political thought, Urdu literature, Armenian history, Iranian cinema, or contemporary West Africa), they are encouraged to gain exposure to the fullest range of courses and approaches offered by the faculty, and to familiarize themselves with other regions beyond their core area.

In Fulfillment of the Language Requirement (for Majors)

Enrollment in language courses is in some cases determined by placement exams. For more information, see *Languages* on the departmental website (<http://www.columbia.edu/cu/mesaas>) and, if necessary, consult the relevant Coordinator listed on that page. The website includes separate pages for each language, describing the program of instruction, courses for heritage speakers, summer language programs, and more. Language courses must be taken for a letter grade. Pass/D/Fail or Registration credit (R) is not permitted. Those seeking to waive a language requirement must take a proficiency test.

Students who enter with language proficiency at only the second-year level must complete one additional year of language study and one additional MESAAS course. When students enter with language proficiency at the third year level (or in cases where only two years of a particular language are offered in MESAAS), they must substitute three additional MESAAS courses.

Advising

Newly declared majors and concentrators should meet with the director of undergraduate studies in order to plan a program of study. The goal is to strike a balance between courses that help a student achieve depth in a particular area/discipline and those that foster a wider perspective.

Although students are encouraged to approach faculty in the department based on their specific interests, the director of undergraduate studies functions as an ad hoc adviser for all entering students, addressing issues of course requirements, credit, approval for courses in other departments or schools, study abroad, and, eventually, honors requirements (including the senior thesis). Students should not hesitate to contact the director of undergraduate studies to set up an appointment.

Grading

Courses in which the grade of D has been received do not count toward the major or concentration requirements, nor do those taken Pass/D/Fail, except for the first course taken toward the major or concentration.

Honors Program/Senior Thesis

Students may also wish to write a thesis. While not required for graduation, the thesis enables a student to be considered for departmental honors. It is advisable to begin planning for the thesis during the student's junior year. Interested students should

attend the relevant information sessions and identify a potential faculty adviser.

All students who wish to write a thesis must enroll in MDES W3960 MESAAS Honors Thesis Seminar, a full year course consisting of a 1-point segment in the Fall semester and a 3-point segment in the Spring semester. Students work closely with their peers in a supportive environment to produce a substantial piece of research (in the range of 40 pages). The primary intellectual guidance is provided by the faculty adviser, whereas the director of undergraduate studies and the honors seminar teaching assistant oversee the general development of the project. Every year in April, MESAAS hosts a senior colloquium in which students present their research. For more information on the honors program, see *Frequently Asked Questions* on the departmental website (<http://www.columbia.edu/cu/mesaas>).

For additional guidelines, see *Departmental Honors* as outlined in the *Academic Honors, Prizes, and Fellowships* section of the Columbia College Bulletin.

MAJOR IN MIDDLE EASTERN, SOUTH ASIAN, AND AFRICAN STUDIES

Students should obtain a Major Declaration (https://www.studentaffairs.columbia.edu/sites/dsa/files/forms/CC%20major%20declaration_1.pdf) form from their advising dean and bring it to the director of undergraduate studies for approval. The director of undergraduate studies meets with students as necessary in order to establish and approve their individual programs of study. The requirements for the major are as follows:

Select a one-term introductory culture course, to be approved by the director of undergraduate studies

AHUM V3399	Colloquium on Major Texts: Middle East and South Asia
or AFCV C1020	African Civilizations
MDES W3000	Theory and Culture

Select two years of a language regularly taught in the department, or substitutional courses for students who test out of this requirement with the approval of the director of undergraduate studies

Select 15 points of coursework, which may include up to six points from other departments, selected in consultation with the director of undergraduate studies

CONCENTRATION IN MIDDLE EASTERN, SOUTH ASIAN, AND AFRICAN STUDIES

The requirements are identical with those for the major, except that there is no departmental language requirement. Fifteen points in department courses, selected with the approval of the director of undergraduate studies. These may not include elementary or intermediate language courses. Not more than two

courses out of the general 15 points may be devoted to language study.

COURSES

ASIAN HUMANITIES

AHUM V3399 Colloquium on Major Texts: Middle East and South Asia. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Readings in translation and discussion of texts of Middle Eastern and Indian origin. Readings may include the Qur'an, Islamic philosophy, Sufi poetry, the Upanishads, Buddhist sutras, the *Bhagavad Gita*, Indian epics and drama, and Gandhi's *Autobiography*.

Fall 2015: AHUM V3399

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 3399	001/18625	W 4:10pm - 6:00pm 309 Hamilton Hall	Wael Hallaq	3	17/20
AHUM 3399	002/19903	F 10:10am - 12:00pm 511 Kent Hall	Dheepa Sundaram	3	15/20
AHUM 3399	003/05400	T 2:10pm - 4:00pm 307 Milbank Hall	Rachel McDermott	3	23/25
AHUM 3399	004/86798	M 2:10pm - 4:00pm Hl-2 Heyman Center For Humanities	Wm Theodore De Bary, Hossein Kamaly	3	17/25

Spring 2016: AHUM V3399

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 3399	001/63013	T 4:10pm - 6:00pm 309 Hamilton Hall	Mana Kia	3	25/25
AHUM 3399	002/06289	W 6:10pm - 8:00pm 214 Milbank Hall	Hossein Kamaly	3	18/25
AHUM 3399	003/21346	F 10:10am - 12:00pm 207 Knox Hall	Dheepa Sundaram	3	20/20

LECTURES

ASCM V2001 Introduction to Major Topics in the Civilizations of the Middle East and India. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A general introduction to major cultures in the Middle East and South Asia. The range of cultural issues, institutional forces, textual sources, and figures of authority who have historically defined and symbolically distinguished Asian and Middle Eastern cultures, from their earliest origins to our own time. A representative sample of sacred and secular sources is closely examined in order to guide the students toward a comprehensive conception of what constitutes these distinct cultures and how they have been redefined in the process of their contemporary adaptations. Required of all majors.

ASCM V2003 Introduction to Islamic Civilization. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

Lecture and recitation. Islamic civilization and its characteristic political, social, and religious institutions and intellectual traditions.

Fall 2015: ASCM V2003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCM 2003	001/12519	T Th 2:40pm - 3:55pm 428 Pupin Laboratories	George Saliba	4	66/90

ASCM V2008 Contemporary Islamic Civilization. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

Lecture and recitation. No previous study of Islam is required. The contemporary Islamic world studied through freshly translated texts; recorded interviews with religious, political, and intellectual leaders; and films highlighting the main artistic and cultural currents. Topics include religion and society, religion and politics, issues of development, theories of government, gender issues, East-West confrontation, theatre, arts, films, poetry, music, and the short novel.

Spring 2016: ASCM V2008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCM 2008	001/69558	T Th 11:40am - 12:55pm 614 Schermerhorn Hall	Joshua Georgy	4	103/120

MDES W2030 Major Debates in the Study of Africa. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Recitation Section Required

This course will focus on key debates that have shaped the study of Africa in the post-colonial African academy. We will cover seven key debates: (1) Historiography; (2) Slavery and slave trades; (3) State Formation; (4) Colonialism; (5) Underdevelopment; (6) Nationalism and the anti-colonial struggle; (7) Political Identity and political violence in the post-colony. Partial Fulfillment of Global Core Requirement.

Fall 2015: MDES W2030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2030	001/64824	M W 1:10pm - 2:25pm 413 Kent Hall	Mahmood Mamdani	4	47/80

MDES W2641 Introduction to Indian Cinema. 3 points.

This course offers an expansive journey through the forms, pleasures, and meanings of Indian cinema. It explores the plural beginnings of popular film; the many competing cinemas produced across India; the diverse protagonists (from vamps to vigilantes) that populate the imagined entity named 'national cinema'; and the varied audiences addressed by these cinemas. Over the course of the semester, we will watch 15 of the most

iconic Hindi-Urdu language narrative films produced in Bombay, including *Diamond Queen* (1940), *Awara* (1951), *Sholay* (1975), *Disco Dancer* (1982), and *Bandit Queen* (1994). We will juxtapose these classics with excerpts from films produced in other languages and places, such as *Meghe Dhaka Tara* (1960), *Sant Tukaram* (1936), and *Bhadrachalam* (2001). As we voyage with the dynamic, shifting codes and priorities of India's fiction filmmaking, we also shadow the emergence of the Indian nation and contestations of its coherence.

Fall 2015: MDES W2641

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2641	001/91651	M W 10:10am - 11:25am 103 Knox Hall	Debashree Mukherjee	3	5

MDES W3000 Theory and Culture. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

Required of all majors. Introduces theories of culture particularly related to the Middle East, South Asia, and Africa. Theoretical debates on the nature and function of culture as a symbolic reading of human collectivities. Examines critical cultural studies of the Middle East, South Asia, and Africa. Enables students to articulate their emerging knowledge of Middle East, South Asian, and African cultures in a theoretically informed language.

Fall 2015: MDES W3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3000	001/10527	M W 11:40am - 12:55pm 413 Kent Hall	Gil Anidjar	4	38

MDES W3001 Supervised Readings. 1-6 points.

Sign up for sections in the department.

MDES W2041 Introduction to Indian Philosophy. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course is an overview of Indian philosophy, starting in the first millennium BCE and ending just prior to European colonization, and encompassing Hindu, Buddhist, and Jain thinkers. The readings will introduce a diversity of philosophical traditions—including but not limited to the “six schools”—through the ideas and debates that defined them. Points of focus will include epistemology, aesthetics, hermeneutics, and the philosophy of language. Broader themes will include philosophy as a cross-cultural enterprise, the ways that philosophical traditions were constituted and reconstituted over their history, the ways they interacted with each other, and the relationship between philosophy and religion.

MDES W2650 Gandhi and His Interlocutors. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

Gandhi is in two senses an extraordinary figure: he was the most important leader of anti-imperialist movements in the twentieth

century; yet, his ideas about modernity, the state, the industrial economy, technology, humanity's place in nature, the presence of God – were all highly idiosyncratic, sometimes at odds with the main trends of modern civilization. How did a man with such views come to have such an immense effect on history? In some ways, Gandhi is an excellent entry into the complex history of modern India – its contradictions, achievements, failures, possibilities. This course will be primarily a course on social theory, focusing on texts and discursive exchanges between various perceptions of modernity in India. It will have two parts: the first part will be based on reading Gandhi's own writings; the second, on the writings of his main interlocutors. It is hoped that through these exchanges students will get a vivid picture of the intellectual ferment in modern India, and the main lines of social and political thought that define its intellectual culture. The study in this course can be followed up by taking related courses in Indian political thought, or Indian politics or modern history. This course may not be taken as Pass/D/Fail.

Spring 2016: MDES W2650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2650	001/96252	T Th 10:10am - 11:25am 103 Knox Hall	Sudipta Kaviraj	4	21

MDES W3042 Palestinian and Israeli Politics and Society. 4 points.

The History of the Jewish Enlightenment (Haskala) in 19th century Europe and the development of Zionism through the current "peace process" between the state of Israel and the Arab states and the Palestinian national movement. Provides a historical overview of the Zionist-Palestinian conflict to familiarize undergraduates with the background of the current situation. No P/D/F or R credit is allowed for this class.

Spring 2016: MDES W3042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3042	001/26293	T Th 2:40pm - 3:55pm 517 Hamilton Hall	Joseph Massad	4	53

MDES W3051 The Anatomy of Development: Critical Perspectives on Expertise in Africa, South Asia and the Middle East. 3 points.

This course examines the emergence of development in the 20th Century as a global discourse of governance and how it shapes forms of power and authority in postcolonial societies. The class offers new ways for framing the question of development and thinking about the forms of social and economic knowledge which it produces. Rather than tracing the history of development as a set of international institutions or as a "global" idea, this course approaches development from the local points where the knowledge and expertise of development are produced and deployed. Moving between the three regions of South Asia, Africa and the Middle East, the course explores the invention of concepts key to development discourse - such as progress, poverty market informality, and empowerment

- through readings in primary and secondary sources. How these concepts have been deployed and contested is then traced through specific historical examples.

MDES W3121 South African Literature and Culture: Apartheid and After. 3 points.

In South Africa, the seventy years have seen the legislation of institutionalized racism in the policy known as *apartheid*; decades of protest and repression; and the emergence of popular movements in South Africa and abroad that compelled the apartheid state to enter a process of negotiation that would ultimately lead to its own demise in the democratic elections of 1994. This course traces the multiple, profoundly important roles that literature and other cultural production have played in the consolidation of apartheid, as well as its demise and aftermath. Although many of our texts were originally written in English, we will discuss the historical forces that have shaped the linguistic texture of South African cultural life.

MDES W3130 East Africa and the Swahili Coast in an Interconnected World. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course offers an introduction to East African history and society. It is intended primarily for those who have taken an introductory course in African studies, such as MDES W2030 Major Debates in the Study of Africa or AFCV 1020 African Civilization, or similar courses in South Asian or Middle Eastern studies. Students read anthropological and historical studies of the region, alongside works of literature by a number of leading East African writers. The course emphasizes the historical role of the Swahili coast and Swahili language as forces that shaped an interconnected world stretching far inland and across the Indian Ocean, but that also shaped adversity and antagonisms.

MDES W3260 Rethinking Middle East Politics. 4 points.

Discussion Section Required

This course examines a set of questions that have shaped the study of the politics of the modern Middle East. It looks at the main ways those questions have been answered, exploring debates both in Western academic scholarship and among scholars and intellectuals in the region itself. For each question, the course offers new ways of thinking about the issue or ways of framing it in different terms. The topics covered in the course include: the kinds of modern state that emerged in the Middle East and the ways its forms of power and authority were shaped; the birth of economic development as a way of describing the function and measuring the success of the state, and the changing metrics of this success; the influence of oil on the politics of the region; the nature and role of Islamic political movements; the transformation of the countryside and the city and the role of rural populations and of urban protest in modern politics; and the politics of armed force and political violence in the region, and the ways in which this has been understood. The focus of the course will be on the politics of the twentieth century, but many topics will be traced back into developments that occurred in earlier periods, and several will be explored up to

the present. The course is divided into four parts, each ending with a paper or exam in which participants are asked to analyze the material covered. Each part of the course has a geographical focus on a country or group of countries and a thematic focus on a particular set of questions of historical and political analysis.

MDES W3445 Societies & Cultures Across the Indian Ocean. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

The course is designed to introduce the Indian Ocean as a region linking the Middle East, East Africa, South and Southeast Asia. With a focus on both continuities and rupture from the medieval to the modern period, we study select cultures and societies brought into contact through interregional migration and travel over a broad arc of history. Different types of people - nobles, merchants, soldiers, statesmen, sailors, scholars, slaves - experienced mobility in different ways. How did different groups of people represent such mobilities? What kinds of cooperation, accommodation or conflict did different Indian Ocean encounters engender? Using an array of different primary sources, we look at particular case studies and their broader social and cultural contexts.

MDES W3540 Introduction To Modern Hebrew Culture. 3 points.

Introduction to modern, secular Hebrew culture of the last two hundred years, to distinguish it from the continuity of traditional Jewish culture, delineate some of its salient features and hint at its scope and depth.

MDES W3541 Zionism: A Cultural Perspective. 3 points.

The course, based on Zionist texts of various kinds, will offer a view of Zionism as a cultural revolution aimed at redefining Judaism and the Jewish Identity.

Fall 2015: MDES W3541

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3541	001/23303	M W 2:40pm - 3:55pm 103 Knox Hall	Dan Miron	3	23/30

MDES W3750 Social and Intellectual History of Iran: Early Islam To the Safavids. 3 points.

Introduces a wide range of social and intellectual issues and developments in Iranian history from the early Islamic period to the establishment of the Safavids. The inseparable social and intellectual dimensions of the unique cultural experience.

HSME W3810 History of South Asia I: al-Hind to Hindustan. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
 Graduate students must register for HIST G6999 version of this course.

This survey lecture course will provide students with a broad overview of the history of South Asia as a region - focusing on key political, cultural and social developments over more

than two millennia. The readings include both primary sources (in translation) and secondary works. Our key concerns will be the political, cultural and theological encounters of varied communities, the growth of cities and urban spaces, networks of trade and migrations and the development of both local and cosmopolitan cultures across Southern Asia. The survey will begin with early dynasties of the classical period and then turn to the subsequent formation of various Perso-Turkic polities, including the development and growth of hybrid political cultures such as those of Vijayanagar and the Mughals. The course also touches on Indic spiritual and literary traditions such as Sufi and Bhakti movements. Near the end of our course, we will look forward towards the establishment of European trading companies and accompanying colonial powers.

Fall 2015: HSME W3810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSME 3810	001/71819	T Th 11:40am - 12:55pm 703 Hamilton Hall	Allison Busch	3	17/35

MDES W3901 Empire and Ecology in the Anthropocene: An Environmental History of the Middle East. 3 points.

This course explores the emerging field of the environmental history of the Middle East. It offers new perspectives for rethinking the history of the region in ecological terms from the effect of climate change on early modern empires to the centrality of water and hydrocarbons to the colonial and postcolonial transformations of the 19th and 20th centuries. Prior coursework in the history and/or politics of the Middle East is recommended.

Spring 2016: MDES W3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3901	001/17896	M 2:10pm - 4:00pm 501b International Affairs Bldg	Casey Primel	3	8/15

MDES W3915 A History of African Cities. 3 points.

This seminar offers an interdisciplinary approach to the study of the history of African cities. It cuts across disciplinary boundaries of history, geography, anthropology, political and cultural sociology, literature and cultural studies, to explore the various trajectories of urbanization on the continent.

Fall 2015: MDES W3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3915	001/23021	T 2:10pm - 4:00pm 501b International Affairs Bldg	Mamadou Diouf	3	16/18

MDES W3920 Contemporary Culture in the Modern Arab World. 3 points.

Prerequisites: the instructor's permission.

This seminar, designed for seniors, aims to acquaint students with the notion and theoretical understanding of culture and to introduce them to a critical method by which they can study and appreciate contemporary culture in the Arab World. The seminar will survey examples of written and cinematic culture (fiction and

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autobiography), as well as music, dance, and literary criticism in the contemporary Arab world. Students will be reading novels, autobiographies and literary criticism, as well as watch films and listen to music as part of the syllabus. All material will be in translation. Films will be subtitled. Songs will be in Arabic.

Fall 2015: MDES W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3920	001/25888	W 4:10pm - 6:00pm 501 International Affairs Bldg	Joseph Massad	3	10/24

MDES W3923 Central Questions in Islamic Law. 3 points.

Through detailed discussions of certain landmarks in Islamic legal history (e.g., origins; early formation; sources of law; intellectual make-up; the workings of court; legal change; women in the law; legal effects of colonialism; modernity and legal reform, etc.), the course aims at providing an introductory but integrated view of Islamic law, a definition, so to speak, of what it was/is.

CLME W3927 Witness: The Ethics and Aesthetics of Representation. 3 points.

This is an interdisciplinary course considering the ethical and aesthetic dimensions of texts witnessing to contemporary experiences of suffering. Coursework is thoroughly comparative and includes readings and viewings of literary and visual representations, including philosophy, fiction, non-fiction, poetry, painting, photography and film. Students are expected to engage with some of the following questions: Who is a/the witness? What are, if any, the ethical imperatives of representing suffering? What may be the aesthetic and/or ethical limits of such representation?

Fall 2015: CLME W3927

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 3927	001/72097	M 4:10pm - 6:00pm 402 Hamilton Hall	Nanor Kebranian	3	8

CLME W3928 Arabic Prison Writing. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course studies the genealogy of the prison in Arab culture as manifested in memoirs, narratives, and poems. These cut across a vast temporal and spatial swathe, covering selections from the Quran, Sufi narratives from al-Hallaj oeuvre, poetry by prisoners of war: classical, medieval, and modern. It also studies modern narratives by women prisoners and political prisoners, and narratives that engage with these issues. Arabic prison writing is studied against other genealogies of this prism, especially in the West, to map out the birth of prison, its institutionalization, mechanism, and role. All readings for the course are in English translations.

Fall 2015: CLME W3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 3928	001/11073	Th 2:10pm - 4:00pm	Muhsin Al-Musawi	3	20/20

CLME W3929 Conflict and Fantasy in Modern Arabic Novels. 3 points.

This course provides a theoretical and interdisciplinary discussion of the question of conflict and fantasy as it relates to several areas of humanistic research, and introduces students to a fundamental debate about conflict, focusing on modern Arabic writing from Algeria, Egypt, Iraq, Lebanon, Saudi Arabia, and Syria. Also, it will explore the notions of conflict and fantasy in different historical and political encounters while reading theoretical and philosophical works that address epistemic violence, mental pathology, civil, and colonial wars. **All texts are read in English.**

Fall 2015: CLME W3929

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 3929	001/61786	T 4:10pm - 6:00pm 613 Hamilton Hall	Moneera Al-Ghadeer	3	8

MDES W3942 Introduction to Modern African History. 3 points.

This seminar is an interdisciplinary exploration of the history of the African continent, examining very closely the colonial and postcolonial periods. Its focus is the intersection of politics, economics, culture and society. Using colonialism, empire, and globalization as key analytical frames, it pays special attention to social, political and cultural changes that shaped the various African individual and collective experiences.

MDES W3952 Understanding Genocide: History, Society, Politics. 3 points.

This interdisciplinary course acquaints students with 'genocide' as a term, concept, and sociopolitical reality. The coursework is geographically and thematically comparative with readings in sociology, history, journalism, law, and philosophy. Students are expected to engage with the following questions: What is genocide? How do historical, social, and political factors contribute to and limit its definition? How are perpetrators and victims identified and to what ends?

MDES W3960 MESAAS Honors Thesis Seminar. 4 points.

Open to seniors who have declared MESAAS as their major only.

Prerequisites: minimum GPA of 3.5 in MESAAS courses.

The MESAAS honors seminar offers students the opportunity to undertake a sustained research project under close faculty supervision. The DUS advises on general issues of project design, format, approach, general research methodologies, and timetable. In addition, students work with an individual advisor who has expertise in the area of the thesis and can advise on the specifics of method and content. The thesis will be jointly evaluated by the adviser, the DUS, and the honors thesis TA. The DUS will lead students through a variety of exercises that are directly geared to facilitating the thesis. Students build their research, interpretive, and writing skills; discuss methodological approaches; write an annotated bibliography; learn to give constructive feedback to peers and respond to feedback effectively. The final product is a polished research

paper in the range of 40-60 pages. Please note: This is a one-year course that begins in the fall semester (1 point) and continues through the spring semester (3 points). Only students who have completed both semesters will receive the full 4 points of credit.

Fall 2015: MDES W3960

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3960	001/62354	W 2:10pm - 4:00pm 501b International Affairs Bldg	Wael Hallaq	4	14

Spring 2016: MDES W3960

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3960	001/73856	W 4:10pm - 6:00pm 112 Knox Hall	Wael Hallaq	4	11

MDES W3990 Science, Religion and Politics in the Ottoman Empire. 3 points.

This course investigates continuities and breaks in religious, scientific, and political institutions and discourses during the long history of the Ottoman Empire. It will begin with an overview of Islamic and Greek intellectual legacies. The course will be divided into three parts focusing on three major periods of Ottoman history: formative, early modern, and modern periods. An important aspect of the course is to consider developments in the Ottoman Empire in connection with the other contemporary societies. Hence, we will situate developments in the Ottoman history within the larger historical changes in Euroasia by reading both primary and secondary sources.

Spring 2016: MDES W3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3990	001/87030	W 2:10pm - 4:00pm 318 Knox Hall	Kenan Tekin	3	4/15

MDES W4041 Reform and Revolution: Middle East History. 4 points.

Not offered during 2015-16 academic year.

This course approaches some of the most influential social-scientific work on social movements; the movements are evaluated in light of the theoretical notions such as irrational crowds, rational calculators, hidden and public transcripts, moral economy, habitus, waves, repertoires, and global and local ideological frames of collective action.

MDES G4052 Locating Africa in the Early 20th Century World. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

During the early twentieth century the meaning of Africa and its location within the "universal" historical narrative was a source of discussion and debate among western and African elites. In this seminar, we will study the ways that African and people of African descent participated in this discussion. Through primary and secondary readings, we will learn about how African, African American and European writers, artists and activists engaged and (re) interpreted imperial and international

resources (including the insights of the new sciences of Man) to (re)imagine their political and social situations, and to participate in various political expressions, including surrealism, pan-Africanism, communism, feminism, black internationalism, and anti-imperialism. We will also engage critically debates (e.g., Egyptianisms and Ethiopianisms) and theoretical developments in African, imperial, transnational, international and global scholarship that seeks to understand the complex traffic of people and ideas across national and imperial boundaries.

MDES G4058 Human Rights: History, Law, Literature. 4 points.

This is an interdisciplinary course introducing students to the historical, juridical, and literary constructions of human rights as concept, practice, and discourse. Coursework is geographically and thematically comparative with readings in history, law, political philosophy, anthropology, criticism, and literature. Students are expected to engage with the following questions: How did ideas about rights emerge and give rise to the juridical development of 'human rights'? What kinds of human subjects do rights discourses presuppose and/or produce? What does human rights law achieve, and how? And how, if at all, does literature reveal the human rights' system's social, ethical, and political possibilities and limits?

Spring 2016: MDES G4058

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4058	001/63103	M 4:10pm - 6:00pm 602 Hamilton Hall	Nanor Kebranian	4	35

MDES G4062 Global Political Thought: Gandhi, Iqbal, Nehru, Senghor. 4 points.

Not offered during 2015-16 academic year.

This course is intended to explore important themes in modern political thought from texts taken from traditions outside the modern West. It will not be devoted to textual exegesis, but use as sites of exploration central questions of modern politics. The attempt will be not merely to grasp what these thinkers thought, but to think more widely with and through their texts. The course will focus on the works of M K Gandhi, Jawaharlal Nehru, Mohammad Iqbal, and Leopold Senghor. It will involve reading assigned texts and critical and comparative analysis of their theoretical ideas.

MDES W4122 The Novel in Africa. 4 points.

The main task of this course will be to read novels by African writers. But "the novel in Africa" also involves connections between the literary genre of the novel and the historical processes of colonialism, decolonization, and globalization in Africa. One important question we'll consider is how African novels depict those historical experiences in their themes and plots—we'll read novels that are "about" colonialism, etc. A more complex question is how these historical processes relate to the emergence of the novel as an important genre for African writers. Edward Said went so far as to say that without imperialism, there would be no *European* novel as we know it. How can we understand the novel in Africa (whether read or written) as a

product of the colonial encounter? How did it shape the process of decolonization? What contribution to history, whether literary or political, does the novel in Africa make? We'll undertake a historical survey of African novels from the 1930s to the present, with attention to various subgenres (village novel, war novel, urbanization novel, novel of postcolonial disillusion, *Bildungsroman*). We'll attend to how African novelists blend literate and oral storytelling traditions, how they address their work to local and global audiences, and how they use scenes of characters reading novels (whether African or European) in order to position their writing within national, continental, and world literary space.

Fall 2015: MDES W4122

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4122	001/67297	T Th 10:10am - 11:25am 539 Grace Dodge Hall (Te)	Jennifer Wenzel	4	8

MDES G4144 Africa: Modernity and the Post Colonial Experience. 4 points.

Not offered during 2015-16 academic year.

This 4000 level seminar course is organized around weekly readings that represent substantial contributions to the debate about both 'modernity' and 'postcolonial experience' in Africa, from a range of interrelated disciplinary perspectives. In readings and discussions, we will keep the relationship between the two main discursive fields in view, and also (re-)consider the ongoing relevance of colonialism and colonial experiences in relation to them. Conceptual reflections on modernity and postcolonial experience(s) need to be based upon empirical research, and underpinned by regional socio-historical knowledge of the settings and scenarios discussed - there is no 'modernity' per se and no 'postcolonial experience' as such. We will involve comparative, historical and contemporary angles of discussion, and pursue an interest in critical conceptualization in relation to social and political realities in Africa, and with a view to African thinkers.

CLME G4226 Arabic Self-Narratives. 4 points.

This course applies current theories to the study of Arabic literary production. It focuses on forms of the 'sacred' and social critique that have developed over time and gathered momentum in the modern period. Although a number of Arab intellectual interventions are used to substantiate literary production, the primary concern of the discussion is narrative. A base for modern narrative was laid in the tenth century *Maqamat* of Badi al-Zaman al-Hamadhni that led in turn to the growth of this phenomenal achievement that set the stage for narratives of contestation, crisis, and critique.

Spring 2016: CLME G4226

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 4226	001/25948	W 4:10pm - 6:00pm 207 Knox Hall	Muhsin Al-Musawi	4	7/18

CLME G4227 The Islamic Context of the Arabian Nights since the Establishment of Baghdad. 4 points. Not offered during 2015-16 academic year.

This course questions the popular assumption that the tales of the *Thousand and One Nights* lack any Islamic content and that their fantastic or erotic dimensions are the only dynamic narrative components behind the vogue. This collection is read against a number of contemporaneous writings (in English translation), including al-Hamadan's *Manama*, to discuss issues that relate to market inspectorships, economy, social order, marginal groups like the mad, the use of public space including the *hammed*, and the position on fate, destiny, time, afterlife, sex and love. The course takes its starting point from classical Arabic narratives, poetry and epistolary art and follows up the growth of this repository as it conveys, reveals, or debates Islamic tenets and jurists' stand. The course aspires to provide students with a solid and wide range of information and knowledge on Islamic culture since the emergence of the Islamic center in Baghdad (b. 762). Students are expected to develop a critical method and insightful analysis in dealing with the text, its contemporaneous works from among the belletristic tradition and popular lore, its adaptations, and use and misuse in Arabic culture since the ninth century. No prior knowledge of Arabic language is required.

CLME G4228 The Arab Street: Politics and Poetics of Transformation. 4 points.

This course responds to the sweeping winds of change in the Arab region, covering a great amount of archival and media material including documentaries, films, narratives, poetry and songs. It substantiates and synthesizes its analysis with a theoretical frame that makes use of Arab intellectual thought in translation, along with legacies of popular revolutions and liberation movements in the Arab region and in the three continents, along with readings of significance in the literature of World War I and II. The course initiates its discussion with experts' speculations on the difference between the deliberate 'creative chaos' as part of an imperial strategy, and popular revolutions that swept some autocratic and dictatorial regimes. To reach a better understanding of this difference, the course will explore the rites of passage through which these movements grow and authenticate their presence before finding the right medium or occasion to burst out in a volcanic fashion. The course explores: memory, the changing role of the elite, youth movements, people's leadership, the changing lexicon, conceptualization of nationhood, social media and solidarity, regional specifics and common concerns, and the rise of a new poetics as a confederation of semiotics, rhetoric and expressive devices. In their presentations and research students are encouraged to participate in archival material gathering, analysis of required texts and active participation in roundtable discussions.

CLME G4231 Cold War Arab Culture. 4 points. Not offered during 2015-16 academic year.

This course studies the effects and strategies of the cold war on Arab writing, education, arts and translation, and the counter

movement in Arab culture to have its own identities. As the cold war functioned and still functions on a global scale, thematic and methodological comparisons are drawn with Latin America, India and Africa.

MDES G4235 Miracles in Sunni and Shi'i Theology: Shared Legacy, Different Approaches. 4 points.

This course covers the idea of miracles in the Muslim theological tradition. These range from splitting the moon for Muhammad as a sign of his prophethood to the inimitability of the Qur'anic text, in addition to the supernatural acts ascribed to Biblical figures and Muslim saints. The discussion of miracles in the works of major classical theologians, Shi'i and Sunni, is given priority.

Fall 2015: MDES G4235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4235	001/94694	W 12:10pm - 2:00pm 402 Hamilton Hall	Hussein Abdulsater	4	6

CLME G4236 Arab Women Novelists and the Racialized Other. 4 points.

This course is primarily a comprehensive introduction to Arab women novelists and the representation of race and gender, foregrounding the discussion of race in classical and medieval Arabic literary and intellectual texts. We will explore the questions of blackness, race, and gender in novels from Algeria, the Arabian Peninsula, Lebanon, Syria, and Sudan, allowing the students to develop critical understanding of how these concepts operate within institutional and cultural frameworks. **All texts are read in English.**

Fall 2015: CLME G4236

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 4236	001/88784	M 4:10pm - 6:00pm 201d Philosophy Hall	Moneera Al-Ghadeer	4	8/20

MDES G4240 Survey of Islamic Science. 4 points.
Not offered during 2015-16 academic year.

No language requirements. A survey of the scientific tradition of Islam from its earliest times until the end of the Middle Ages.

CLME G4241 Sufism: Primary Texts and Contexts. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course studies Sufism as it has emerged, developed, and assumed its presence in Sufi autobiographies and religious and literary writings. The Sufi Path is traced in these writings that include poems like ibn al-Farid's Poem of the Way. Sufi States and Stations are analyzed to understand this Path that reaches its culmination in an ecstatic sense of Oneness. Sufism is also a social and political phenomenon that unsettles formal theologies and involves Sufis in controversies that often end with their imprisonment and death.

Spring 2016: CLME G4241

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 4241	001/81282	Th 12:10pm - 2:00pm 207 Knox Hall	Muhsin Al-Musawi	4	24/20

CLME G4248 Iraq: War, Love and Exile. 4 points.

This course explores three major thematic concerns that distinguish Iraqi narrative after 2003. War, love, and exile are at the center of Iraqi writers' narrative which has been winning the attention of very large audiences in Iraq, the Arab world, the US and Europe. These narratives demonstrate richness and dexterity and have been winning high acclaim as great writings of war, estrangements and love.

Fall 2015: CLME G4248

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 4248	001/23451	W 2:10pm - 4:00pm 207 Knox Hall	Muhsin Al-Musawi	4	4

MDES G4253 Islamic Law: The Three Debates. 4 points.
Not offered during 2015-16 academic year.

Prerequisites: *ASCM V2003* or equivalent.

This seminar deals with three paradigmatic sets of questions in the history of Islamic law, each set representing and encompassing key themes pertaining to three important historical phases. Long-standing debates on the "origins" of the Shari'a will be explored, as will the constitution of the formative period, which is variably claimed to stretch from two to four centuries. Scholarship on this period will be examined as ideology. In the second set of questions, squarely situated in the post-formative period (ca. 11th – 17th c.) we examine the relationship between and among social custom, juridical practice and formal legal doctrine, discussing in outline the structural mechanisms the Shari'a has developed to accommodate legal change. Scholarship on this period and on what the features of this period came to represent in the overall constructed history of the Shari'a will also be examined as ideology. In the third set of questions, we analyze so-called legal reform and the role of state in converting the Shari'a to a modern institution that is qualitatively different from its pre-modern predecessor. Scholarship on the Shari'a in the modern period will also be examined as ideology. Finally, but not necessarily at the end of the course, we will pose questions about the nature of interpretation and language in the construction of a paradigmatic idea (and history) of the Shari'a.

CLME G4261 Popular Islam: Asia and Africa. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course explores common beliefs and practices that are held by Muslims across ethnicities and national borders. It looks at these not only from a Herder's perspective of a national-popular dynamic as a formative part in cultural capital, but also from a deep-rooted *Islamic* as an accumulated faith that got woven into local and indigenous cultures. Hence, it questions the whole idea of Islamic modernity, in its ethnic and national images, as a culmination of the encounter with Europe. It interrogates the premise as an elitist worldview that has overlooked the formation

processes in the makeup of cultural and identitarian politics and poetics. Laying emphasis on the shared and common beliefs among the Muslim mass audience, it studies visitations, sites of intercession like shrines, amulets, encomiums to the Prophet, Sufi tales, *dhikr* recitations, dreams and their interpretation, divination, and many other common beliefs and practices that cut across modernity paradigms and binary structures. Through close analysis of these practices in texts, poetry, narrative, travelogue and memoirs, it argues that the bane of modernity is its subordination to a Western ideal that minimizes or even negates its engagement with Islamic and Arabic-writing tradition. The nation state and through codification processes and as led by the intelligentsia forged a social program that usually invalidates common practices and rural culture. Only after 1967, the unsettling experience of total bankruptcy, that intellectuals question the dichotomies of science versus religion and the myth of progress versus tradition. The rise of Islamic movements since the Iranian Revolution began to pose questions with respect to modernity and the viable means of economic and social welfare. New writings, forms and modes of expression take to the street where they find substance and faith that has been ignored for long under cultural dependency. Under the increasing role of social media and cyberspace, non-traditional forums, modes of expression and mediums gradually take over the right to speak for religion and disseminate its own languages that ironically converse with pre-modern venues and means of dialogue. These works receive due attention in relation to theoretical studies that may help increase readers' critical insight. **No prior knowledge of Arabic language is required.**

MDES G4326 The Armenian Genocide and the Holocaust: Memory and Representation. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

This course is an investigation of the impact of genocide on the self and the imagination's representations in literature, film, and video testimony; primary texts will include poetry, memoir, video testimony, film, and visual art. Scholarly methodology will involve readings of literary criticism and theoretical works in the study of trauma, literary theory, and testimony. Among the questions the course will ask are: how does trauma shape imagination and open up access to the site of disaster that is now carried in fragments which inform memory; how do representations of violence shape and inflect aesthetic orientations and literary and artistic forms. In asking these questions, we will engage in the process of formal analysis of texts, psychological and historical contexts (for those texts), and finally ethical assessments about the function and role of these texts in the broader discourse of social thought and historical memory. The course will concern itself with the aftermath of two twentieth century genocides—that of the Armenians in Turkey during World War I and of the Jews in Europe during World War II—both seminal events of the twentieth century that, in various ways became models for ensuing genocides. Students will be permitted to write about other post-genocidal texts with the instructor's permission.

MDES G4347 Origins of Armenian Art: Creating an Identity. 4 points.

Working with objects in the collections of the Metropolitan Museum of Art in the Medieval Department's offices, the course will be an interdisciplinary exploration of the creation of a sense of self-identity for the Armenian people through visual media and material culture. Coins, manuscript illuminations, stone carvings, ceramics, textiles and other media will be studied to determine the means by which the Armenian people at the level of elite and popular culture identified themselves and positioned themselves in relation to neighboring, or dominating, cultures. Relevant works from other cultures in the Museum's encyclopedic collections will be used for comparative study. Students will do a paper on an Armenian work selected from the Museum's collection and present an aspect of their research in class. Hands on experience with the Museum's works of art will allow consideration of means of manufacture as well as style and iconography.

MDES W4356 Ottoman Armenian Women: Comparative Perspectives. 3 points.

The objective of this course is to discuss Ottoman Armenian women's intellectual history in relation to the gender and sexuality discourses of the late Ottoman society. This course also aims to familiarize the students with the debates that have been shaping the Ottoman feminist historiography for the last two decades. The first part of the course has a specific focus on the beginnings of the feminist thought and feminist activism in Europe and the US. It introduces primary texts by feminist writers around the world and offers a historical/theoretical background to understand the main issues of women's liberation movement(s) in the Ottoman Empire. The second part of the course invites students to develop a critical understanding of Ottoman Armenian modernity from a gendered perspective. It aims to grasp the ways in which Armenian women took part in shaping the gender order of modern Armenian society. It situates this discussion within the transformation of the communal/inter-communal/state-community relationships in the Ottoman Empire and the re-organization of the political sphere. The last part of the class focuses on women's activism during and in the aftermath of the Genocide.

Spring 2016: MDES W4356

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4356	001/77205	M W 4:10pm - 5:25pm 703 Hamilton Hall	Melissa Bilal	3	4

MDES G4601 Politics in India. 4 points.

This course will combine study of long-term historical sociology with more short term understanding of policies and their possible effects. Though its main purpose will be to provide students with an understanding of politics after independence, it will argue, methodologically, that this understanding should be based on a study of historical sociology – plotting long-terms shifts in the structure of social power. The course will start with analyses of the structures of power and ideas about

political legitimacy in pre-modern India, and the transformations brought by colonialism into that order. After a brief study of the nature of political order under the colonial state, the courses will focus primarily on the history of the democratic state after independence.

MDES G4652 Mughal India. 4 points.

The Mughal period was one of the most dynamic eras in world history, when India was the meeting place of many cultures. Of Timurid ancestry, the earliest Mughal rulers drew upon the heritage of Central Asia in their ruling styles and cultural practices, but they would soon adapt to the complexities of their Indian milieu, which had longstanding traditions that were a blend of Sanskrit and Persian, Hindu and Muslim idioms. European culture, whether filtered through Jesuit sermons, itinerant merchants, or Flemish engravings, was also making inroads into India during this period. This course is a broad cultural history of Mughal India as seen from a range of perspectives and sources. We consider the Mughals' major achievements in visual culture as manifested in painting and architecture, as well as exploring diverse topics in religion, literature, politics, and historiography. Yet another approach is to listen to the voices of the Mughal rulers as recorded in their memoirs, as well as investigating the signal contributions of the dynasty's women.

Spring 2016: MDES G4652

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4652	001/71421	W 4:10pm - 6:00pm 403 Knox Hall	Allison Busch	4	13/20

CLME G4621 Court Cultures of India. 4 points.

This course approaches the phenomenon of princely India from a range of perspectives. Students learn about the political and cultural practices of specific courts that played a major role in Indian history such as the Guptas, Vijayanagarm and the Mughals, while also being exposed to aspects of Indian courtly life more generally. Topics include, among others, literature, art, architecture, intellectual practices, music and the science of erotics (*Kamasutra*). While the emphasis is on Indian court culture as seen from within India, cross cultural perspectives are also introduced. For instance, why were Sanskrit literature and Indian architecture emulated far afield in Southeast Asia in the first millenium? And how was Indian court culture perceived by Europeans in the early modern and colonial periods? The course concludes with some reflections on the legacy of Mughals and maharajas in postcolonial India.

MDES G4654 Gender, Power and Culture in Early Modern India. 4 points.

Not offered during 2015-16 academic year.

This course engages with the history of early modern India (c. 1500-1800) through the analytic lenses of gender, culture and power with an emphasis on Persianate contexts. Our main question is how the analytics of gender and sexuality can illuminate issues surrounding culture and power in India. Conversely, we explore how early modern Indian contexts

challenge the assumptions of theoretical works on gender and sexuality. The topics we consider include the politics of history writing, mysticism, self-fashioning, imperial self-figuring, the ethics and aesthetics of morality, love, heroism, homosocial relations and homoerotic practices. To this end, we read theoretical works, recent scholarly studies and an array of primary sources such as memoirs, moral exempla, historical chronicles, monuments, paintings, Sufi sayings (*malfuzat*), epic literature, moral philosophy, and political advice literature.

MDES G4721 Epics and Empires: Shahnameh. 4 points.

MDES W4726 Readings in Persian Texts. 4 points.

May be repeated for credit; content varies.

Prerequisites: Must have completed *MDES 1713*, equivalent two years of Persian or the instructor's permission.

This course is designed to expose students to Persian texts from a variety of temporal periods and geographic regions. The first half of the semester will focus on a single genre across regions and time periods, while the second half of the semester will consist of readings from various poetic and prose genres, in consideration of student interests. Spring 2015 we will spend the first half of the semester reading biographical commemorative compendia (*tazkirahs*), a rich genre for the study of Persianate poetry, culture, societies and politics. No P/D/F or R credit is allowed for this class.

CLME G4733 Iran: Film, Fiction, Poetry & History. 4 points.

Through varied exposure to Iranian film and fiction, and Persian poetry, this course is designed to introduce students to critical themes and creative effervescence of modern Iranian culture. The course will concentrate on Iranian cultural history of the last two centuries, with particular emphasis on contemporary issues.

CLME G4760 Shi'ites and Shi'ism. 4 points.

Not offered during 2015-16 academic year.

ARABIC

MDES W1208 Arabic For Heritage Speakers I. 5 points.

Intended for heritage speakers only.

This is an intensive course that combines the curriculum of both First and Second Year Arabic in two semesters instead of four, and focuses on the productive skills (speaking and writing) in Modern Standard Arabic (*Fusha*). Students are exposed intensively to grammar and vocabulary of a high register. After successful completion of this course, students will be able to move on to Third Year Arabic. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1208

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1208	001/72988	M T W Th 11:40am - 12:45pm 112 Knox Hall	Youssef Nouhi	5	8/15

MDES W1210 First Year Arabic I. 5 points.

An introduction to the language of classical and modern Arabic literature. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1210	001/62849	M T W Th 8:50am - 9:55am 104 Knox Hall	Reem Faraj	5	8/12
MDES 1210	002/62959	M T W Th 10:10am - 11:15am 104 Knox Hall	Reem Faraj	5	10/12
MDES 1210	003/62531	M T W Th 11:40am - 12:45pm 114 Knox Hall	May Ahmar	5	11/12
MDES 1210	004/66558	M T W Th 2:40pm - 3:45pm 114 Knox Hall	Faris Al Ahmad	5	12/12
MDES 1210	005/65738	M T W Th 10:10am - 11:15am 101 Knox Hall	Youssef Nouhi	5	8/12

Spring 2016: MDES W1210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1210	001/62697	M T W Th 10:10am - 11:15am 114 Knox Hall	May Ahmar	5	12/12
MDES 1210	002/17833	M T W Th 8:50am - 9:55am 101 Knox Hall	Abeer Shaheen	5	12/12

MDES W1211 First Year Arabic II. 5 points.

An introduction to the language of classical and modern Arabic literature. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1211	001/21971	M T W Th 10:10am - 11:15am 116 Knox Hall	Abeer Shaheen	5	12/12

Spring 2016: MDES W1211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1211	001/74534	M T W Th 8:50am - 9:55am 104 Knox Hall	Reem Faraj	5	9/12
MDES 1211	002/74063	M T W Th 10:10am - 11:15am 104 Knox Hall	Reem Faraj	5	13/12
MDES 1211	003/69308	M T W Th 11:40am - 12:45pm 114 Knox Hall	May Ahmar	5	14/12
MDES 1211	004/20484	M T W Th 2:40pm - 3:45pm 114 Knox Hall	Faris Al Ahmad	5	11/12

MDES W1214 Second Year Arabic I. 5 points.

Prerequisites: *MDES W1210-W1211* or the equivalent.

A continuation of the study of the language of contemporary writing. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1214

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1214	001/16700	M T W Th 8:50am - 9:55am 101 Knox Hall	Abeer Shaheen	5	8/12
MDES 1214	002/18492	M T W Th 11:40am - 12:45pm 103 Knox Hall	Faris Al Ahmad	5	11/12
MDES 1214	003/25336	M T W Th 4:10pm - 5:15pm 101 Knox Hall	Tarik Belhoussein	5	15/12

Spring 2016: MDES W1214

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1214	001/67237	M T W Th 2:40pm - 3:45pm 101 Knox Hall	Tarik Belhoussein	5	9/12

MDES W1215 Second Year Arabic II. 5 points.

Prerequisites: *MDES W1210-W1211* or the equivalent.

A continuation of the study of the language of contemporary writing. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1215

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1215	001/11674	M T W Th 2:40pm - 3:45pm 101 Knox Hall	Tarik Belhoussein	5	8/12

Spring 2016: MDES W1215

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1215	001/19516	M T W Th 10:10am - 11:15am 101 Knox Hall	Abeer Shaheen	5	4/12
MDES 1215	002/20411	M T W Th 11:40am - 12:45pm 103 Knox Hall	Faris Al Ahmad	5	11/12
MDES 1215	003/11288	M T W Th 4:10pm - 5:15pm 101 Knox Hall	Tarik Belhoussein	5	14/15

MDES W4210 Third Year Arabic I. 5 points.

NOTE: There are 2 sections of Third Year Arabic I. Section 001 follows the standard curriculum building all 4 language skills, as described below. Section 002 follows a reading-intensive curriculum, with less emphasis on listening and writing while still conducted in Arabic, and is intended for those preparing for advanced research in modern or classical Arabic texts. Students in the regular third-year Arabic track improve reading, writing, speaking, and listening skills through close reading, compositions, class discussions, and presentations in Arabic on topics such as cultures of the Arab world, classical and modern Arabic literature, and contemporary Arabic media. Review of grammatical and syntactic rules as needed. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4210	001/12543	M T W Th 8:50am - 9:55am 114 Knox Hall	Ouijdane Absi	5	16/12

MDES 002/28531 M T W Th 10:10am Oujidane 5 5/12
4210 - 11:15am Absi
112 Knox Hall

MDES W4212 Fourth Year Modern Arabic I. 4 points.

Through reading articles and essays by Arab thinkers and intellectuals, students will be able to increase their fluency and accuracy in Arabic while working on reading text and being exposed to the main themes in Arab thought. The course works with all four skills (listening, speaking, reading, and writing). Arabic is the language of instruction. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4212

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4212	001/10709	Th 10:10am - 12:00pm 207 Knox Hall	Taoufik Ben-Amor	4	12/15
MDES 4212	001/10709	T 10:10am - 12:00pm 707 Knox Hall	Taoufik Ben-Amor	4	12/15

MDES W4216 Advanced Arabic Grammar Review. 4 points.

Through reading and writing, students will review Arabic Grammar concepts within the context of linguistic functions such as narration, description, comparison, etc. For example, within the function of narration, students will focus on verb tenses, word order, and adverbials. Based on error analysis in the past twelve years that the Arabic Program has been using *Al-Kitaab*, emphasis will be placed on common and frequent grammatical errors. Within these linguistic functions and based on error analysis, the course will review the following main concepts: Types of sentence and sentence/clause structure. The Verb system, pattern meanings and verb complementation. Quadrilateral verb patterns and derivations. Weak Verbs derivations, conjugation, tense frames and negation. Case endings. Types of noun and participle: Noun of time, place, instance, stance, instrument, active and passive participles. Types of construct phrase: *al-iDafa*. Types of Adverbials and verb complements: *Hal*, *Tamyiz*, *Maful mutlaq*, *Maful li'ajlihi*, *adverbs of time, frequency, place and manner*. The number system and countable nouns. Types of *maa*. Diptotes, *al-mamnu' min-aSSarf*. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4216

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4216	001/28082	T Th 1:10pm - 2:25pm 112 Knox Hall	Taoufik Ben-Amor	4	7/15

Spring 2016: MDES W4216

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4216	001/63781	M W 1:10pm - 2:25pm 116 Knox Hall	Taoufik Ben-Amor	4	10/15

ARMENIAN

MDES W1310 Elementary Armenian I. 4 points.

In Elementary Armenian I, students learn the Armenian script and the basic grammar that will enable them to communicate about topics relating to themselves and their immediate surroundings: family, school, daily occupations, describing people, expressing likes and dislikes, requesting and giving information about themselves and others, proper forms of greetings, etc. They also begin to read signs, advertisements, and develop the skills to read texts like short stories and Armenian fables. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1310	001/10313	M W 4:10pm - 6:00pm 311 Knox Hall	Charry Karamanoukian	4	0

MDES W1312 Intermediate Armenian I. 4 points.

Prerequisites: *MDES W1310-W1311* or the equivalent.

A continuation of the study of reading, writing and speaking of Armenian. In Intermediate Armenian I, students learn to communicate about a wide range of topics. Such topics include biographical narration, cooking and recipes, health and well-being, holidays and celebrations, travel and geography, etc. At this level, students continue to develop their skills in reading, writing, speaking, and listening while perfecting the grammatical concepts to which they were introduced in the first year. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1312	001/29287	T Th 4:10pm - 6:00pm 311 Knox Hall	Charry Karamanoukian	4	1

MDES W4314 Readings in Armenian Texts. 3 points.

Prerequisites: *MDES W1312* and *MDES W1313*, Intermediate Armenian or equivalent.

Readings in Armenian Texts is the highest-level language course offered by the Armenian Language Program at MEALAC. It is designed for students who have a good foundation of the language or have attained the equivalent of Intermediate level Armenian and wish to perfect their knowledge of grammar while developing their skills in independent reading. The content of the course will change each term. Students will be introduced to a variety of fiction and non-fiction texts in Armenian. Texts will consist of full length short stories and newspaper articles as well as excerpts from lengthier works, all in modern Western Armenian. The emphasis will be on analyzing context, syntax and grammatical structures as clues towards comprehension. In addition to grammar and vocabulary analysis, students will produce translations, brief summaries and commentaries on the texts they read, both orally and in written form. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4314	001/25536	M W 1:10pm - 2:25pm 311 Knox Hall	Charry Karamanoukian	3	1

Spring 2016: MDES W4314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4314	001/81552	T Th 2:40pm - 3:55pm 313 Knox Hall	Charry Karamanoukian	3	1

HEBREW**MDES W1510 First Year Modern Hebrew: Elementary I. 5 points.**

This is an introductory course for which no prior knowledge is required. Equal emphasis is given to listening, speaking, reading, writing and grammar. Daily homework includes grammar exercises, short answers, reading, or paragraph writing. Frequent vocabulary and grammar quizzes. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1510	001/27605	M W 2:40pm - 3:45pm 522d Kent Hall	Philip Zhakevich	5	10/15
MDES 1510	001/27605	T Th 2:40pm - 3:45pm C01 Knox Hall	Philip Zhakevich	5	10/15
MDES 1510	002/70788	M T W Th 10:10am - 11:15am 114 Knox Hall	Rina Kreitman	5	10/15

MDES W1512 Second Year Modern Hebrew: Intermediate I. 5 points.

Prerequisites: *MDES W1511* or the equivalent.

Equal emphasis is given to listening, speaking, reading and writing. Regular categories of the Hebrew verb, prepositions, and basic syntax are taught systematically. Vocabulary building. Daily homework includes grammar exercises, short answers, reading, or short compositions. Frequent vocabulary and grammar quizzes. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1512

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1512	001/67726	M T W Th 1:10pm - 2:15pm 101 Knox Hall	Philip Zhakevich	5	16/15
MDES 1512	002/19775	M T W Th 11:40am - 12:45pm 101 Knox Hall	Philip Zhakevich	5	14/15

MDES W1517 Hebrew for Heritage Speakers I. 3 points.

Hebrew for Heritage Speakers I forms part of a year-long sequence with Hebrew for Heritage Speakers II. The course is intended for those who have developed basic speaking and listening skills through exposure to Hebrew at home or in day-school programs but do not use Hebrew as their dominant language and have not reached the level required for exemption

from the Columbia language requirement. Heritage speakers differ in the degree of their fluency, but their vocabulary is often limited to topics in daily life and many lack skills in reading and writing to match their ability to converse. The course focuses on grammar and vocabulary enrichment, exposing students to a variety of cultural and social topics in daily life and beyond. By the end of the semester students are able to read and discuss simple texts and write about a variety of topics. Successful completion of the year-long sequence prepares students to enroll in third-year modern Hebrew. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1517

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1517	001/10558	M T W Th 12:10pm - 1:00pm C01 Knox Hall	Naama Harel	3	19/15

MDES W4501 Readings in Hebrew Texts I. 4 points.

Prerequisites: *MDES W4510*, *MDES W4511*, or the instructor's permission.

This course focuses on central identities shaping Israeli society and is designed to give students extensive experience in reading Hebrew. Through selected readings of contemporary literary works and media texts, students will increase their proficiency in Hebrew and enhance their understanding of Israeli culture and society. All readings, written assignments, and class discussions are in Hebrew. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4501	001/79783	M W 10:10am - 12:00pm 707 Knox Hall	Naama Harel	4	10/15

MDES W4502 Fourth Year Hebrew: Readings II. 4 points.

Prerequisites: *MDES W4501* or the instructor's permission.

Students must have a good familiarity with the Hebrew verb system, and the ability to read a text without vowels.

This course focuses on central identities shaping Israeli society and is designed to give students extensive experience in reading Hebrew. Through selected readings of contemporary literary works and media texts, students will increase their proficiency in Hebrew and enhance their understanding of Israeli culture and society. All readings, written assignments, and class discussions are in Hebrew. No P/D/F or R credit is allowed for this class.

Spring 2016: MDES W4502

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4502	001/77031	M W 10:10am - 12:00pm 201d Philosophy Hall	Naama Harel	4	11/15

MDES W4510 Third Year Modern Hebrew I. 4 points.

Prerequisites: Hebrew W1513 or W1515 or the instructor's permission. Students are expected to have basic familiarity with

regular and irregular verbs in five categories of the Hebrew verb system: Pa'al, Pi'el, Hif'il, Hitpa'el and Nif'al.

The course focuses on vocabulary building and on development of reading skills, using adapted literary and journalistic texts with and without vowels. Verb categories of Pu'al and Huf'al are taught systematically. Other verb forms are reviewed in context. A weekly hour is devoted to practice in conversation. Daily homework includes reading, short answers, compositions, listening to web-casts, and giving short oral presentations via voice e-mail. Frequent vocabulary quizzes. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4510	001/28477	T Th 12:10pm - 2:00pm 104 Knox Hall	Rina Kreitman	4	14/15

HINDI-URDU

MDES W1608 Hindi for Heritage Speakers I. 5 points.

This is an accelerated course for students of South Asian origin who already possess a knowledge of basic vocabulary and limited speaking and listening skills in Hindi. They may not have sufficient skills in reading and writing but are able to converse on familiar topics such as: self, family, likes, dislikes and immediate surroundings. This course will focus on developing knowledge of the basic grammar of Hindi and vocabulary enrichment by exposing students to a variety of cultural and social topics related to aspects of daily life; and formal and informal registers. Students will be able to read and discuss simple texts and write about a variety of everyday topics by the end of the semester. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1608

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1608	001/67336	M T W Th 2:40pm - 3:45pm 104 Knox Hall	Rakesh Ranjan	5	16/15

MDES W1609 Hindi for Heritage Speakers II. 5 points.

This is an accelerated course for students of South Asian origin who already possess a knowledge of basic vocabulary and limited speaking and listening skills in Hindi. They may not have sufficient skills in reading and writing but are able to converse on familiar topics such as: self, family, likes, dislikes and immediate surroundings. This course will focus on developing knowledge of the basic grammar of Hindi and vocabulary enrichment by exposing students to a variety of cultural and social topics related to aspects of daily life; and formal and informal registers. Students will be able to read and discuss simple texts and write about a variety of everyday topics by the end of the semester. No P/D/F or R credit is allowed for this class.

Spring 2016: MDES W1609

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1609	001/71615	M T W Th 2:40pm - 3:45pm	Rakesh Ranjan	5	18/15

104 Knox Hall

MDES W1610 Elementary Hindi-Urdu I. 5 points.

An introduction to the most widely spoken language of South Asia. Along with an understanding of the grammar, the course offers practice in listening and speaking. The Hindi (Devanagari) script is used for reading and writing. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1610	001/76750	M T W Th 11:40am - 12:45pm 116 Knox Hall	Rakesh Ranjan	5	9/15
MDES 1610	002/16831	M T W Th 2:40pm - 3:45pm 112 Knox Hall	Dalpat Rajpurohit	5	4/15
MDES 1610	003/12285	M T W Th 4:10pm - 5:15pm 112 Knox Hall	Dalpat Rajpurohit	5	7/15

MDES W1611 Elementary Hindi-Urdu II. 5 points.

An introduction to the most widely spoken language of South Asia. Along with an understanding of the grammar, the course offers practice in listening and speaking. The Hindi (Devanagari) script is used for reading and writing. No P/D/F or R credit is allowed for this class.

Spring 2016: MDES W1611

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1611	001/28445	M T W Th 11:40am - 12:45pm 116 Knox Hall	Rakesh Ranjan	5	10/15
MDES 1611	002/17612	M T W Th 4:10pm - 5:15pm 116 Knox Hall	Dalpat Rajpurohit	5	8/15

MDES W1612 Intermediate Hindi-Urdu I. 5 points.

Prerequisites: *MDES W1610-W1611* or the instructor's permission.

Continuing practice in listening, speaking, and grammatical understanding. Along with the Hindi (Devanagari) script, the Urdu (Perso-Arabic) script is taught in the class; both scripts are used for reading and writing. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1612

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1612	001/21309	M T W Th 1:10pm - 2:15pm 114 Knox Hall	Aftab Ahmad	5	11/15

MDES W1613 Intermediate Hindi-Urdu II. 5 points.

Prerequisites: *MDES W1610-W1611* or the instructor's permission.

Continuing practice in listening, speaking, and grammatical understanding. Along with the Hindi (Devanagari) script, the Urdu (Perso-Arabic) script is taught in the class; both scripts are

used for reading and writing. No P/D/F or R credit is allowed for this class.

Spring 2016: MDES W1613

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1613	001/10231	M T W Th 1:10pm - 2:15pm 114 Knox Hall	Dalpat Rajpurohit	5	8/15

MDES W1614 Urdu for Heritage Speakers I. 5 points.

Prerequisites: a knowledge of basic vocabulary and limited speaking and listening skills in Urdu.

This is an accelerated course for students of South Asian origin who already possess a knowledge of basic vocabulary and limited speaking and listening skills in Urdu. They are not expected to know how to read and write in Urdu but are able to converse on familiar topics such as self, family, likes, dislikes and immediate surroundings. This course will focus on developing knowledge of the basic grammar of Urdu and vocabulary enrichment by exposing students to a variety of cultural and social topics related to aspects of daily life; and formal and informal registers. Students will be able to read and discuss simple Urdu texts and write about a variety of everyday topics by the end of the semester. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1614

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1614	001/72558	M T W Th 2:40pm - 3:45pm 116 Knox Hall	Aftab Ahmad	5	12/15

MDES W1615 Urdu for Heritage Speakers II. 5 points.

This is an accelerated course for students of South Asian origin who already possess a knowledge of basic vocabulary and limited speaking and listening skills in Urdu. They are not expected to know how to read and write in Urdu but are able to converse on familiar topics such as self, family, likes, dislikes and immediate surroundings. This course will focus on developing knowledge of the basic grammar of Urdu and vocabulary enrichment by exposing students to a variety of cultural and social topics related to aspects of daily life; and formal and informal registers. Students will be able to read and discuss simple Urdu texts and write about a variety of everyday topics by the end of the semester. No P/D/F or R credit is allowed for this class.

Spring 2016: MDES W1615

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1615	001/10392	M T W Th 2:40pm - 3:45pm 116 Knox Hall	Aftab Ahmad	5	10

MDES W4610 Readings In Hindi Literature I. 4 points.

May be repeated for credit; content varies.

Prerequisites: *MDES W1613* or the instructor's permission.

The course introduces students to the riches of the classical Hindi tradition. We read bhakti and Sufi literature in tandem, with a

special interest in Tulsidas and the Indo-Islamic romance. No P/D/F or R credit is allowed for this class.

MDES W4611 Readings In Hindi Literature II. 4 points.

May be repeated for credit; content varies.

Prerequisites: *MDES W1613* or the instructor's permission.

The course introduces students to the riches of the classical Hindi tradition. We read bhakti and Sufi literature in tandem, with a special interest in Tulsidas and the Indo-Islamic romance. No P/D/F or R credit is allowed for this class.

MDES W4624 Advanced Hindi I. 5 points.

Advanced Hindi I and II are third year courses in the Hindi-Urdu program that aim to continue building upon the existing four language skills (speaking, listening, reading and writing) along with grammar and vocabulary in a communicative approach. The objective of these courses is to strengthen students' language skills and to go beyond them to understand and describe situations and the speech community, understand and discuss Hindi literature and films, news items, T.V. shows and current events. Students will also be given opportunities to work on their areas of interest such as popular culture, professional and research goals in the target language. Students will be expected to expand their vocabulary, enhance grammatical accuracy and develop cultural appropriateness through an enthusiastic participation in classroom activities and immersing themselves in the speech community outside. This course will be taught in the target language. All kinds of conversations such as daily life, on social/public interests' topics as well as on academic interests, will occur in the target language. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4624

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4624	001/15398	T Th 10:10am - 12:00pm 404 Hamilton Hall	Dalpat Rajpurohit	5	7/15

MDES W4625 Advanced Hindi II. 5 points.

Advanced Hindi I and II are third year courses in the Hindi-Urdu program that aim to continue building upon the existing four language skills (speaking, listening, reading and writing) along with grammar and vocabulary in a communicative approach. The objective of these courses is to strengthen students' language skills and to go beyond them to understand and describe situations and the speech community, understand and discuss Hindi literature and films, news items, T.V. shows and current events. Students will also be given opportunities to work on their areas of interest such as popular culture, professional and research goals in the target language. Students will be expected to expand their vocabulary, enhance grammatical accuracy and develop cultural appropriateness through an enthusiastic participation in classroom activities and immersing themselves in the speech community outside. This course will be taught in the target language. All kinds of conversations such as daily life, on social/public interests' topics as well as on academic

interests, will occur in the target language. No P/D/F or R credit is allowed for this class.

Spring 2016: MDES W4625

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4625	001/67150	T Th 10:10am - 12:00pm 201d Philosophy Hall	Dalpat Rajpurohit	5	7/15

MDES W4635 Readings In Urdu Literature I. 4 points.

Prerequisites: two years of prior coursework in Hindi-Urdu (*MDES W1612 & MDES W1613*), one year of Urdu for Heritage Speakers (*MDES W1614 & MDES W1615*), or the instructor's permission.

This course is a literary course, with in-depth exposure to some of the finest works of classical and modern Urdu prose and poetry. In the fall semester, our focus will be on some of the most famous Urdu short stories while, in the spring semester, we will focus on various genres of Urdu poetry. The content may change each semester. This course is open to both undergraduates and graduates. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4635

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4635	001/91397	T Th 6:10pm - 8:00pm 116 Knox Hall	Aftab Ahmad	4	10

MDES W4636 Readings In Urdu Literature II. 4 points.

Prerequisites: two years of prior coursework in Hindi-Urdu (*MDES W1612 & MDES W1613*), one year of Urdu for Heritage Speakers (*MDES W1614 & MDES W1615*), or the instructor's permission.

This course is a literary course, with in-depth exposure to some of the finest works of classical and modern Urdu prose and poetry. In the fall semester, our focus will be on some of the most famous Urdu short stories while, in the spring semester, we will focus on various genres of Urdu poetry. The content may change each semester. This course is open to both undergraduates and graduates. No P/D/F or R credit is allowed for this class.

Spring 2016: MDES W4636

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4636	001/69568	T Th 6:10pm - 8:00pm 116 Knox Hall	Aftab Ahmad	4	7/15

PERSIAN

MDES W1710 Elementary Persian I. 4 points.

An introduction to the spoken and written language of contemporary Iran. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MDES 1710	001/12502	M T W Th 9:00am - 9:50am 116 Knox Hall	Saeed Honarmand	4	14/15
MDES 1710	002/11720	M T W Th 10:10am - 11:00am 511 Hamilton Hall	Haideh Sahim	4	9/15

MDES W1712 Intermediate Persian I. 4 points.

Prerequisites: *MDES W1710-W1711* or the equivalent.

A general review of the essentials of grammar; practice in spoken and written Persian; Arabic elements in Persian; selected readings emphasizing Iranian life and culture; materials from Tajikistan and Afghanistan, Indari. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1712

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1712	001/27499	M T W Th 10:10am - 11:00am 4c Kraft Center	Saeed Honarmand	4	16/15

MDES W4710 Advanced Persian I. 3 points.

While helping students advance their levels of oral and written expression, this course focuses on literature of the modern and medieval periods, with particular emphasis on the development of the modern novella and traditional and new forms of poetry. In addition to literature, students are introduced to a wide variety of genres from political and cultural essays and blogs to newspaper translations of the early 20th century. They will be further exposed to ta'rof in reference to a wide variety of socio-cultural contexts and be expected to use ta'rof in class conversations. Students will be exposed to popular artists and their works and satirical websites for insight into contemporary Iranian culture and politics. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4710	001/23384	M W 2:10pm - 4:00pm 313 Knox Hall	Saeed Honarmand	3	4/12

MDES W4711 Advanced Persian II. 3 points.

While helping students advance their levels of oral and written expression, this course focuses on literature of the modern and medieval periods, with particular emphasis on the development of the modern novella and traditional and new forms of poetry. In addition to literature, students are introduced to a wide variety of genres from political and cultural essays and blogs to newspaper translations of the early 20th century. They will be further exposed to ta'rof in reference to a wide variety of socio-cultural contexts and be expected to use ta'rof in class conversations. Students will be exposed to popular artists and their works and satirical websites for insight into contemporary Iranian culture and politics.

Spring 2016: MDES W4711

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MDES 4711	001/11945	M W 12:00pm - 1:50pm 207 Knox Hall	Haideh Sahim	3	2/12
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PULAAR

PULA W1101 Elementary Pulaar I. 4 points.

This course offers students an introduction to the basic structures of Pulaar, a major language of West Africa.

PULA W1102 Elementary Pulaar II. 4 points.

This course offers students an introduction to the basic structures of Pulaar, a major language of West Africa.

Spring 2016: PULA W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PULA 1102	001/84537	M T W Th 1:00pm - 1:50pm 351a International Affairs Bldg	Mariame Sy	4	2/5

PULA W1201 Intermediate Pulaar I. 4 points.

Prerequisites: *PULA W1101-W1102* or the instructor's permission.

This course further develops a student's knowledge of Pulaar, a major language of West Africa.

PULA W1202 Intermediate Pulaar II. 4 points.

Prerequisites: *PULA W1101-W1102* or the instructor's permission.

This course further develops a student's knowledge of Pulaar, a major language of West Africa.

SANSKRIT

MDES W1401 Elementary Sanskrit I. 4 points.

An introduction to classical Sanskrit. Grammar, and reading of texts. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1401	001/20146	M W 10:10am - 12:00pm 255 International Affairs Bldg	Guy Leavitt	4	16

MDES W1404 Intermediate Sanskrit I. 4 points.

Reading and grammatical analysis of a literary text, chosen from the dramatic and narrative tradition. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1404	001/22147	M W 12:10pm - 2:00pm 326 International Affairs Bldg	Guy Leavitt	4	4/18

MDES W4810 Advanced Sanskrit I. 4 points.

Prerequisites: Two years of Sanskrit or the instructor's permission.

The two levels of advanced Sanskrit are given in alternate years. In 2015-2016, court literature (fall) and literary criticism (spring) will be offered; in 2016-2017, philosophy. Close reading of major works, exploring both philological and literary-theoretical aspects of the texts. No P/D/F or R credit is allowed for this class. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4810	001/17345	T Th 2:10pm - 4:00pm 418 Knox Hall	Sheldon Pollock	4	8

SWAHILI

SWHL W1101 Elementary Swahili I. 4 points.

Essentials of grammar, basic vocabulary, practice in speaking and reading Swahili the most widely used indigenous language of East Africa.

Fall 2015: SWHL W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 1101	001/17200	M T W Th 9:10am - 10:00am 254 International Affairs Bldg	Abdul Nanji	4	11/15
SWHL 1101	002/74226	T Th 6:10pm - 8:00pm 254 International Affairs Bldg	Abdul Nanji	4	6/15

SWHL W1102 Elementary Swahili II. 4 points.

Essentials of grammar, basic vocabulary, practice in speaking and reading Swahili the most widely used indigenous language of East Africa.

Spring 2016: SWHL W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 1102	001/72176	T Th 6:10pm - 8:00pm 255 International Affairs Bldg	Abdul Nanji	4	6/15

SWHL W1201 Intermediate Swahili I. 4 points.

Prerequisites: *SWHL W1101-W1102* or the instructor's permission.

A review of the essentials of Swahili grammar; detailed analysis of Swahili texts; practice in conversation.

Fall 2015: SWHL W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 1201	001/15174	M T W Th 10:10am - 11:00am 208 Knox Hall	Abdul Nanji	4	8/15

SWHL W1202 Intermediate Swahili II. 4 points.

Prerequisites: *SWHL W1101-W1102* or the instructor's permission.

A review of the essentials of Swahili grammar; detailed analysis of Swahili texts; practice in conversation.

Spring 2016: SWHL W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 1202	001/67278	M W 10:10am - 11:00am 407 Hamilton Hall	Abdul Nanji	4	6/15
SWHL 1202	001/67278	T Th 10:10am - 11:00am 408 Hamilton Hall	Abdul Nanji	4	6/15

SWHL W3335 Advanced Swahili I. 3-4 points.

Prerequisites: *SWHL W1201-W1202* or the instructor's permission.

An introduction to the advanced syntactical, morphological, and grammatical structures of Swahili grammar; detailed analysis of Swahili texts; practice in conversation.

Fall 2015: SWHL W3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 3335	001/24240	T Th 12:10pm - 2:00pm 414 Knox Hall	Abdul Nanji	3-4	5/15

SWHL W3336 Advanced Swahili II. 3-4 points.

Prerequisites: *SWHL W1201-W1202* or the instructor's permission.

An introduction to the advanced syntactical, morphological, and grammatical structures of Swahili grammar; detailed analysis of Swahili texts; practice in conversation.

Spring 2016: SWHL W3336

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 3336	001/29729	T Th 12:00pm - 1:50pm 414 Knox Hall	Abdul Nanji	3-4	3/15

TAMIL

MDES W1101 Elementary Tamil I. 4 points.

Introduces students to the basic grammatical and syntactical skills required to function adequately in a Tamil-speaking environment. Of particular interest to students planning to conduct scholarly research or fieldwork in that region of the world. Introduces students to the rich culture of the Indian subcontinent where Tamil is spoken. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1101	001/68191	M W 2:10pm - 4:00pm 352c International Affairs Bldg	D. Samuel Sudanandha	4	10/15

MDES W1102 Elementary Tamil II. 4 points.

Introduces students to the basic grammatical and syntactical skills required to function adequately in a Tamil-speaking

environment. Of particular interest to students planning to conduct scholarly research or fieldwork in that region of the world. Introduces students to the rich culture of the Indian subcontinent where Tamil is spoken. No P/D/F or R credit is allowed for this class.

Spring 2016: MDES W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1102	001/65450	M W 2:10pm - 4:00pm 352c International Affairs Bldg	D. Samuel Sudanandha	4	3/13

MDES W1201 Intermediate Tamil I. 4 points.

Prerequisites: *MDES W1101-W1102* or the instructor's permission.

Further develops students' written and oral proficiency in order to allow them to function adequately in a Tamil-speaking environment. Of particular interest to students planning to conduct scholarly research or fieldwork in a Tamil-speaking context. Develops the students' appreciation for the rich culture of the Indian subcontinent where Tamil is spoken. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1201	001/74790	T Th 2:10pm - 4:00pm 352c International Affairs Bldg	D. Samuel Sudanandha	4	4/15

MDES W1202 Intermediate Tamil II. 4 points.

Prerequisites: *MDES W1101-W1102* or the instructor's permission.

Further develops students' written and oral proficiency in order to allow them to function adequately in a Tamil-speaking environment. Of particular interest to students planning to conduct scholarly research or fieldwork in a Tamil-speaking context. Develops the students' appreciation for the rich culture of the Indian subcontinent where Tamil is spoken.

Spring 2016: MDES W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1202	001/70513	T Th 2:10pm - 4:00pm 352c International Affairs Bldg	D. Samuel Sudanandha	4	1/15

TAML W4111 Advanced Tamil I. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: *TAML W1201-W1202* or the instructor's permission.

Introduces students to advanced grammatical and syntactical structures of the Tamil language in order to allow them to function adequately in a Tamil-speaking environment. This course is of particular interest to students planning to conduct scholarly research or fieldwork in their chosen specialty in a Tamil-speaking context. This course also develops a student's

appreciation for the rich culture of the Indian subcontinent where Tamil is spoken.

TAML W4112 Advanced Tamil II. 4 points.
Not offered during 2015-16 academic year.

Prerequisites: *TAML W1201-W1202* or the instructor's permission.

Introduces students to advanced grammatical and syntactical structures of the Tamil language in order to allow them to function adequately in a Tamil-speaking environment. This course is of particular interest to students planning to conduct scholarly research or fieldwork in their chosen specialty in a Tamil-speaking context. This course also develops a student's appreciation for the rich culture of the Indian subcontinent where Tamil is spoken.

TURKISH

MDES W1910 Elementary Modern Turkish I. 5 points.

An introduction to the written and spoken language of Turkey. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1910	001/15050	M T W Th 10:10am - 11:15am 403 Knox Hall	Zuleyha Colak	5	10/15

MDES W1912 Intermediate Modern Turkish I. 5 points.

A continuation of the study of the written and spoken language of Turkey, with readings of literary, historical, and other texts. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W1912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1912	001/28764	T Th 10:10am - 11:15am 6c Kraft Center	Ihsan Colak	5	10/15
MDES 1912	001/28764	M W 10:10am - 11:15am 612 Philosophy Hall	Ihsan Colak	5	10/15

MDES W4910 Advanced Spoken Turkish. 3 points.

Advanced Turkish I is designed to use authentic Turkish materials around projects that are chosen by the student in a research seminar format where students conduct their own research and share it in class in a friendly atmosphere. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4910	001/65467	M W 1:10pm - 2:15pm 112 Knox Hall	Zuleyha Colak	3	1

MDES W4921 Elementary Ottoman Turkish I. 3 points.

Prerequisites: two years of modern Turkish.

Elementary Ottoman Turkish aims to focus on reading selected authentic print materials that are enjoyable and interesting,

such as authentic detective novels, historical documents, and literary materials. The class materials are designed according to the interests of students in a fast-paced learning environment. No P/D/F or R credit is allowed for this class.

Fall 2015: MDES W4921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4921	001/63247	T Th 11:40am - 12:45pm 517 Knox Hall	Ihsan Colak	3	4/10

WOLOF

WLOF N0101 Elementary Wolof, I and II. 0 points.

Same course as Wolof W1101x - W1102y, on a noncredit basis

WLOF N0102 Elementary Wolof, I and II. 0 points.

Same course as Wolof W1101x - W1102y, on a noncredit basis

WLOF W1101 Elementary Wolof I. 4 points.

Introduction to the basic grammatical structures of Wolof, a major language of West Africa spoken in Senegal and Gambia.

Fall 2015: WLOF W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WLOF 1101	001/25430	M T W Th 12:00pm - 12:50pm 352c International Affairs Bldg	Mariame Sy	4	4/15

WLOF W1102 Elementary Wolof II. 4 points.

Introduction to the basic grammatical structures of Wolof, a major language of West Africa spoken in Senegal and Gambia.

Spring 2016: WLOF W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WLOF 1102	001/72197	T Th 12:00pm - 12:50pm Room TBA	Mariame Sy	4	4
WLOF 1102	001/72197	M W 12:00pm - 12:50pm 352b International Affairs Bldg	Mariame Sy	4	4

WLOF W1201 Intermediate Wolof I. 4 points.

Prerequisites: *WLOF W1101-W1102* or the instructor's permission.

Further develops a student's knowledge of Wolof, a major language of West Africa spoken primarily in Senegal and Gambia.

Fall 2015: WLOF W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WLOF 1201	001/76197	M W 2:10pm - 4:00pm 351c International Affairs Bldg	Mariame Sy	4	3/15

WLOF W1202 Intermediate Wolof II. 4 points.

Prerequisites: *WLOF W1101-W1102* or the instructor's permission.

Further develops a student's knowledge of Wolof, a major language of West Africa spoken primarily in Senegal and Gambia.

Spring 2016: WLOF W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WLOF 1202	001/12780	M W 2:10pm - 4:00pm 351c International Affairs Bldg	Mariame Sy	4	1

ZULU**ZULU W1101 Elementary Zulu I. 4 points.**

Introduces students to the basic structures of Zulu, a Bantu language spoken in South Africa, especially in the Zululand area of KwaZulu/Natal province.

Fall 2015: ZULU W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 1101	001/16318	M T W Th F 11:35am - 12:25pm 351a International Affairs Bldg	Stephane Charitos, Sandra Sanneh	4	0/20

ZULU W1102 Elementary Zulu II. 4 points.

Introduces students to the basic structures of Zulu, a Bantu language spoken in South Africa, especially in the Zululand area of KwaZulu/Natal province.

Spring 2016: ZULU W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 1102	001/25958	M T W Th 11:35am - 12:25pm Room TBA	Sandra Sanneh	4	0/12

ZULU W1201 Intermediate Zulu I. 4 points.

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

Provides students with an in-depth review of the essentials of the Zulu grammar. Students are also able to practice their language skills in conversation.

Fall 2015: ZULU W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 1201	001/27544	M T W Th F 10:30am - 11:20am 351a International Affairs Bldg	Stephane Charitos, Sandra Sanneh	4	0/20

ZULU W1202 Intermediate Zulu II. 4 points.

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

Provides students with an in-depth review of the essentials of the Zulu grammar. Students are also able to practice their language skills in conversation.

Spring 2016: ZULU W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 1202	001/28861	M T W Th 10:30am - 11:20am Room TBA	Sandra Sanneh	4	0/12

ZULU W3335 Advanced Zulu I. 3 points.

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

This course allows students to practice advanced structures of the Zulu language. Please note this course is offered by videoconference from Yale through the Shared Course Initiative.

Fall 2015: ZULU W3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 3335	001/61285	T Th Room TBA	Stephane Charitos	3	0/20

ZULU W3336 Advanced Zulu II. 3 points.

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

This course allows students to practice advanced structures of the Zulu language. Please note this course is offered by videoconference from Yale through the Shared Course Initiative.

Spring 2016: ZULU W3336

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 3336	001/77116	T Th 2:40pm - 3:55pm Room TBA	Sandra Sanneh	3	0/20

OF RELATED INTEREST**History (Barnard)**

HIST BC3855	Decolonization: Studies in Political Thought and Political History
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MUSIC

Departmental Office: 621 Dodge; 212-854-3825
<http://www.music.columbia.edu/>

Director of Undergraduate Studies: Prof. Bradford Garton, 807 Dodge; 212-854-2261; garton@columbia.edu

Music Humanities Chair: Prof. Giuseppe Gerbino, 621 Dodge; 212-854-6299; gg2024@columbia.edu

Music Performance Program Director: Prof. Magdalena Stern-Baczewska, 618A Dodge; 212-854-2348; mb3713@columbia.edu

The music major provides aspiring musicians and/or scholars with a wide range of ways to think about music (performance-related, theoretical, historical, cultural, and compositional) and to concentrate on the aspects of music that most interest them—from popular and world music to computer music. Our faculty engage in cultural studies (i.e., ethnomusicology) and with current literary theory, connect with faculty of other departments (i.e., English, Philosophy, and Psychology), and are on the cutting edge of technological change. Students who have a passion for music and who have already developed basic skills in areas including performance, music history, composition, or ethnography, should consider a major in music.

MUSIC PERFORMANCE

For information on auditions, registration, and other aspects of performance not included below, visit <http://www.music.columbia.edu/mpp> or contact Prof. Stern-Baczewska, Director of the Music Performance Program, in 618 Dodge, 212-854-1257.

Students with questions about the Columbia-Juilliard programs should consult *Special Programs* in this Bulletin or contact Rebecca Schiavo, 212-854-9478, rab2195@columbia.edu.

Lessons

Individual lessons on instruments listed under Courses of Instruction may be taken for one half hour per week for 1 point of credit (or in the case of voice lessons at Barnard College, one full hour per week for 2 points).

Ensembles

Participation in the following ensembles is open to all members of the University community. Students who wish to receive course credit may register for 1 point per semester for these courses as listed:

- *Columbia University Orchestra* – Jeffrey Milarsky, *Conductor*
 See MUSI V1591 *University Orchestra*-MUSI V1592 *University Orchestra* for audition and activity information.
- *Chamber Music Ensemble* – Magdalena Stern-Baczewska, *Director, Music Performance Program*

See MUSI V1598 *Chamber Ensemble*-MUSI V1599 *Chamber Ensemble* for audition and activity information.

- *Barnard-Columbia Chorus and Chamber Singers* – Gail Archer, *Director*
 See MUSI V1593 *Barnard-Columbia Chorus*- MUSI V1594 *Barnard-Columbia Chorus* and MUSI V1595 *Barnard-Columbia Chamber Singers*- MUSI V1596 *Barnard-Columbia Chamber Singers* for audition and activity information.
- *Collegium Musicum* – Anne Levitsky, *Director*
 See MUSI V1580 *Collegium Musicum*-MUSI V1581 *Collegium Musicum* for audition and activity information.
- *Jazz Ensembles* – Christopher Washburne, *Director*
 See MUSI V1618 *Columbia University Jazz Ensemble*-MUSI V1619 *Columbia University Jazz Ensemble* for audition and activity information.
- *World Music Ensembles* – Ana Maria Ochoa, *Director, Center for Ethnomusicology*
 See the Music Performance website (<http://www.music.columbia.edu/mpp>) for audition and activity information about all of the above, as well as Bluegrass, Gagaku, Hogaku, Klezmer, Latin, Afro-Cuban, and Middle Eastern ensembles.

PRACTICE ROOMS

Piano practice rooms in the Broadway and East Campus dormitories may be reserved annually by students living in any of the Columbia University dormitories, at a nominal fee. Applications will be accepted during the second week of classes in the main Music Department office, 621 Dodge.

Schapiro Hall also has seven “walk-in” practice rooms that are assigned on a first-come, first-served basis. No fee is required for Schapiro Practice Rooms, and those are open to anyone with a valid CU or affiliate ID.

The organ studio in St. Paul’s Chapel is available for organ practice for students taking organ lessons. Arrangements should be made with the associate in organ performance during the first week of classes.

GRADING

Courses in which a grade of D or lower has been received do not count toward the major or concentration requirements.

DEPARTMENTAL HONORS

For departmental honors, see the director of undergraduate studies during the first week of the first semester of senior year. A formal written proposal is required. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

FACULTY PROFESSORS

- Susan Boynton
- Joseph Dubiel

- Walter Frisch
- Bradford Garton
- Georg Friedrich Haas
- Ellie Hisama
- Alfred Lerdahl
- George Lewis
- Ana Maria Ochoa
- Elaine Sisman

ASSOCIATE PROFESSORS

- Aaron Fox
- Giuseppe Gerbino
- Christopher Washburne

ASSISTANT PROFESSORS

- Alessandra Ciucci
- Sophia di Castri
- Julia Doe
- Kevin A. Fellezs
- Mariusz Kozak
- Benjamin Steege

COORDINATOR OF MUSICIANSHIP

- Peter Susser

LECTURERS

- Vilde Aaslid
- Deborah Bradley-Kramer
- Mahir Cetiz
- Mario Diaz De Leon
- Matthew Goodheart
- Jeffrey Milarsky
- Caleb Mutch
- Ashley Nail
- Martha Newland
- Magdalena Stern-Baczewska

ASSOCIATES IN MUSIC PERFORMANCE

- Sarah Adams
- Gail Archer (Barnard)
- Eliot Bailen
- Bruce Barth
- Cyrus S. Beroukhim
- Allen Blustine
- Vicki Bodner
- Paul Bollenback
- Yari Bond
- Patrick Calleo
- Marco Cappelli

- Vince Cherico
- Christine Correa
- Sebastian Cruz
- Adriano dos Santos
- Amir Elsaffar
- David Fulmer
- Brad Gemeinhardt
- John David Gibson
- June Han
- Brad Jones
- Sue Ann Kahn
- Arthur Kampela
- James Kerr
- Lisa Kim
- Min-Young Kim
- Victor Lin
- Ole Mathisen
- Andy Milne
- Tony Moreno
- Ah-Ling Neu
- Ugonna Okegwo
- Niels J. Østbye
- Muneko Otani
- Susan Palma-Nidel
- Richard Rood
- Susan Rotholz
- Louise Sasaki
- James Nyoraku Schlefer
- Michael Seltzer
- Don Sickler
- Michael Skelly
- Raymond Stewart
- Wendy Sutter
- Jessica Thompson
- Masayo Ishigure Tokue
- Leo Traversa
- Michael Truesdell
- Reiko Uchida
- Jeffrey Warschauer
- James Wilson

ON LEAVE

- Profs. Fellezs, Lerdahl (*2015-2016*)
- Prof. Dubiel (*Spring 2016*)

REQUIREMENTS

GUIDELINES FOR ALL MUSIC MAJORS AND CONCENTRATORS

A program of study should be planned with the director of undergraduate studies in the first semester of the sophomore year. Students planning to focus on a particular area (e.g., computer music, composition, ethnomusicology, music theory, or music history) may wish to select a faculty adviser in that area.

Prerequisites

Prospective music majors and concentrators are advised to satisfy the following prerequisites as early as possible: MUSI V1002 Fundamentals of Music and MUSI V1312 Introductory Ear Training. These requirements may be fulfilled either through successful completion of the courses or through satisfactory performance on exemption exams administered at the beginning of each semester by the department.

Keyboard Proficiency

All music majors are required to take a keyboard proficiency exam upon entrance into the first semester of theory. Those who do not pass the exam are required to take *MUSI W1517 Keyboard Harmony and Musicianship*-*MUSI W1518 Keyboard Harmony and Musicianship* for 1 point each term.

Language Recommendations

For students who plan to do graduate work in music, studying German, French, Italian, and/or Latin is recommended.

MAJOR IN MUSIC

Please read *Guidelines for all Music Majors and Concentrators* (p. 614) above.

The major in music requires a minimum of 40 points, including the following courses:

MUSI V2318	Music Theory I
- MUSI V2319	and Music Theory II
MUSI V3321	Music Theory III
- MUSI V3322	and Music Theory IV
Select four terms of ear training from the following:	
MUSI V2314	Ear Training, I
- MUSI V2315	and Ear Training, II
MUSI V3316	Ear Training, III
- MUSI V3317	and Ear Training, IV
MUSI W4318	Ear Training, V
MUSI V3128	History of Western Music I:
- MUSI V3129	Middle Ages To Baroque and History of Western Music II: Classical To the 20th Century
MUSI V3400	Topics in Music and Society

Select at least two 3000- or 4000-level electives.

The remaining points are to be earned through 2000-, 3000-, or 4000-level courses subject to these constraints:

1. No more than 6 points of 2000-level courses
2. No more than 4 points of instrumental or vocal lessons or participation for a letter grade in these courses:

MUSI V1591	University Orchestra
- MUSI V1592	and University Orchestra
MUSI V1598	Chamber Ensemble
- MUSI V1599	and Chamber Ensemble
MUSI V1618	Columbia University Jazz
- MUSI V1619	Ensemble and Columbia University Jazz Ensemble
MUSI V1624	and World Music Ensemble
- MUSI V1625	

3. *MUSI W1517 Keyboard Harmony and Musicianship*-*MUSI W1518 Keyboard Harmony and Musicianship*, when necessary, count against the 4-point maximum in performance before any other lessons

CONCENTRATION IN MUSIC

Please read *Guidelines for all Music Majors and Concentrators* (p. 614) above. All concentrators must consult the director of undergraduate studies each term before registering.

The concentration in music requires a minimum of 28 points, including the following courses:

MUSI V2318	Music Theory I
- MUSI V2319	and Music Theory II
MUSI V3321	Music Theory III
- MUSI V3322	and Music Theory IV
Select four terms of ear training from the following:	
MUSI V2314	Ear Training, I
- MUSI V2315	and Ear Training, II
MUSI V3316	Ear Training, III
- MUSI V3317	and Ear Training, IV
MUSI W4318	Ear Training, V
- MUSI W4319	and (if offered)
MUSI V3128	History of Western Music I:
- MUSI V3129	Middle Ages To Baroque and History of Western Music II: Classical To the 20th Century
MUSI V3400	Topics in Music and Society

Select at least one additional course at the 3000- or 4000-level.

No more than 4 points of instrumental or vocal lessons or participation for a letter grade in these courses:

MUSI V1591	University Orchestra
- MUSI V1592	and University Orchestra
MUSI V1598	Chamber Ensemble
- MUSI V1599	and Chamber Ensemble
MUSI V1618	Columbia University Jazz
- MUSI V1619	Ensemble and Columbia University Jazz Ensemble

MUSI V1624 - MUSI V1625	and World Music Ensemble
MUSI W1517 - MUSI W1518	Keyboard Harmony and Musicianship and Keyboard Harmony and Musicianship *

* When necessary, count against the 4-point maximum in performance before any other lessons

SPECIAL CONCENTRATION IN JAZZ STUDIES

Students interested in a special concentration in jazz studies should see *Jazz Studies*.

COURSES FALL 2015

MUSI V1002 Fundamentals of Music. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Corequisites: Introductory Ear-Training (*V1312*, or higher, as determined by placement exam).

Introduction to music, including notation, written and aural skills, and basic conceptual resources of music theory. Exploration of scale, mode, rhythm, meter, texture and form, with reference to a diverse range of musics. (Through Spring 2014, this course was entitled Fundamentals of Western Music.)

Fall 2015: MUSI V1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/63844	M W 4:10pm - 5:25pm 622 Dodge Building	Maevae Sterbenz	3	14/25
MUSI 1002	002/65707	T Th 4:10pm - 5:25pm 622 Dodge Building	Benjamin Hansberry	3	18/25

Spring 2016: MUSI V1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/28896	M W 4:10pm - 5:25pm 622 Dodge Building	Orit Hilewicz	3	19/30
MUSI 1002	002/66890	T Th 4:10pm - 5:25pm 622 Dodge Building	Galen DeGraf	3	14/30

HUMA W1123 Masterpieces of Western Music. 3 points.

Analysis and discussion of representative works from the Middle Ages to the present.

Fall 2015: HUMA W1123

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1123	001/65334	M W 8:40am - 9:55am 404 Dodge Building	Ruth Longobardi	3	24/24

HUMA 1123	002/23456	M W 8:40am - 9:55am 405 Dodge Building	Ashley Nail	3	24/24
HUMA 1123	003/64039	M W 8:40am - 9:55am 622 Dodge Building	Joshua Navon	3	22/24
HUMA 1123	004/63798	M W 8:40am - 9:55am 716 Hamilton Hall	Mahir Cetiz	3	24/24
HUMA 1123	005/25903	M W 10:10am - 11:25am 404 Dodge Building	Julia Doe	3	22/24
HUMA 1123	006/70498	M W 10:10am - 11:25am 405 Dodge Building	Ashley Nail	3	25/24
HUMA 1123	007/69419	M W 10:10am - 11:25am 716 Hamilton Hall	Mahir Cetiz	3	24/24
HUMA 1123	008/15512	M W 1:10pm - 2:25pm 716 Hamilton Hall	Deborah Bradley-Kramer	3	23/24
HUMA 1123	009/60692	M W 2:40pm - 3:55pm 716 Hamilton Hall	Caleb Mutch	3	23/24
HUMA 1123	010/24446	M W 4:10pm - 5:25pm 404 Dodge Building	Benjamin Steege	3	23/24
HUMA 1123	011/62105	M W 4:10pm - 5:25pm 405 Dodge Building	Vilde Aaslid	3	18/24
HUMA 1123	012/64945	M W 4:10pm - 5:25pm 716 Hamilton Hall	Caleb Mutch	3	24/24
HUMA 1123	013/25837	M W 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	22/24
HUMA 1123	014/68355	M W 6:10pm - 7:25pm 405 Dodge Building	Brian Glasenapp	3	20/24
HUMA 1123	015/68580	M W 6:10pm - 7:25pm 716 Hamilton Hall	Thomas Fogg	3	22/24
HUMA 1123	016/65365	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	24/24
HUMA 1123	017/12079	T Th 8:40am - 9:55am 405 Dodge Building	Sky Macklay	3	22/24
HUMA 1123	018/68105	T Th 8:40am - 9:55am 622 Dodge Building	Russell O'Rourke	3	23/24
HUMA 1123	019/74876	T Th 8:40am - 9:55am 716 Hamilton Hall	Matthew Goodheart	3	22/24
HUMA 1123	020/14384	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	23/24
HUMA 1123	021/16958	T Th 10:10am - 11:25am 716 Hamilton Hall	Ralph Whyte	3	20/24
HUMA 1123	022/17566	T Th 1:10pm - 2:25pm 405 Dodge Building	Martha Newland	3	24/24
HUMA 1123	023/22033	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Paul Clift	3	25/24

HUMA 1123	024/10049	T Th 2:40pm - 3:55pm 405 Dodge Building	Marilyn McCoy	3	25/24	HUMA 1123	012/68479	M W 4:10pm - 5:25pm 716 Hamilton Hall	Edgardo Salinas	3	22/25
HUMA 1123	025/27427	T Th 2:40pm - 3:55pm 404 Dodge Building	Magdalena Baczewska	3	21/24	HUMA 1123	013/61226	M W 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	24/25
HUMA 1123	026/63365	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Paula Harper	3	23/24	HUMA 1123	014/64767	M W 6:10pm - 7:25pm 405 Dodge Building	Ryan Pratt	3	25/25
HUMA 1123	027/67583	T Th 4:10pm - 5:25pm 405 Dodge Building	Edgardo Salinas	3	22/24	HUMA 1123	015/28350	M W 6:10pm - 7:25pm 716 Hamilton Hall	Thomas Fogg	3	25/25
HUMA 1123	028/19685	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Rodolfo Toledo	3	24/24	HUMA 1123	016/74373	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	25/25
HUMA 1123	029/13060	T Th 6:10pm - 7:25pm 404 Dodge Building	Ryan Pratt	3	23/24	HUMA 1123	017/65201	T Th 8:40am - 9:55am 405 Dodge Building	Brian Glasenapp	3	23/25
HUMA 1123	030/67071	T Th 6:10pm - 7:25pm 716 Hamilton Hall	David Gutkin	3	24/24	HUMA 1123	018/14893	T Th 8:40am - 9:55am 622 Dodge Building	John Rot	3	23/25
HUMA 1123	031/12153	M W 8:40am - 9:55am 814 Dodge Building	Ashkan Behzadi	3	21/24	HUMA 1123	019/24581	T Th 8:40am - 9:55am 716 Hamilton Hall	Benjamin Hansberry	3	22/25
HUMA 1123	032/12451	T Th 8:40am - 9:55am 814 Dodge Building	John Rot	3	25/24	HUMA 1123	020/64476	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	25/25
HUMA 1123	033/12651	T Th 10:10am - 11:25am 405 Dodge Building	Martha Newland	3	25/24	HUMA 1123	021/28899	T Th 10:10am - 11:25am 405 Dodge Building	Susan Boynton	3	22/22
Spring 2016: HUMA W1123						HUMA 1123	022/73193	T Th 1:10pm - 2:25pm 405 Dodge Building	Bradford Garton	3	25/25
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	HUMA 1123	023/19102	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Caleb Mutch	3	23/25
HUMA 1123	001/15775	M W 8:40am - 9:55am 404 Dodge Building	Ashley Nail	3	25/25	HUMA 1123	024/22154	T Th 2:40pm - 3:55pm 404 Dodge Building	Magdalena Baczewska	3	24/25
HUMA 1123	002/61521	M W 8:40am - 9:55am 716 Hamilton Hall	Tina Fruehauf	3	24/25	HUMA 1123	025/60819	T Th 2:40pm - 3:55pm 405 Dodge Building	Vilde Aaslid	3	25/25
HUMA 1123	003/67089	M W 8:40am - 9:55am 405 Dodge Building	Ruth Longobardi	3	24/25	HUMA 1123	026/61055	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Caleb Mutch	3	25/25
HUMA 1123	004/64031	M W 8:40am - 9:55am 622 Dodge Building	Paula Harper	3	25/25	HUMA 1123	027/77770	T Th 4:10pm - 5:25pm 404 Dodge Building	Ashkan Behzadi	3	21/25
HUMA 1123	005/77397	M W 10:10am - 11:25am 404 Dodge Building	Ashley Nail	3	24/25	HUMA 1123	028/15361	T Th 4:10pm - 5:25pm 405 Dodge Building	Giuseppe Gerbino	3	25/25
HUMA 1123	006/20184	M W 10:10am - 11:25am 405 Dodge Building	Deborah Bradley-Kramer	3	23/25	HUMA 1123	029/20638	T Th 6:10pm - 7:25pm 404 Dodge Building	Ralph Whyte	3	23/25
HUMA 1123	007/73538	M W 10:10am - 11:25am 814 Dodge Building	Paul Clift	3	25/25	HUMA 1123	030/72068	T Th 6:10pm - 7:25pm 716 Hamilton Hall	Carmel Raz	3	20/25
HUMA 1123	008/76978	M W 1:10pm - 2:25pm 716 Hamilton Hall	Matthew Ricketts	3	25/25	HUMA 1123	031/17403	M W 10:10am - 11:25am 716 Hamilton Hall	Matthew Goodheart	3	25/25
HUMA 1123	009/65311	M W 2:40pm - 3:55pm 404 Dodge Building	Mahir Cetiz	3	25/25	HUMA 1123	032/69082	T Th 10:10am - 11:25am 716 Hamilton Hall	Joshua Navon	3	25/25
HUMA 1123	010/76393	M W 4:10pm - 5:25pm 404 Dodge Building	Mahir Cetiz	3	24/25	HUMA 1123	033/12066	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Elliott Cairns	3	20/25
HUMA 1123	011/17379	M W 4:10pm - 5:25pm 405 Dodge Building	Russell O'Rourke	3	25/25						

MUSI V1312 Introductory Ear Training. 1 point.

Lab Required

A student may place into a higher level of this course by passing an examination given on the first day of the class. V1312 is an introduction to basic skills in sight reading. Instruction includes reading rhythms in simple meter, solfège recitation, and sight-singing simple melodies.

Fall 2015: MUSI V1312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/26450	M W 12:10pm - 1:00pm 404 Dodge Building	Luke Schwartz	1	8/12
MUSI 1312	002/20548	T Th 3:10pm - 4:00pm 620 Dodge Building	Richard Miller	1	9/12

Spring 2016: MUSI V1312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/74283	M W 12:10pm - 1:00pm 404 Dodge Building	Preston Smith	1	14/12
MUSI 1312	002/23341	T Th 3:10pm - 4:00pm 803 Dodge Building	Ramin Amir Arjomand	1	8/12

MUSI W1500 Early Instruments. 1-2 points.

Prerequisites: an audition to be held during registration period in 618 Dodge. Contact the Music Performance Program for further details (854-1257) or access the Music Performance Program from the Music Department web page: www.music.columbia.edu.

Keyboards: K. Cooper. **Strings:** R. Morley. **Wind instruments:** TBA.

MUSI W1509 Organ Instruction I. 1-2 points.

Prerequisites: the instructor's permission.

MUSI W1513 Introduction To Piano I. 1 point.

Prerequisites: the instructor's permission.

MUSI W1515 Elementary Piano Instruction I. 1-2 points.

Prerequisites: *MUSI W1513-W1514* or the equivalent, and the instructor's permission.

MUSI W1517 Keyboard Harmony and Musicianship. 1 point.

Prerequisites: the instructor's permission.

Lessons emphasize the progressive development of a harmonic vocabulary representative of the techniques of the central tradition of 18th- and 19th-century music.

MUSI W1525 Instrumental Instruction I. 1-2 points.

Prerequisites: an audition to be held during the registration period in 618 Dodge. Contact the Music Performance Program for further details (212-854-1257) and Music Performance Program from the Music Dept web page at music.columbia.edu. Students participating in the orchestra are given preference when applying for private instrumental instruction.

MUSI V1598 Chamber Ensemble. 1-2 points.

Prerequisites: an audition to be held during the registration period, by appointment at 618 Dodge. Contact the Music Performance Program for further details (854-1257).

Students registering for chamber music receive ensemble training with the performance associates. Student chamber ensembles perform a recital at the conclusion of each semester and are given other opportunities to perform throughout the academic year. See further mpp.columbia.edu for current list of Music Performance Associates.

MUSI V1618 Columbia University Jazz Ensemble. 1-2 points.

Prerequisites: an audition to be held during the registration period, by appointment at 618 Dodge. Contact the Music Performance Program for further details (854-1257).

A small advanced jazz band. The repertoire will cover 1950's hard bop to more adventurous contemporary Avant Garde styles. Students will be required to compose and arrange for the group under the instructor's supervision.

MUSI V1625 World Music Ensemble. 1 point.

Prerequisites: the instructor's permission.

Introduce students to specific non-western and non-classical styles and cultures through active participation in group lessons and rehearsal, culminating each semester in at least one public performance. Ensembles offered are: Bluegrass; Japanese Gagaku; Klezmer; Latin Music.

MUSI V2020 Salsa, Soca, and Reggae: Popular Musics of the Caribbean. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART)., CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A survey of the major syncretic urban popular music styles of the Caribbean, exploring their origins, development, and sociocultural context.

Fall 2015: MUSI V2020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2020	001/66388	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Christopher Washburne	3	405/400

MUSI V2030 Jewish Music of New York. 3 points.

With the arrival of the first Jewish immigrants in New York in the mid-1600s until today, Jewish music in the City has oscillated between preserving traditions and introducing innovative ideas. This course explores the variety of ways people have used music to describe, inscribe, symbolize, and editorialize their Jewish experience. Diverse musical experiences will serve as a window to address wider questions of identity, memory, dislocation, and connections to New York's dynamic and eclectic music culture. We will experience the City's Jewish soundscape by visiting various venues and meeting key players in today's music scene, in order to engage in the ongoing dialogues that

define Jewishness in New York. Although a basic familiarity with Judaism and/or music is helpful for this course, it is by no means required. You do not need to know Jewish history to take this class, nor do you need to be musically literate. All translations will be provided, and all musical analysis will be well explained.

Fall 2015: MUSI V2030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2030	001/82783	T Th 11:40am - 12:55pm 716 Hamilton Hall	Tina Fruehauf	3	20

MUSI V2205 Introduction to Digital Music (Previously called MIDI Music Production Techniques). 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: *HUMA W1123* or the equivalent, and the instructor's permission.

An introduction to the potential of digital synthesis by means of the MIDI (Musical Instrument Digital Interface). Teaches proficiency in elementary and advanced MIDI techniques. Challenges some of the assumptions about music built into the MIDI specifications and fosters a creative approach to using MIDI machines.

Fall 2015: MUSI V2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2205	001/24491	T Th 1:10pm - 2:25pm 320 Prentiss Hall	Bradford Garton	3	17/16

MUSI V2314 Ear Training, I. 1 point.

Designed to improve the student's basic skills in sight-singing, and rhythmic and melodic dictation with an introduction to four-part harmonic dictation.

Fall 2015: MUSI V2314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/70221	M W 12:10pm - 1:00pm 814 Dodge Building	Richard Miller	1	13/12
MUSI 2314	002/62157	T Th 3:10pm - 4:00pm 814 Dodge Building	Ramin Amir Arjomand	1	13/12

Spring 2016: MUSI V2314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/22358	M W 12:10pm - 1:00pm 405 Dodge Building	Luke Schwartz	1	12/12
MUSI 2314	002/16844	T Th 3:10pm - 4:00pm 620 Dodge Building	Peter Susser	1	8/12

MUSI V2315 Ear Training, II. 1 point.

Techniques of sight-singing and dictation of diatonic melodies in simple and compound meter with strong emphasis on harmonic dictation.

Fall 2015: MUSI V2315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/71402	M W 3:10pm - 4:00pm 405 Dodge Building	Luke Schwartz	1	16/12
MUSI 2315	002/63044	T Th 12:10pm - 1:00pm 814 Dodge Building	Michael Joviala	1	7/12

Spring 2016: MUSI V2315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/72371	M W 3:10pm - 4:00pm 405 Dodge Building	Luke Schwartz	1	8/12
MUSI 2315	002/13705	T Th 12:10pm - 1:00pm 814 Dodge Building	Michael Joviala	1	7/12

MUSI V2318 Music Theory I. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART)., Lab Required

Prerequisites: *MUSI V1002* or the equivalent, as well as placement exam administered in the first class meeting every semester the course is offered. (Through Spring 2014, this course was entitled Diatonic Harmony and Counterpoint I.)

Corequisites: one course from Ear-Training I-IV (*V2314*, *V2315*, *V3316*, or *V3317*, as determined by placement exam.)

Elementary analysis and composition in a variety of modal and tonal idioms. A one-hour weekly lab is required, to be scheduled at the beginning of the term.

Fall 2015: MUSI V2318

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/77199	M W 1:10pm - 2:25pm 404 Dodge Building	Joseph Di Ponio	3	18/25
MUSI 2318	002/72327	T Th 10:10am - 11:25am 622 Dodge Building	Mariusz Kozak	3	10/25

Spring 2016: MUSI V2318

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/11071	M W 1:10pm - 2:25pm 622 Dodge Building	Elizabeth Adams	3	11/24

MUSI V2319 Music Theory II. 3 points.

Prerequisites: *MUSI V2318*.

Corequisites: one course from Ear-Training I-IV (*V2314*, *V2315*, *V3316*, or *V3317*, as determined by placement exam.)

Elementary analysis and composition in a variety of tonal idioms. (Through Spring 2014, this course was entitled Diatonic Harmony and Counterpoint II.)

Fall 2015: MUSI V2319

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/28117	M W 1:10pm - 2:25pm 405 Dodge Building	Benjamin Steege	3	20/25

Spring 2016: MUSI V2319

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/73549	T Th 10:10am - 11:25am 622 Dodge Building	Mariusz Kozak	3	17/20
MUSI 2319	002/74421	M W 1:10pm - 2:25pm 405 Dodge Building	Joseph Di Ponio	3	14/20

MUSI V2430 Listening and Sound in Cross-Cultural Perspective. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The objective of this course is to explore the relationship between listening, sound, and music across different cultures and in different historical moments and contexts. This will be explored by studying the historical formation of the sound archive of different parts of the world and the emergence of new technologies in the early twentieth century, and how different cultures consider the relation between natural and musical sounds.

Fall 2015: MUSI V2430

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2430	001/26221	M W 2:40pm - 3:55pm 622 Dodge Building	Ana Maria Ochoa	3	38/40

MUSI W2515 Intermediate Piano Instruction I. 1-2 points.Prerequisites: *MUSI W2515-W2516* or the equivalent, and the instructor's permission.**MUSI V3023 Late Beethoven. 3 points.**Prerequisites: *MUSI V2318-V2319* or the instructor's permission.

An examination of the visionary works of Beethoven's last dozen or so years as a composer, beginning with the revision of his only opera, *Fidelio*, in 1814, and continuing with the late piano sonatas, cello sonatas, string quartets, Diabelli variations, Ninth Symphony, and the *Missa Solemnis*. Topics will include late style, romanticism, politics, deafness, and the changing nature of the musical work and its performance.

Fall 2015: MUSI V3023

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3023	001/65944	T Th 4:10pm - 5:25pm 404 Dodge Building	Elaine Sisman	3	15/35

MUSI V3128 History of Western Music I: Middle Ages To Baroque. 3 points.Prerequisites: *MUSI V2318-V2319*. May be taken before or concurrently with this course.

Topics in Western music from Antiquity through Bach and Handel, focusing on the development of musical style and thought, and analysis of selected works.

Fall 2015: MUSI V3128

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MUSI 3128	001/68566	T Th 2:40pm - 3:55pm 622 Dodge Building	Giuseppe Gerbino	3	34/35
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MUSI V3168 The American Musical. 3 points.

Prerequisites: reading ability of music and some theoretical knowledge is required.

Musical theater is one of America's most vital and important art form. Several of its major creators studied at Columbia, including Richard Rodgers, Lorenz Hart, Oscar Hammerstein II, John Kander, and Fred Ebb. This course will present a historical survey of American musical theater from its origins in late nineteenth-century; through the musicals of figures like Kern, Gershwin, and Rodgers & Hammerstein; through Sondheim and the "megamusical" of Lloyd Webber. Focus will be on selected shows, through which broader cultural and musical trends will be examined.

Fall 2015: MUSI V3168

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3168	001/73275	M W 2:40pm - 3:55pm 404 Dodge Building	Walter Frisch	3	19/35

MUSI V3241 Projects in Composition I. 3 points.

Composition Faculty

Prerequisites: *MUSI V3310* or the instructor's permission. Composition in more extended forms. Survey of advanced techniques of contemporary composition. (Previously called Advanced Composition.)

Fall 2015: MUSI V3241

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3241	001/12500	M W 2:40pm - 3:55pm 620 Dodge Building	Sophia Di Castri	3	8

MUSI V3305 Theories of Heinrich Schenker. 3 points.Prerequisites: *MUSI V3322* or the instructor's permission.

Fulfills the requirement of either the 3000-level advanced theory elective or the nontonal course.

An examination of Schenker's concepts of the relation between strict counterpoint and free writing; "prolongation"; the "composing-out" of harmonies; the parallels and distinctions between "foreground," "middle ground," and "background"; and the interaction between composing-out and thematic processes to create "form."

Fall 2015: MUSI V3305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3305	001/60544	Th 9:10am - 10:00am 620 Dodge Building	Joseph Dubiel	3	2
MUSI 3305	001/60544	T 9:10am - 11:00am 620 Dodge Building	Joseph Dubiel	3	2

MUSI V3316 Ear Training, III. 1 point.

Sight-singing techniques of modulating diatonic melodies in simple, compound, or irregular meters that involve complex rhythmic patterns. Emphasis is placed on four-part harmonic dictation of modulating phrases.

Fall 2015: MUSI V3316

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/74977	M W 3:10pm - 4:00pm 814 Dodge Building	Richard Miller	1	11/12
MUSI 3316	002/16086	T Th 12:10pm - 1:00pm 620 Dodge Building	Peter Susser	1	15/12

Spring 2016: MUSI V3316

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/14347	M W 3:10pm - 4:00pm 814 Dodge Building	Richard Miller	1	10/12
MUSI 3316	002/63759	T Th 12:10pm - 1:00pm 404 Dodge Building	Peter Susser	1	13/12

MUSI V3317 Ear Training, IV. 1 point.

Techniques of musicianship at the intermediate level, stressing the importance of musical nuances in sight-singing. Emphasis is placed on chromatically inflected four-part harmonic dictation.

Fall 2015: MUSI V3317

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/76183	M W 4:10pm - 5:00pm 814 Dodge Building	Richard Miller	1	10/12
MUSI 3317	002/16604	T Th 4:10pm - 5:00pm 814 Dodge Building	Ramin Amir Arjomand	1	7/12

Spring 2016: MUSI V3317

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/61647	M W 4:10pm - 5:00pm 814 Dodge Building	Richard Miller	1	10/12
MUSI 3317	002/12064	T Th 4:10pm - 5:00pm 814 Dodge Building	Ramin Amir Arjomand	1	11/12

AHMM V3321 Introduction To the Musics of India and West Asia. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART)., CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations.

Fall 2015: AHMM V3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3321	001/76116	M W 6:10pm - 7:25pm	Alessandra Ciucci	3	21/25

622 Dodge Building

AHMM 3321	002/62880	M W 6:10pm - 7:25pm 620 Dodge Building	Nandini Banerjee	3	24/25
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MUSI V3321 Music Theory III. 3 points.

Lab Required

A one-hour weekly lab is required, to be scheduled at the beginning of the term.

Prerequisites: *MUSI V2319*.

Corequisites: one course from Ear-training I-IV (*V2314*, *V2315*, *V3316*, or *V3317*, as determined by placement exam.)

Intermediate analysis and composition in a variety of tonal idioms. (Through Spring 2014, this course was entitled Chromatic Harmony and Counterpoint I.)

Fall 2015: MUSI V3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/25422	M W 1:10pm - 2:25pm 620 Dodge Building	Richard Porterfield	3	7/25
MUSI 3321	002/73641	T Th 1:10pm - 2:25pm 404 Dodge Building	Ellie Hisama	3	12/25

Spring 2016: MUSI V3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/10527	M W 1:10pm - 2:25pm 620 Dodge Building	David Cohen	3	14/25

MUSI V3322 Music Theory IV. 3 points.

Prerequisites: *MUSI V3321*.

Corequisites: one course from Ear-Training I-IV (*V2314*, *V2315*, *V3316*, or *V3317*, as determined by placement exam.)

Intermediate analysis and composition in a variety of tonal and extended tonal idioms. (Through Spring 2014, this course was entitled Chromatic Harmony and Counterpoint II.) A one-hour weekly lab is required, to be scheduled at the beginning of the term.

Fall 2015: MUSI V3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/68364	T Th 1:10pm - 2:25pm 620 Dodge Building	Peter Susser	3	15/25

Spring 2016: MUSI V3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/10801	M W 1:10pm - 2:25pm 814 Dodge Building	Richard Porterfield	3	11/25
MUSI 3322	002/10974	T Th 1:10pm - 2:25pm 622 Dodge Building	Ellie Hisama	3	8/25

MUSI W3351 Music and the Brain from Descartes to Helmholtz. 3 points.

Priority given to music majors and concentrators.

Prerequisites: no prerequisites required.

This undergraduate seminar offers historical and critical perspectives on music and the brain between approximately 1660 and 1870. Through engaging with scholarship and primary sources from disciplines including musicology, philosophy, and the history of science and medicine, we will focus on the role of music in shifting understandings of mental states, aesthetic ideals, methods of treatment, and questions of sensation, attention, and cognition. We will examine the role of resonance and vibration in various models of mental activity, conceptualizations of music as a healing or destabilizing medium, as well as the role of musical instruments and sounds in different philosophical and physiological theories of the body. Based on our readings and investigations, students will develop new strategies for engaging with music from analytical, historical, and scientific perspectives. The course is intended to foster interdisciplinary engagement between musicology, the history of science and medicine, and disability studies, providing students with critical tools to examine constructions of music and the brain in various contexts.

Fall 2015: MUSI W3351

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3351	001/11051	M 4:10pm - 6:00pm 620 Dodge Building	Carmel Raz	3	15/15

MUSI W3515 Advanced Piano Instruction I. 2 points.

Prerequisites: *MUSI W2515-W2516* or the equivalent, and the instructor's permission.

MUSI W3995 Honors Research. 3 points.

Open to honors candidates in music only.

Prerequisites: a formal proposal to be submitted and approved prior to registration; see the director of undergraduate studies for details.

A creative/scholarly project conducted under faculty supervision, leading to completion of an honors essay, composition, or the equivalent.

MUSI V3998 Supervised Independent Study. 3 points.

Prerequisites: approval prior to registration; see the director of undergraduate studies for details.

A creative/scholarly project conducted under faculty supervision.

MUSI W4318 Ear Training, V. 1 point.

Advanced dictation, sight singing, and musicianship, with emphasis on 20th-century music.

Fall 2015: MUSI W4318

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4318	001/75279	M W 12:10pm - 1:00pm 622 Dodge Building	Peter Susser	1	9

MUSI G4401 Field Methods and Techniques in Ethnomusicology. 3 points.

The goals of this course are practice-oriented. The end result will be short fieldwork-based project of approximately 20 pages in

length. In order to complete the paper, students will conduct fieldwork, read and synthesize relevant literatures, and think carefully about the questions in which they are interested and methods of addressing them through ethnographic inquiry.

Fall 2015: MUSI G4401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4401	001/67622	T 4:10pm - 6:00pm 701c Dodge Building	Aaron Fox	3	5/20

MUSI G4500 Jazz Transcription and Analysis. 3 points.

Prerequisites: the instructor's permission.

A progressive course in transcribing, proceeding from single lines to full scale sections and ensembles. Stylistic analysis based on new and previously published transcriptions.

Fall 2015: MUSI G4500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4500	001/73389	Th 10:10am - 12:00pm 620 Dodge Building	Christopher Washburne	3	14/20

MUSI W4525 Instrumentation. 3 points.

Open to both graduate and advanced music major undergraduate students.

Prerequisites: extensive musical background.

Analysis of instrumentation, with directional emphasis on usage, ranges, playing techniques, tone colors, characteristics, interactions and tendencies, all derived from the classic orchestral repertoire. Topics will include theoretical writings on the classical repertoire as well as 20th century instrumentation and its advancement. Additional sessions with live orchestral demonstrations are included as part of the course.

Fall 2015: MUSI W4525

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4525	001/26343	T Th 1:10pm - 2:25pm 814 Dodge Building	Jeffrey Milarsky	3	10

SPRING 2016

MUSI V1002 Fundamentals of Music. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Corequisites: Introductory Ear-Training (*V1312*, or higher, as determined by placement exam).

Introduction to music, including notation, written and aural skills, and basic conceptual resources of music theory. Exploration of scale, mode, rhythm, meter, texture and form, with reference to a diverse range of musics. (Through Spring 2014, this course was entitled Fundamentals of Western Music.)

Fall 2015: MUSI V1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment						
MUSI 1002	001/63844	M W 4:10pm - 5:25pm 622 Dodge Building	Maevie Sterbenz	3	14/25	HUMA 1123	015/68580	405 Dodge Building M W 6:10pm - 7:25pm 716 Hamilton Hall	Thomas Fogg	3	22/24
MUSI 1002	002/65707	T Th 4:10pm - 5:25pm 622 Dodge Building	Benjamin Hansberry	3	18/25	HUMA 1123	016/65365	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	24/24
Spring 2016: MUSI V1002						HUMA 1123	017/12079	T Th 8:40am - 9:55am 405 Dodge Building	Sky Macklay	3	22/24
MUSI 1002	001/28896	M W 4:10pm - 5:25pm 622 Dodge Building	Orit Hilewicz	3	19/30	HUMA 1123	018/68105	T Th 8:40am - 9:55am 622 Dodge Building	Russell O'Rourke	3	23/24
MUSI 1002	002/66890	T Th 4:10pm - 5:25pm 622 Dodge Building	Galen DeGraf	3	14/30	HUMA 1123	019/74876	T Th 8:40am - 9:55am 716 Hamilton Hall	Matthew Goodheart	3	22/24
HUMA W1123 Masterpieces of Western Music. 3 points.						HUMA 1123	020/14384	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	23/24
Analysis and discussion of representative works from the Middle Ages to the present.						HUMA 1123	021/16958	T Th 10:10am - 11:25am 716 Hamilton Hall	Ralph Whyte	3	20/24
Fall 2015: HUMA W1123						HUMA 1123	022/17566	T Th 1:10pm - 2:25pm 405 Dodge Building	Martha Newland	3	24/24
HUMA 1123	001/65334	M W 8:40am - 9:55am 404 Dodge Building	Ruth Longobardi	3	24/24	HUMA 1123	023/22033	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Paul Clift	3	25/24
HUMA 1123	002/23456	M W 8:40am - 9:55am 405 Dodge Building	Ashley Nail	3	24/24	HUMA 1123	024/10049	T Th 2:40pm - 3:55pm 405 Dodge Building	Marilyn McCoy	3	25/24
HUMA 1123	003/64039	M W 8:40am - 9:55am 622 Dodge Building	Joshua Navon	3	22/24	HUMA 1123	025/27427	T Th 2:40pm - 3:55pm 404 Dodge Building	Magdalena Baczewska	3	21/24
HUMA 1123	004/63798	M W 8:40am - 9:55am 716 Hamilton Hall	Mahir Cetiz	3	24/24	HUMA 1123	026/63365	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Paula Harper	3	23/24
HUMA 1123	005/25903	M W 10:10am - 11:25am 404 Dodge Building	Julia Doe	3	22/24	HUMA 1123	027/67583	T Th 4:10pm - 5:25pm 405 Dodge Building	Edgardo Salinas	3	22/24
HUMA 1123	006/70498	M W 10:10am - 11:25am 405 Dodge Building	Ashley Nail	3	25/24	HUMA 1123	028/19685	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Rodolfo Toledo	3	24/24
HUMA 1123	007/69419	M W 10:10am - 11:25am 716 Hamilton Hall	Mahir Cetiz	3	24/24	HUMA 1123	029/13060	T Th 6:10pm - 7:25pm 404 Dodge Building	Ryan Pratt	3	23/24
HUMA 1123	008/15512	M W 1:10pm - 2:25pm 716 Hamilton Hall	Deborah Bradley-Kramer	3	23/24	HUMA 1123	030/67071	T Th 6:10pm - 7:25pm 716 Hamilton Hall	David Gutkin	3	24/24
HUMA 1123	009/60692	M W 2:40pm - 3:55pm 716 Hamilton Hall	Caleb Mutch	3	23/24	HUMA 1123	031/12153	M W 8:40am - 9:55am 814 Dodge Building	Ashkan Behzadi	3	21/24
HUMA 1123	010/24446	M W 4:10pm - 5:25pm 404 Dodge Building	Benjamin Steege	3	23/24	HUMA 1123	032/12451	T Th 8:40am - 9:55am 814 Dodge Building	John Rot	3	25/24
HUMA 1123	011/62105	M W 4:10pm - 5:25pm 405 Dodge Building	Vilde Aaslid	3	18/24	HUMA 1123	033/12651	T Th 10:10am - 11:25am 405 Dodge Building	Martha Newland	3	25/24
HUMA 1123	012/64945	M W 4:10pm - 5:25pm 716 Hamilton Hall	Caleb Mutch	3	24/24	Spring 2016: HUMA W1123					
HUMA 1123	013/25837	M W 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	22/24	Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1123	014/68355	M W 6:10pm - 7:25pm	Brian Glasenapp	3	20/24	HUMA 1123	001/15775	M W 8:40am - 9:55am 404 Dodge Building	Ashley Nail	3	25/25
						HUMA 1123	002/61521	M W 8:40am - 9:55am 716 Hamilton Hall	Tina Fruehauf	3	24/25

HUMA 1123	003/67089	M W 8:40am - 9:55am 405 Dodge Building	Ruth Longobardi	3	24/25
HUMA 1123	004/64031	M W 8:40am - 9:55am 622 Dodge Building	Paula Harper	3	25/25
HUMA 1123	005/77397	M W 10:10am - 11:25am 404 Dodge Building	Ashley Nail	3	24/25
HUMA 1123	006/20184	M W 10:10am - 11:25am 405 Dodge Building	Deborah Bradley-Kramer	3	23/25
HUMA 1123	007/73538	M W 10:10am - 11:25am 814 Dodge Building	Paul Clift	3	25/25
HUMA 1123	008/76978	M W 1:10pm - 2:25pm 716 Hamilton Hall	Matthew Ricketts	3	25/25
HUMA 1123	009/65311	M W 2:40pm - 3:55pm 404 Dodge Building	Mahir Cetiz	3	25/25
HUMA 1123	010/76393	M W 4:10pm - 5:25pm 404 Dodge Building	Mahir Cetiz	3	24/25
HUMA 1123	011/17379	M W 4:10pm - 5:25pm 405 Dodge Building	Russell O'Rourke	3	25/25
HUMA 1123	012/68479	M W 4:10pm - 5:25pm 716 Hamilton Hall	Edgardo Salinas	3	22/25
HUMA 1123	013/61226	M W 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	24/25
HUMA 1123	014/64767	M W 6:10pm - 7:25pm 405 Dodge Building	Ryan Pratt	3	25/25
HUMA 1123	015/28350	M W 6:10pm - 7:25pm 716 Hamilton Hall	Thomas Fogg	3	25/25
HUMA 1123	016/74373	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	25/25
HUMA 1123	017/65201	T Th 8:40am - 9:55am 405 Dodge Building	Brian Glasenapp	3	23/25
HUMA 1123	018/14893	T Th 8:40am - 9:55am 622 Dodge Building	John Rot	3	23/25
HUMA 1123	019/24581	T Th 8:40am - 9:55am 716 Hamilton Hall	Benjamin Hansberry	3	22/25
HUMA 1123	020/64476	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	25/25
HUMA 1123	021/28899	T Th 10:10am - 11:25am 405 Dodge Building	Susan Boynton	3	22/22
HUMA 1123	022/73193	T Th 1:10pm - 2:25pm 405 Dodge Building	Bradford Garton	3	25/25
HUMA 1123	023/19102	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Caleb Mutch	3	23/25
HUMA 1123	024/22154	T Th 2:40pm - 3:55pm 404 Dodge Building	Magdalena Baczkewska	3	24/25

HUMA 1123	025/60819	T Th 2:40pm - 3:55pm 405 Dodge Building	Vilde Aaslid	3	25/25
HUMA 1123	026/61055	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Caleb Mutch	3	25/25
HUMA 1123	027/77770	T Th 4:10pm - 5:25pm 404 Dodge Building	Ashkan Behzadi	3	21/25
HUMA 1123	028/15361	T Th 4:10pm - 5:25pm 405 Dodge Building	Giuseppe Gerbino	3	25/25
HUMA 1123	029/20638	T Th 6:10pm - 7:25pm 404 Dodge Building	Ralph Whyte	3	23/25
HUMA 1123	030/72068	T Th 6:10pm - 7:25pm 716 Hamilton Hall	Carmel Raz	3	20/25
HUMA 1123	031/17403	M W 10:10am - 11:25am 716 Hamilton Hall	Matthew Goodheart	3	25/25
HUMA 1123	032/69082	T Th 10:10am - 11:25am 716 Hamilton Hall	Joshua Navon	3	25/25
HUMA 1123	033/12066	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Elliott Cairns	3	20/25

MUSI V1312 Introductory Ear Training. *1 point.* Lab Required

A student may place into a higher level of this course by passing an examination given on the first day of the class. V1312 is an introduction to basic skills in sight reading. Instruction includes reading rhythms in simple meter, solfege recitation, and sight-singing simple melodies.

Fall 2015: MUSI V1312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/26450	M W 12:10pm - 1:00pm 404 Dodge Building	Luke Schwartz	1	8/12
MUSI 1312	002/20548	T Th 3:10pm - 4:00pm 620 Dodge Building	Richard Miller	1	9/12

Spring 2016: MUSI V1312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/74283	M W 12:10pm - 1:00pm 404 Dodge Building	Preston Smith	1	14/12
MUSI 1312	002/23341	T Th 3:10pm - 4:00pm 803 Dodge Building	Ramin Amir Arjomand	1	8/12

MUSI W1501 Early Instruments. *1-2 points.*

Prerequisites: an audition to be held during registration period in 618 Dodge. Contact the Music Performance Program for further details (854-1257) or access the Music Performance Program from the Music Department web page: www.music.columbia.edu.

Keyboards: K. Cooper. **Strings:** R. Morley. **Wind instruments:** TBA.

MUSI W1510 Organ Instruction II. 1-2 points.

Prerequisites: the instructor's permission.

MUSI W1514 Introduction To Piano II. 1 point.

Prerequisites: the instructor's permission.

MUSI W1516 Elementary Piano Instruction II. 1-2 points.

Prerequisites: *MUSI W1513-W1514* or the equivalent, and the instructor's permission.

MUSI W1518 Keyboard Harmony and Musicianship. 1 point.

Prerequisites: the instructor's permission.

Lessons emphasize the progressive development of a harmonic vocabulary representative of the techniques of the central tradition of 18th- and 19th-century music.

MUSI W1526 Instrumental Instruction II. 1-2 points.

Prerequisites: an audition to be held during the registration period in 618 Dodge. Contact the Music Performance Program for further details (212-854-1257) and Music Performance Program from the Music Dept web page at music.columbia.edu. Students participating in the orchestra are given preference when applying for private instrumental instruction.

MUSI V2025 The Opera. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: *HUMA W1123* or the equivalent.

The development of opera from Monteverdi to the present. IN FALL 2011, THE OPERA WILL BE OFFERED MON/WED 2:40-3:55 in 622 DODGE.

Spring 2016: MUSI V2025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2025	001/73645	T Th 11:40am - 12:55pm 405 Dodge Building	Julia Doe	3	7

MUSI V2206 Introduction to Digital Music (Previously called MIDI Music Production Techniques). 3 points.

Prerequisites: *HUMA W1123* or the equivalent, and the instructor's permission.

An introduction to the potential of digital synthesis by means of the MIDI (Musical Instrument Digital Interface). Teaches proficiency in elementary and advanced MIDI techniques. Challenges some of the assumptions about music built into the MIDI specifications and fosters a creative approach to using MIDI machines.

Spring 2016: MUSI V2206

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2206	001/15963	T Th 1:10pm - 2:25pm 317 Prentis Hall	David Bird	3	19/18

MUSI V2314 Ear Training, I. 1 point.

Designed to improve the student's basic skills in sight-singing, and rhythmic and melodic dictation with an introduction to four-part harmonic dictation.

Fall 2015: MUSI V2314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/70221	M W 12:10pm - 1:00pm 814 Dodge Building	Richard Miller	1	13/12
MUSI 2314	002/62157	T Th 3:10pm - 4:00pm 814 Dodge Building	Ramin Amir Arjomand	1	13/12

Spring 2016: MUSI V2314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/22358	M W 12:10pm - 1:00pm 405 Dodge Building	Luke Schwartz	1	12/12
MUSI 2314	002/16844	T Th 3:10pm - 4:00pm 620 Dodge Building	Peter Susser	1	8/12

MUSI V2315 Ear Training, II. 1 point.

Techniques of sight-singing and dictation of diatonic melodies in simple and compound meter with strong emphasis on harmonic dictation.

Fall 2015: MUSI V2315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/71402	M W 3:10pm - 4:00pm 405 Dodge Building	Luke Schwartz	1	16/12
MUSI 2315	002/63044	T Th 12:10pm - 1:00pm 814 Dodge Building	Michael Joviala	1	7/12

Spring 2016: MUSI V2315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/72371	M W 3:10pm - 4:00pm 405 Dodge Building	Luke Schwartz	1	8/12
MUSI 2315	002/13705	T Th 12:10pm - 1:00pm 814 Dodge Building	Michael Joviala	1	7/12

MUSI V2318 Music Theory I. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART)., Lab Required

Prerequisites: *MUSI V1002* or the equivalent, as well as placement exam administered in the first class meeting every semester the course is offered. (Through Spring 2014, this course was entitled Diatonic Harmony and Counterpoint I.) Corequisites: one course from Ear-Training I-IV (*V2314*, *V2315*, *V3316*, or *V3317*, as determined by placement exam.) Elementary analysis and composition in a variety of modal and tonal idioms. A one-hour weekly lab is required, to be scheduled at the beginning of the term.

Fall 2015: MUSI V2318

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/77199	M W 1:10pm - 2:25pm 404 Dodge Building	Joseph Di Ponio	3	18/25
MUSI 2318	002/72327	T Th 10:10am - 11:25am 622 Dodge Building	Mariusz Kozak	3	10/25

Spring 2016: MUSI V2318

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/11071	M W 1:10pm - 2:25pm 622 Dodge Building	Elizabeth Adams	3	11/24

MUSI V2319 Music Theory II. 3 points.

Prerequisites: *MUSI V2318*.

Corequisites: one course from Ear-Training I-IV (*V2314*, *V2315*, *V3316*, or *V3317*, as determined by placement exam.)

Elementary analysis and composition in a variety of tonal idioms. (Through Spring 2014, this course was entitled Diatonic Harmony and Counterpoint II.)

Fall 2015: MUSI V2319

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/28117	M W 1:10pm - 2:25pm 405 Dodge Building	Benjamin Steege	3	20/25

Spring 2016: MUSI V2319

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/73549	T Th 10:10am - 11:25am 622 Dodge Building	Mariusz Kozak	3	17/20
MUSI 2319	002/74421	M W 1:10pm - 2:25pm 405 Dodge Building	Joseph Di Ponio	3	14/20

MUSI V2500 Women and Music. 3 points.

This course explores the relationship between women, music, and performance from a thematic and a cross-cultural perspective. Through the analysis of different case studies, we will investigate different topics from the perspective of ethnomusicology, cultural anthropology, and performance studies. A number of critical questions we will consider include: how does a particular gender ideology constructs and is constructed by musical aesthetics? What are some of the critical roles for women in performance?

What is the significance of gender in performances? What does it mean for women to have have and to be the voice? And how is a musical performance bound up with emotions?

Spring 2016: MUSI V2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2500	001/68009	M W 1:10pm - 2:25pm 404 Dodge Building	Alessandra Ciucci	3	7/40

MUSI W2516 Intermediate Piano Instruction II. 1-2 points.

Prerequisites: *MUSI W2515-W2516* or the equivalent, and the instructor's permission.

MUSI V3129 History of Western Music II: Classical To the 20th Century. 3 points.

Prerequisites: *MUSI V2318-2319*. May be taken before or concurrently with this course.

Topics in Western music from the Classical era to the present day, focusing on the development of musical style and thought, and on analysis of selected works.

Spring 2016: MUSI V3129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3129	001/70094	T Th 2:40pm - 3:55pm 622 Dodge Building	Julia Doe	3	28/40

MUSI V3310 Techniques of 20th-Century Music. 3 points.

Prerequisites: *MUSI V3322* or the instructor's permission.

Materials, styles, and techniques of 20th-century music. Topics include scales, chords, sets, atonality, serialism, neoclassicism, and rhythm.

Spring 2016: MUSI V3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3310	001/23283	M W 2:40pm - 3:55pm 620 Dodge Building	Sophia Di Castri	3	5/25

MUSI V3316 Ear Training, III. 1 point.

Sight-singing techniques of modulating diatonic melodies in simple, compound, or irregular meters that involve complex rhythmic patterns. Emphasis is placed on four-part harmonic dictation of modulating phrases.

Fall 2015: MUSI V3316

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/74977	M W 3:10pm - 4:00pm 814 Dodge Building	Richard Miller	1	11/12
MUSI 3316	002/16086	T Th 12:10pm - 1:00pm 620 Dodge Building	Peter Susser	1	15/12

Spring 2016: MUSI V3316

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/14347	M W 3:10pm - 4:00pm 814 Dodge Building	Richard Miller	1	10/12
MUSI 3316	002/63759	T Th 12:10pm - 1:00pm 404 Dodge Building	Peter Susser	1	13/12

MUSI V3317 Ear Training, IV. 1 point.

Techniques of musicianship at the intermediate level, stressing the importance of musical nuances in sight-singing. Emphasis is placed on chromatically inflected four-part harmonic dictation.

Fall 2015: MUSI V3317

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/76183	M W 4:10pm - 5:00pm 814 Dodge Building	Richard Miller	1	10/12

MUSI 3317	002/16604	T Th 4:10pm - 5:00pm 814 Dodge Building	Ramin Amir Arjomand	1	7/12
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Spring 2016: MUSI V3317

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/61647	M W 4:10pm - 5:00pm 814 Dodge Building	Richard Miller	1	10/12
MUSI 3317	002/12064	T Th 4:10pm - 5:00pm 814 Dodge Building	Ramin Amir Arjomand	1	11/12

AHMM V3320 Introduction To the Musics of East Asia and Southeast Asia. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART)., CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations.

Spring 2016: AHMM V3320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3320	001/17836	M W 6:10pm - 7:25pm 622 Dodge Building	Shannon Garland	3	20/25
AHMM 3320	002/72355	M W 6:10pm - 7:25pm 620 Dodge Building	Emily Clark	3	25/25

MUSI V3321 Music Theory III. 3 points.

Lab Required

A one-hour weekly lab is required, to be scheduled at the beginning of the term.

Prerequisites: *MUSI V2319*.

Corequisites: one course from Ear-training I-IV (*V2314*, *V2315*, *V3316*, or *V3317*, as determined by placement exam.)

Intermediate analysis and composition in a variety of tonal idioms. (Through Spring 2014, this course was entitled Chromatic Harmony and Counterpoint I.)

Fall 2015: MUSI V3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/25422	M W 1:10pm - 2:25pm 620 Dodge Building	Richard Porterfield	3	7/25
MUSI 3321	002/73641	T Th 1:10pm - 2:25pm 404 Dodge Building	Ellie Hisama	3	12/25

Spring 2016: MUSI V3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/10527	M W 1:10pm - 2:25pm 620 Dodge Building	David Cohen	3	14/25

MUSI V3322 Music Theory IV. 3 points.

Prerequisites: *MUSI V3321*.

Corequisites: one course from Ear-Training I-IV (*V2314*, *V2315*, *V3316*, or *V3317*, as determined by placement exam.)

Intermediate analysis and composition in a variety of tonal and extended tonal idioms. (Through Spring 2014, this course was entitled Chromatic Harmony and Counterpoint II.) A one-hour weekly lab is required, to be scheduled at the beginning of the term.

Fall 2015: MUSI V3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/68364	T Th 1:10pm - 2:25pm 620 Dodge Building	Peter Susser	3	15/25

Spring 2016: MUSI V3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/10801	M W 1:10pm - 2:25pm 814 Dodge Building	Richard Porterfield	3	11/25
MUSI 3322	002/10974	T Th 1:10pm - 2:25pm 622 Dodge Building	Ellie Hisama	3	8/25

MUSI V3335 Analysis of Alternative Music. 3 points.

Corequisites: MUSI V3321 or equivalent.

In this highly participatory music theory seminar, we will analyze in depth some unusual patterns of harmony and melody across a range of alternative music: tracks by the alt-rock bands Radiohead and Portishead, the singer-songwriters Bjork and Sufjan Stevens, the "alt-classical" composer Max Richter, and the alternative electronic artists Aphex Twin, Boards of Canada, and Autechre. Student work will include weekly model compositions, and a final presentation and paper.

Spring 2016: MUSI V3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3335	001/60031	T Th 11:40am - 12:55pm 716 Hamilton Hall	Marlon Feld	3	8/12

MUSI V3400 Topics in Music and Society. 3 points.

Music Majors and Concentrators.

This course seeks to approach the study of music and society by comparatively studying repertoires from different parts of the world, how the history of ideas and methods of studying such repertoires shaped them, the practices that constitute them and the ways they are understood and used by different peoples.

Central to this course is the interrelationship between the constitution of a repertoire and the history of the construction of knowledge about it.

Spring 2016: MUSI V3400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3400	001/18625	T Th 1:10pm - 2:25pm 717 Hamilton Hall	Aaron Fox	3	47

MUSI W3516 Advanced Piano Instruction II. 2 points.

Prerequisites: *MUSI W2515-W2516* or the equivalent, and the instructor's permission.

MUSI V3630 Recorded Sound. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Prerequisites: the instructor's permission.

Main objective is to gain a familiarity with and understanding of recording, editing, mixing, and mastering of recorded music and sounds using Pro Tools software. Discusses the history of recorded production, microphone technique, and the idea of using the studio as an instrument for the production and manipulation of sound.

Spring 2016: MUSI V3630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3630	001/19903	Th 10:00am - 12:50pm 317 Prentiss Hall	David Adamcyk	3	11/7

MUSI V3635 The History of Music Production Techniques. 3 points.

As music moves into the 21st century, we find ourselves surrounded by an ever-evolving landscape of technological capability. The world of music, and the music industry itself, is changing rapidly, and with that change comes the opening – and closing – of doorways of possibility. What does this shift mean for today's practicing artist or composer? With big label recording studios signing and nurturing fewer and fewer artists, it seems certain that, today, musicians who want to record and distribute their music need to be able to do much of the recording and production work on their own. How does one learn to understand what they hear, re-create what they like and develop their own style? This class, "The History and Techniques of Music Production," aims to be the answer. Its goal is to teach artists how to listen critically to music from across history and genres in order to identify the production techniques that they hear, and reproduce those elements using modern technology so they can be incorporated into the artist's own musical works.

Spring 2016: MUSI V3635

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3635	001/86536	M W 11:40am - 12:55pm 622 Dodge Building	Terence Pender	3	20/20

MUSI W3996 Honors Research. 3 points.

Open to honors candidates in music only.

Prerequisites: a formal proposal to be submitted and approved prior to registration; see the director of undergraduate studies for details.

A creative/scholarly project conducted under faculty supervision, leading to completion of an honors essay, composition, or the equivalent.

MUSI V3999 Supervised Independent Study. 3 points.

Prerequisites: approval prior to registration; see the director of undergraduate studies for details.

A creative/scholarly project conducted under faculty supervision.

MUSI W4151 New York Avant-Garde: Music and Performance Since 1950. 3 points.

Priority given to music majors and concentrators, and Music Department graduate students.

This course explores New York's avant-garde music scenes and networks since 1950. Examples are drawn from a wide range of music, including "downtown" minimalism, "uptown" serialism, free jazz, and punk rock. In addition to investigating the aesthetic and conceptual underpinnings of these genres, we will study their entwinement with venues and institutions such as the Columbia-Princeton Electronic Music Center, the Harlem Cultural Council, the Kitchen, the Black Arts Repertory Theatre and School, the Brooklyn Academy of Music, and CBGB. We will have the chance to visit a number of these spaces. Although music will be our primary lens through which to study New York's postwar cultural life, we will also explore interconnections between music, visual art, and theater in Fluxus, intermedia, and performance art movements. As such, this course is heavily interdisciplinary, and we will read widely in musicology, art history, literary theory, media studies, sociology, and performance studies. Each week's discussion will be guided by these readings, as well as by in-class and out-of-class listening. Musicians/composers/artists to be studied include John Cage, Meredith Monk, Ornette Coleman, Milton Babbitt, Laurie Anderson, the Afro-American Singing Theater, La Monte Young, Robert Ashley, Philip Glass, the Velvet Underground, Joan La Barbara, Anthony Braxton, Elliott Carter, the Talking Heads, John Zorn, Richard Foreman, Robert Wilson, and Julius Eastman.

MUSI G4360 Analysis of Tonal Music. 3 points.

Prerequisites: *MUSI V3321* or the equivalent.

Fulfills the requirement of the 3000-level advanced theory elective. This course was previously offered as V3360, Pre-Tonal and Tonal Analysis. Detailed analysis of selected tonal compositions. This course, for advanced undergraduates and beginning graduates, is intended to develop understanding of tonal compositions and of theoretical concepts that apply to them, through study of specific works in various forms and styles.

Spring 2016: MUSI G4360

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4360	001/26281	W 10:10am - 12:00pm 620 Dodge Building	Benjamin Steege	3	3

MUSI W4405 Music and Language. 3 points.

Prerequisite: music major or instructor's permission. A survey of 20th-century literatures on the music/language relationship. Emphasis on semiotic and social-scientific paradigms.

Spring 2016: MUSI W4405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4405	001/72558	T Th 6:10pm - 7:25pm 622 Dodge Building	Aaron Fox	3	26/40

MUSI G4425 Sounding Islam. 3 points.

The objective of this course is to explore the relationship between sound, music and Islam and, in doing so, to focus on a philosophy of listening (*sama'*) which is deeply embedded in the experiential. The course aims to analyze how sound and music directly or indirectly associated with Islam are produced, circulated, and listened to by a wide variety of audiences in local and transnational settings; to explore the ways in which multiple sonic dimensions of Islam have affected the public sphere in different historical moments and contexts (particular in relation to ideas about nationalism, secularism and modernity); and to examine the effect of these sonic dimensions on Muslim and non-Muslim listeners in a local and a transnational perspective.

Spring 2016: MUSI G4425

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4425	001/75949	T 4:10pm - 6:00pm 701c Dodge Building	Alessandra Ciucci	3	10/20

MUSI W4515 Conducting Music. 3 points.

Prerequisites: advanced music major and extensive contemporary music background.

Analysis of the modern repertory of contemporary music with directional emphasis on actual conducting preparation, beating patterns, rhythmic notational problems, irregular meters, communication, and transference of musical ideas. Topics will include theoretical writing on 20th-century conducting, orchestration, and phrasing.

Spring 2016: MUSI W4515

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4515	001/97198	T Th 1:10pm - 2:25pm 814 Dodge Building	Jeffrey Milarsky	3	9/8

OF RELATED INTEREST

Women's and Gender Studies

WMST W3153	Sexing Art Sound
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PHILOSOPHY

Departmental Office: 708 Philosophy; 212-854-3196
www.philosophy.columbia.edu

Director of Undergraduate Studies: Michele Moody-Adams,
702 Philosophy; 212-851-9522; moody-adams@columbia.edu

Economics-Philosophy Adviser: John Collins, 714 Philosophy;
212-854-3970; jdc9@columbia.edu

Students interested in philosophy may pursue a major either in philosophy or in economics-philosophy. Because philosophy treats issues fundamental to both the sciences and the humanities, students are also welcome to combine their philosophy major with work in other fields. Before declaring a major in philosophy or economics-philosophy, and before deciding to combine philosophy with another discipline, students should meet with the director of undergraduate studies to formulate the program best for them.

Philosophy majors are given a foundation in logic and philosophical methodology, and are asked to confront fundamental questions in the main areas of philosophy: epistemology and metaphysics, ethics and political philosophy, philosophy of mind and language, and history of philosophy. The department requires that all majors take at least one seminar (PHIL C3912), designed to allow students to focus on particular philosophical issues or texts in greater depth. Outstanding seniors may also pursue their own philosophical project in a senior thesis.

Over and above the courses required of all majors, there is room for considerable flexibility. Through an appropriate choice of electives from among the department's offerings (and from related courses in other departments), there are special opportunities for focusing more intensively on one or two subfields of philosophy, e.g., logic and the philosophy of mathematics, philosophy of science, ethics and political philosophy, or the history of philosophy. Students should consult with the director of undergraduate studies on how best to pursue such programs.

STUDY ABROAD: REID HALL, PARIS

For information on the Columbia in Paris Program at Reid Hall, including summer courses, consult the *Columbia University in Paris Bulletin* (available in 606 Kent and on-line at the Office of Global Programs (<http://ogp.columbia.edu>) website), call 212-854-2559, or send an e-mail to reidhall@columbia.edu. For information on applicability of Reid Hall courses to the major or concentration, consult the director of undergraduate studies.

GRADING

Courses in which a grade of D has been received do not count toward the major or concentration requirements.

SENIOR THESIS

Senior thesis undergraduates majoring in philosophy or economics-philosophy may apply to write a senior thesis. Students who wish to write a thesis should approach a faculty member at the end of their junior or beginning of their senior year, and begin working on the application early in the fall semester of their senior year. Applications are due in early December, and are reviewed by a committee which includes the director of undergraduate studies; students are notified of the committee's decision within two weeks. Students whose applications are approved should register for their faculty adviser's section of Supervised Senior Research for the spring term of the senior year. Theses are due in early April. All students who complete theses are considered for departmental honors.

DEPARTMENTAL HONORS

Departmental honors are highly competitive. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

In order to qualify for departmental honors in philosophy, a student must have a GPA of at least 3.6 in the major. For students with a GPA of 3.6 or above, there are two possible routes to consideration:

1. A student may complete a senior thesis; all students who complete senior theses are considered for honors.
2. A student may be nominated by a faculty member early in the spring semester of the senior year; nominated students are invited to submit a writing sample. A nominated student who is also writing a thesis may submit their thesis as the writing sample, or may choose to submit a different work.

Both the senior theses and writing samples are due in early April. The departmental honors committee then reviews the submitted material and the academic records of the students, and reports to the full faculty. The full faculty then decide which students to recommend for departmental honors.

FACULTY PROFESSORS

- David Albert
- Akeel Bilgrami
- Taylor Carman (Barnard)
- Haim Gaifman
- Lydia Goehr
- Robert Gooding-Williams
- Axel Honneth
- Patricia Kitcher
- Philip Kitcher
- Wolfgang Mann
- Christia Mercer
- Michele Moody-Adams

- Fred Neuhouser (Chair, Barnard)
- Christopher Peacocke (Chair)
- Carol Rovane
- Achille Varzi
- Katja Vogt

ASSOCIATE PROFESSORS

- John Collins

ASSISTANT PROFESSORS

- Justin Clarke-Doane
- Tamar Lando
- Karen Lewis (Barnard)
- John Morrison (Barnard)
- Elliot Paul (Barnard)
- Kathryn Tabb

AFFILIATED FACULTY

- Souleymane Bachir Diagne (French and Romance Philology)
- Jon Elster (Political Science)
- Kent Greenawalt (University Professor)
- Wayne Proudfoot (Religion)
- Joseph Raz (Law School)
- Gayatri Spivak (University Professor)

REQUIREMENTS

MAJOR IN PHILOSOPHY

Students considering a major in philosophy are strongly encouraged to meet with the director of undergraduate studies early in their sophomore year. All majors must consult with the director of undergraduate studies each term before registering for classes in order to plan and update their individual programs of study.

Students planning to major in philosophy are advised to begin with PHIL C1010 Methods and Problems of Philosophical Thought. Beginning students are especially encouraged to take 2000-level courses, both in the history of philosophy and in systematic philosophy. These courses are typically less specialized and less narrowly focused than higher-numbered ones. More advanced students are encouraged to take 3000-level courses. The department requires that all majors take at least one seminar, PHIL C3912.

No more than one course at the 1000-level can be counted toward the major. In order to enroll in one of the 4000-level courses, students must have taken at least four courses in Philosophy.

The major requires a minimum of 30 points in philosophy chosen from courses prefixed with *C*, *G*, *V*, or *W*, including:

PHIL V2101 History of Philosophy I: Pre-Socratics through Augustine (or another course in the history of ancient or medieval philosophy e.g., PHIL V3131)

PHIL V2201 History of Philosophy II: Aquinas to Kant (or another course in the history of late medieval or early modern philosophy e.g., PHIL V3237 or PHIL W3264)

PHIL V3411 Symbolic Logic (or, in exceptional cases, a more advanced course in logic)

At least one course in either metaphysics or epistemology e.g., PHIL W3960, or a related course to be chosen in consultation with the director of undergraduate studies.

Select at least one course in either ethics or social and political philosophy from the following:

PHIL V2702 Marriage, Morals, and Law

PHIL V3701 Ethics

PHIL V3751 Political Philosophy

A related course to be chosen in consultation with the director of undergraduate studies.

PHIL C3912 (Seminar)

CONCENTRATION IN PHILOSOPHY

Philosophy, as an academic discipline, has significant points of contact with a wide range of other subjects—in the humanities, the social sciences, and the natural sciences. A concentration in philosophy thus can be an attractive option for many students. Those considering becoming concentrators are strongly encouraged to meet with the director of undergraduate studies early in their sophomore year, in order to discuss their specific interests and to plan their programs of study. All concentrators should consult with the director of undergraduate studies each term before registering for courses.

The concentration requires a minimum of 24 points in philosophy, chosen from courses prefixed with *C*, *G*, *V*, or *W*. There are no specific courses required for the concentration.

Students may choose courses prefixed with *G* only with the instructor's permission.

PHIL C3912 is open to junior and senior concentrators who have taken at least four courses in philosophy.

MAJOR IN ECONOMICS-PHILOSOPHY

Please read *Guidelines for all Economics Majors, Concentrators, and Interdepartmental Majors* in the *Economics* section of this Bulletin.

Economics-Philosophy is an interdisciplinary major that, while introducing students to the basic methodologies of economics and philosophy, stresses areas of particular concern to both.

These include subjects such as rationality and decision making, justice and efficiency, freedom and collective choice, and the logic of empirical theories and their testing. Many of the issues are dealt with historically, and classic texts of Plato, Kant, Mill, Marx, and Smith are reviewed.

Two advisers are assigned for the interdepartmental major, one in the Department of Economics and one in the Department of Philosophy. Please note that the economics adviser can only advise on the economics requirements and the philosophy adviser can only advise on the philosophy requirements.

The economics-philosophy major requires a total of 44 points: 16 points in economics, 15 points in philosophy, 6 points in mathematics, 3 points in statistics, and 4 points in the interdisciplinary seminar as follows:

Economics Core Courses

ECON W1105	Principles of Economics
ECON W3211	Intermediate Microeconomics
ECON W3213	Intermediate Macroeconomics

Mathematics Sequence

Select a mathematics sequence

Statistics

Select a statistics course

Economics Electives

Select 6 points of economics electives; refer to the Economics section of this bulletin.

Philosophy Courses

PHIL C1010	Methods and Problems of Philosophical Thought
PHIL V3411	Symbolic Logic
PHIL V3701	Ethics (or another adviser-approved course in moral or political philosophy)
PHIL V3551 or PHIL W3960	Philosophy of Science Epistemology
PHIL G4561 or PHIL G4565	Probability and Decision Theory Rational Choice

Seminar

ECPH W4950	Economics and Philosophy Seminar (or another seminar in philosophy or economics approved by advisers in both department)
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Students who declare in Spring 2014 and beyond:

In addition to the above requirements, students are required to take:

1. ECON W3412 Introduction To Econometrics
2. A third economics elective; two of the three electives must be from the prescribed list found in the *Economics* section of the Bulletin, and the remaining economics elective may be *any* elective at the 3000-level or above.

COURSES FALL 2015

PHIL BC1001 Introduction to Philosophy. 3 points.

Survey of some of the central problems, key figures, and great works in both traditional and contemporary philosophy. Topics and texts will vary with instructor and semester.

Fall 2015: PHIL BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1001	001/06226	M W 4:10pm - 5:25pm 323 Milbank Hall	Cheryl Mendelson	3	47/70
PHIL 1001	002/03948	T Th 1:10pm - 2:25pm 405 Milbank Hall	Cheryl Mendelson	3	77/105

Spring 2016: PHIL BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1001	001/09632	M W 11:40am - 12:55pm L103 Diana Center	David Friedell	3	78
PHIL 1001	002/03579	M W 4:10pm - 5:25pm 302 Barnard Hall	David Friedell	3	36

PHIL C1010 Methods and Problems of Philosophical Thought. 3 points.

Critical introduction to philosophical problems, ideas and methods.

Fall 2015: PHIL C1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1010	001/64662	M W 1:10pm - 2:25pm 602 Hamilton Hall	David Albert	3	76

PHIL V2101 History of Philosophy I: Pre-Socratics through Augustine. 4 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Exposition and analysis of the positions of the major philosophers from pre-Socratics through Augustine.

Fall 2015: PHIL V2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2101	001/22829	M W 8:40am - 9:55am 503 Hamilton Hall	Wolfgang Mann	4	35/75

PHIL V2301 History of Philosophy III: Kant to Nietzsche. 4 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Prerequisites: None.

Exposition and analysis of texts by Kant and major 19th-century European Philosophers.

Fall 2015: PHIL V2301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2301	001/01186	M W 11:40am - 12:55pm 903 Altschul Hall	Taylor Carman	4	55

PHIL V3237 Late Medieval and Modern Philosophy. 3 points.

Prerequisites: one philosophy course or the instructor's permission.

This intensive survey examines the development of 17th and 18th century epistemology and metaphysics in Europe prior to Kant, a critical formative period in Western philosophy. The course thus discusses the modern origins of a variety of central philosophical problems and controversies - typically ones that remain areas of debate today. Considerable attention is devoted to Descartes, Locke, Berkeley, and Hume, with emphasis on the systematic aspects of their philosophical views as well as on individual issues. Topics to be covered include: skepticism about the existence of the material world, theories of perception and of the nature of material objects, idealism, inductive inference, theories of epistemic justification, innate knowledge, the scope and limits of a priori knowledge, necessary and contingent truth, empiricist theories of meaning, God, substance, causation, free will and determinism, the self, the relationship between mind and body, and personal identity. The required reading is in primary philosophical sources. There will be two papers and a final examination.

Fall 2015: PHIL V3237

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3237	001/16629	T Th 11:40am - 12:55pm 603 Hamilton Hall	Louis Loeb	3	20/40

PHIL V3411 Symbolic Logic. 4 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Corequisites: *PHIL V3413* Required Discussion Section (0 points).

Advanced introduction to classical sentential and predicate logic. No previous acquaintance with logic is required; nonetheless a willingness to master technicalities and to work at a certain level of abstraction is desirable. This course has unrestricted enrollment.

Fall 2015: PHIL V3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/70209	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	Achille Varzi	4	99/100

Spring 2016: PHIL V3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHIL 3411	001/25793	T Th 10:10am - 11:25am 501 Northwest Corner	Achille Varzi	4	98/120
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PHIL V3701 Ethics. 4 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Prerequisites: One philosophy course or permission of the instructor.

Introduction to the central problems of moral philosophy; alternative moral ideals and their philosophical formulations; the status and justification of moral judgments; reasons for action; individual rights and social justice.

Fall 2015: PHIL V3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/65645	T Th 10:10am - 11:25am 602 Hamilton Hall	Axel Honneth	4	41/80

Spring 2016: PHIL V3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/23495	M W 2:40pm - 3:55pm 602 Hamilton Hall	Michele Moody-Adams	4	66/80

PHIL V3752 Philosophy of Law. 3 points.

This course explores philosophical reflection on the relationship between law, society and morality. We discuss the nature of law, the nature of legal reasoning, the relationship between law and social policy, and central concepts in civil and criminal law. Readings are drawn from such sources as the natural law tradition, legal positivism, legal realism, and Critical Legal Theory. Readings will be supplemented by analysis of classic cases.

Fall 2015: PHIL V3752

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3752	001/63942	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	Michele Moody-Adams	3	57/100

PHIL W3852 Philosophy of Literature. 3 points.

The course reviews and analyzes topics including meaning, interpretation, authorship, fiction, morality, and the historicity of literary genres. Texts to be covered will be historical and contemporary, analytical and continental. We will read texts by Adorno, Borges, Cavell, Danto, Foucault, Goodman, Ingarden, Sartre, and others. Comparative readings will also be offered regarding the relation of literature to the other arts.

Fall 2015: PHIL W3852

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3852	001/13983	M W 10:10am - 11:25am	Lydia Goehr	3	47/75

717 Hamilton Hall

PHIL C3912 (Section 2) Seminar: Metaphysics and Epistemology. 3 points.

Prerequisites: required of senior majors, but also open to junior majors and junior and senior concentrators who have taken at least four philosophy courses.

In this seminar, we will discuss foundational questions in the theory of metaphysical possibility. Is the notion of metaphysical possibility intelligible? If so, what are the bounds of metaphysical possibility? What justifies us in judging that something is metaphysically possible? What explains the reliability of our judgments of this kind? What is the relation between metaphysical possibility and logical possibility, and the relation between metaphysical possibility and physical possibility? Is metaphysical possibility "metaphysically privileged", or is the question of what is possible relevantly like the question of whether the Parallel Postulate is true? Requirements: One seminar presentation and one term paper.

Fall 2015: PHIL C3912 (Section 2)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	002/70581	F 2:10pm - 4:00pm 716 Philosophy Hall	Justin Clarke-Doane	3	16/20

PHIL C3912 (Section 14) Seminar: Democracy, Disagreement and Toleration. 3 points.

Prerequisites: required of senior majors, but also open to junior majors and junior and senior concentrators who have taken at least four philosophy courses.

Can we achieve robust and respectful toleration of disagreement and still preserve stable democratic institutions? This course considers influential attempts by contemporary thinkers to answer this question.

Fall 2015: PHIL C3912 (Section 14)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	014/69401	T 2:10pm - 4:00pm 716 Philosophy Hall	Michele Moody-Adams	3	17/20

PHIL C3997 Supervised Senior Research. 3 points.

Supervised research usually with the goal of writing a senior thesis, under the direction of individual members of the department.

PHIL G4050 Aesthetics: Historical Survey I. 3 points.

Open to senior undergraduates with previous work in the history of philosophy and to graduate students.

This course is a critical examination of some major texts in aesthetics including Plato, Aristotle, Hume, Winckelmann, Lessing, Hume, Goethe, Kant, Schiller, Hegel, and Nietzsche.

Fall 2015: PHIL G4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHIL 4050	001/62446	T 6:10pm - 8:00pm 717 Hamilton Hall	Lydia Goehr	3	60
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PHIL G4455 (Section 1) Special Topics in Logic: Modal Logic. 3 points.

A logical treatment of necessity, possibility, and other intentional operators.

Fall 2015: PHIL G4455 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4455	001/65089	W 2:10pm - 4:00pm 716 Philosophy Hall	Achille Varzi	3	28/35

PHIL G4561 Probability and Decision Theory. 3 points.

Examines interpretations and applications of the calculus of probability including applications as a measure of degree of belief, degree of confirmation, relative frequency, a theoretical property of systems, and other notions of objective probability or chance. Attention to epistemological questions such as Hume's problem of induction, Goodman's problem of projectibility, and the paradox of confirmation.

Fall 2015: PHIL G4561

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4561	001/83096	M 2:10pm - 4:00pm 503 Hamilton Hall	Haim Gaifman	3	16/40

PHIL G4740 Islamic Philosophy. 3 points.

A study of what it meant for the Muslim world to open up itself to Greek philosophy and to create the tradition of philosophical thinking known as *Falsafa* (from the Greek *philosophia*). The relation between theology (*kalam*) and philosophy, as well works of major authors of the classical period (9th to the late 12th century), will be studied.

Spring 2016: PHIL G4740

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4740	001/28455	W 2:10pm - 4:00pm 613 Hamilton Hall	Souleymane Diagne	3	20

SPRING 2016**PHIL V1401 Introduction to Logic. 3 points.**

Explicit criteria for recognizing valid and fallacious arguments, together with various methods for schematizing discourse for the purpose of logical analysis. Illustrative material taken from science and everyday life.

Spring 2016: PHIL V1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1401	001/01435	T Th 1:10pm - 2:25pm 202 Altschul Hall	John Morrison	3	80

PHIL V2201 History of Philosophy II: Aquinas to Kant. 4 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Exposition and analysis of the positions of the major philosophers from Aquinas through Kant.

Spring 2016: PHIL V2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2201	001/04794	T Th 10:10am - 11:25am 717 Hamilton Hall	John Morrison	4	36

PHIL V3411 Symbolic Logic. 4 points.

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Corequisites: *PHIL V3413* Required Discussion Section (0 points).

Advanced introduction to classical sentential and predicate logic. No previous acquaintance with logic is required; nonetheless a willingness to master technicalities and to work at a certain level of abstraction is desirable. This course has unrestricted enrollment.

Fall 2015: PHIL V3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/70209	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	Achille Varzi	4	99/100

Spring 2016: PHIL V3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/25793	T Th 10:10am - 11:25am 501 Northwest Corner	Achille Varzi	4	98/120

PHIL V3551 Philosophy of Science. 3 points.

Enrollment limited to 40.

Prerequisites: one philosophy course or the instructor's permission.

Philosophical problems within science and about the nature of scientific knowledge in the 17th-20th centuries. Sample problems: causation and scientific explanation; induction and real kinds; verification and falsification; models, analogies and simulations; the historical origins of the modern sciences; scientific revolutions; reductionism and supervenience; differences between physics, biology and the social sciences; the nature of life; cultural evolution; human nature; philosophical issues in cosmology.

Spring 2016: PHIL V3551

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3551	001/69791	T Th 2:40pm - 3:55pm 703 Hamilton Hall	Daniel Cloud	3	26

PHIL V3576 Physics and Philosophy. 3 points.

Philosophical problems at the foundations of quantum theory, especially those having to do with the uncertainty of relations and

nature of quantum mechanical indeterminacy. Exploration of a variety of interpretation and hidden variable theory.

Spring 2016: PHIL V3576

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3576	003/74814	T Th 11:40am - 12:55pm 413 Kent Hall	David Albert	3	33

PHIL V3601 Metaphysics. 4 points.

Discussion Section Required

Corequisites: *PHIL V3611* Required Discussion Section (0 points).

Systematic treatment of some major topics in metaphysics (e.g. modality, causation, identity through time, particulars and universals). Readings from contemporary authors.

Spring 2016: PHIL V3601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3601	001/22211	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Achille Varzi	4	100/100

PHIL V3701 Ethics. 4 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Prerequisites: One philosophy course or permission of the instructor.

Introduction to the central problems of moral philosophy; alternative moral ideals and their philosophical formulations; the status and justification of moral judgments; reasons for action; individual rights and social justice.

Fall 2015: PHIL V3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/65645	T Th 10:10am - 11:25am 602 Hamilton Hall	Axel Honneth	4	41/80

Spring 2016: PHIL V3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/23495	M W 2:40pm - 3:55pm 602 Hamilton Hall	Michele Moody-Adams	4	66/80

PHIL V3751 Political Philosophy. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Six major concepts of political philosophy including authority, rights, equality, justice, liberty and democracy are examined in three different ways. First the conceptual issues are analyzed through contemporary essays on these topics by authors like Peters, Hart, Williams, Berlin, Rawls and Schumpeter. Second the classical sources on these topics are discussed through readings from Hobbes, Locke, Hume, Marx, Plato, Mill and

Rousseau. Third some attention is paid to relevant contexts of application of these concepts in political society, including such political movements as anarchism, international human rights, conservative, liberal, and Marxist economic policies as well as competing models of democracy.

Spring 2016: PHIL V3751

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3751	001/04153	M W 10:10am - 11:25am 603 Hamilton Hall	Frederick Neuhouser	3	54

PHIL W3859 Moral and Political Philosophy. 3 points.

What constitutes torture? Is it ever morally permissible? Are corporations (moral) persons? If they are, what rights and responsibilities do they have? How do our obligations to human beings across the globe differ from the obligations that we have to friends and family? This course focuses on making and evaluating moral arguments about these and other challenging moral questions (so-called "hard cases") by drawing on normative ethical frameworks, including deontology, consequentialism, and virtue ethics. The course has three main themes—the first focuses on the moral responsibility of individual human agents, the second on the moral status of animals and group agents, and the third on dignity and the law. We move from a focus on individual moral deliberation and responsibility to group and institutional deliberation and responsibility. Dignity, responsibility, agency, rights, and consent will be recurring themes. In addition to philosophical texts, we will also draw on legal documents, podcasts, and clips from film and literature to supplement our discussions. There are no formal prerequisites, but at least one previous philosophy class is recommended.

Spring 2016: PHIL W3859

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3859	001/12400	W 12:10pm - 2:00pm 716 Philosophy Hall	Christine Susienka	3	16/15

PHIL C3912 (Section 5) Seminar: Freedom and Autonomy. 3 points.

Prerequisites: Required of senior majors, but also open to junior majors, and junior and senior concentrators who have taken at least four philosophy courses.

This seminar aims to allow undergraduate majors to do advanced work on the topics of freedom and autonomy, and to return to their CC roots as well. Topics to be covered include: the very idea of free will; compatibilism vs. incompatibilism; weakness of will; social willing (coercion vs. cooperation); political conditions of freedom; alienation; authenticity.

Spring 2016: PHIL C3912 (Section 5)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	005/75780	F 10:10am - 12:00pm 716 Philosophy Hall	Carol Rovane	3	21

PHIL C3997 Supervised Senior Research. 3 points.

Supervised research usually with the goal of writing a senior thesis, under the direction of individual members of the department.

PHIL W3998 Supervised Individual Research. 3 points.

PHIL G4278 Nietzsche. 3 points.

A close reading of Nietzsche's *Beyond Good and Evil*, with an eye to two or three recently published commentaries on that book.

Spring 2016: PHIL G4278

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4278	001/62087	Th 2:10pm - 4:00pm 716 Philosophy Hall	Robert Gooding-Williams	3	26

ECPH W4950 Economics and Philosophy Seminar. 4 points.

Open only to economics-philosophy majors who are in their senior year.

Prerequisites: *ECON W3211*, *ECON W3213*, *ECON W3412*.

Students will be contacted by the Economics department for pre-enrollment.

Explores topics in the philosophy of economics such as welfare, social choice, and the history of political economy. Sometimes the emphasis is primarily historical and sometimes on analysis of contemporary economic concepts and theories.

Spring 2016: ECPH W4950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECPH 4950	001/76244	M 10:10am - 12:00pm 1027 International Affairs Bldg	Prajit Dutta, John Collins	4	9

PHYSICAL EDUCATION AND INTERCOLLEGIATE ATHLETICS

Departmental Office: 336 Dodge Physical Fitness Center;
212-854-3439
<http://www.dodgefitnesscenter.com>

Director of Undergraduate Studies: Abbey Lade, 332 Dodge Physical Fitness Center; 212-854-4001; al3524@columbia.edu

Departmental Administrative: Belgica Ramirez,
212-854-3439; br12@columbia.edu

The Physical Education Department offers a variety of activities in the areas of aquatics, fitness, martial arts, individual and dual “lifetime” sports, team sports, and outdoor education. Most of the activities are designed for the beginner or intermediate level. However, advanced courses are offered at selected times. The courses are designed to develop and/or improve the student’s fundamental skills and to help realize his or her potential. Activity that promotes one’s fitness level is emphasized. A major goal is to provide a positive, enjoyable experience for students. It is our hope that these activities will contribute to the development of an active, healthy lifestyle.

The majority of the activities are offered in ten time preferences. However, there are early morning conditioning activities, Friday-only classes at Baker Athletics Complex, and special courses that utilize off-campus facilities during weekends. A description of the scheduled activities for each time preference is included in the Department of Physical Education and Intercollegiate Athletics’ website (<http://www.dodgefitnesscenter.com>).

A list of the activities for the term is included in the *Directory of Classes* and on the website. Students may select physical education courses during on-line registration. Unless otherwise indicated, the activities are scheduled on a quarterly basis with each quarter lasting approximately seven weeks. At midterm, the student selects another activity for the remainder of the term, although in many cases the student has the opportunity to continue the same activity. Students may register for only one section of physical education each term.

PHYSICAL EDUCATION REQUIREMENT

Successful completion of two Physical Education Activities is a Columbia College requirement that students are advised to complete by the end of the first year. Students may elect to take one or two additional terms of Physical Education Activities for credit. Students receive 1 point of academic credit for each completed term of physical education for a possible total of 4 points.

For more information on this requirement, please visit the *Core Curriculum*—Physical Education Requirement section of the bulletin.

MEDICAL CONDITIONS

Students who request to have their physical education activities limited or waived because of a medical condition should contact Professor Ken Torrey, chair of Physical Education. In some situations, students may require an evaluation by a clinician at Health Services at Columbia in order to receive a waiver. In consultation with Professor Torrey, students may be instructed to contact Dr. Samuel Seward, medical director of Columbia Health Programs, who facilitates these evaluations.

GRADING

The grading in all physical education courses is Pass/Fail. Students who fulfill the attendance and participation requirement receive a Pass. Those who miss more than the permissible number of classes and who do not drop the course by the official drop deadline receive a W (Withdrawal). Those who anticipate attendance problems should contact their instructors or the director of undergraduate studies.

SWIM TEST

All students are required to pass a swimming test or take beginning swimming for one semester to fulfill the swimming requirement. The swimming tests are administered in the Uris Pool the first day of classes and are also offered on Wednesdays from 8:30pm-9:30pm, Fridays from 12-2pm and Sundays from 3pm-4pm throughout the semester. The test consists of swimming three laps of the pool (75 yards) without resting, using any stroke or combination of strokes. Those who do not pass are encouraged to take a beginner swimming course at the first opportunity.

LOCKER AND TOWEL SERVICE

Students have access to a lock/towel service (\$18 fee) and, with the exception of tennis, equipment for the activities is supplied by the Physical Education Department.

THE COLUMBIA AND BARNARD PHYSICAL EDUCATION EXCHANGE PROGRAM

The Columbia and Barnard Physical Education Departments have an exchange program. Space is reserved for Columbia College and Engineering students in selected Barnard physical education courses. A list of the Barnard courses offered through the exchange program is available in the Columbia Physical Education Office and the Barnard Physical Education Office, 200 Barnard Annex.

For Columbia College students, one point of the Physical Education requirement can be fulfilled with a Barnard Physical Education course or a Barnard Dance technique course.

INTERCOLLEGIATE ATHLETICS

Students who are participating on an intercollegiate team should register for the appropriate team section of PHED C1005 Intercollegiate Athletics. Intercollegiate athletes are responsible for taking the swimming test. Student athletes who cannot pass the test should take beginning swimming at the first possible opportunity.

Student athletes who register correctly and participate on a team receive a Pass; those who drop off a team in midterm and still wish to receive academic credit must notify the Physical Education Office and be placed in an activity to complete the attendance requirement. Otherwise, the student must officially drop *Intercollegiate Athletics* or they receive a mark of W (Withdrawal).

FACULTY

DIRECTOR OF PHYSICAL EDUCATION PROGRAMS

- Abbey Lade

ASSOCIATES

- Cemi Abreu
- Scott Alwin
- Kevin Anderson
- Michael Aufrichtig
- Laura Baden
- Al Bagnoli
- Tracey Bartholomew
- James Bolster
- Brett Boretti
- Diana Caskey
- Michelle Chewens
- Brian Chenoweth
- Pete Cruz
- Emerson Curry
- Derek Davis
- Nick Dawe
- Adriano Di Peco
- Howard Endelman
- Roman Fleszar
- Emily Friedman
- Jesse Foglia
- Carl Fronhofer
- Stephanie Glance
- Bid Goswami
- Elizabeth Grubb
- Jumpie Harada
- Matt Herhal
- Kevin Hovde

- Sarana Hyatt
- Colleen Irby
- Daniel Ireland
- Brian Jines
- Maggie Johnson
- Ruben Jones
- Lauren Kahn
- Tara Kalivas
- Brie Katz
- Luke Kelly
- Amphone Keovongmanysar
- Liz Kittleman
- Gustavo Leal
- SeoungWoo Lee
- Peter Maki
- Gaurav Misra
- Richard Mueller
- Caroline Nichols
- Alex Padron
- Nich Lee Parker
- Derrick Phelps
- Ken Pollard
- Scott Ramsey
- Sheila Roux
- Joanne Schickerling
- Brian Schneider
- Anne Marie Skylis
- Allison Slater
- Chris Smith
- Kyle Smith
- Gordon Spencer
- Jennifer Teague
- Dan Tischler
- Jacques Swanepoel
- Christie Switek
- Sara Van Saanen
- Benjamin Waruch
- Ilene Weintraub
- Amy Weeks
- Ajaya William
- Riza Zalameda

COURSES

PHED C1001 Physical Education Activities. 1 point.

The times listed in the on-line *Directory of Classes* are the actual class times for each time preference. Students should allow additional time for showering, dressing, equipment exchange, and travel to next class. A description of the scheduled activities

for each time preference is posted on the department Web site,
<http://www.dodgefitnesscenter.com>.

Fall 2015: PHED C1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	PHED					
PHED 1001	001/81029	M W 9:00am - 9:50am Room TBA	James Bolster, Belgica Ramirez, Abbey Lade	1	20/20	PHED 1001	018/86446	M W 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Jumpei Harada, Abbey Lade	1	20/25
PHED 1001	002/84530	M W 9:00am - 9:50am Room TBA	Belgica Ramirez, Sara Van Saanen, Abbey Lade	1	18/30	PHED 1001	019/88547	M W 12:00pm - 12:50pm Room TBA	Belgica Ramirez, SeoungWoo Lee, Abbey Lade	1	15/20
PHED 1001	003/97193	M W 9:00am - 9:50am Room TBA	Belgica Ramirez, Peter Cruz, Abbey Lade	1	19/25	PHED 1001	020/95896	M W 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Emerson Curry, Abbey Lade	1	20/25
PHED 1001	005/11496	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Kevin Hovde, Abbey Lade	1	16/22	PHED 1001	022/12796	M W 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Anne Skylis, Abbey Lade	1	19/25
PHED 1001	006/16298	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Yoichiro Matsumura, Abbey Lade	1	17/30	PHED 1001	023/18546	M W 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Brie Katz, Abbey Lade	1	19/20
PHED 1001	007/18048	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	21/30	PHED 1001	025/28096	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Sheila Roux, Abbey Lade	1	16/22
PHED 1001	008/22796	M W 10:00am - 10:50am Room TBA	Howard Endelman, Belgica Ramirez, Abbey Lade	1	17/18	PHED 1001	026/92070	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Hugh Millard, Abbey Lade	1	28/30
PHED 1001	009/27397	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Brian Jines, Abbey Lade	1	30/35	PHED 1001	027/19259	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Peggy Levine, Abbey Lade	1	21/30
PHED 1001	011/24691	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	12/16	PHED 1001	028/88009	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Jacques Swanepoel, Abbey Lade	1	13/18
PHED 1001	012/63280	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Cemi Abreu, Abbey Lade	1	20/25	PHED 1001	029/28280	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Scott Ramsey, Abbey Lade	1	28/35
PHED 1001	013/85531	M W 11:00am - 11:50am Room TBA	Gordon Spencer, Belgica Ramirez, Abbey Lade	1	7/16	PHED 1001	031/61046	M W 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Jessica Harrington, Abbey Lade	1	20/30
PHED 1001	014/12194	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Yoichiro Matsumura, Abbey Lade	1	16/30	PHED 1001	032/71646	M W 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Allison Salter, Benjamin Waruch, Abbey Lade	1	27/35
PHED 1001	015/27191	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Ilene Weintraub, Abbey Lade	1	12/16	PHED 1001	034/77796	T Th 8:00am - 8:50am Room TBA	Belgica Ramirez, Ajaya Williams, Abbey Lade	1	13/25
PHED 1001	016/76696	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Matthew	1	23/35						

PHED 1001	035/81896	T Th 8:00am - 8:50am Room TBA	Belgica Ramirez, Daniel Ireland, Abbey Lade	1	29/35	PHED 1001	053/69257	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Nick Dawe, Abbey Lade	1	12/25
PHED 1001	037/90796	T Th 9:00am - 9:50am Room TBA	Belgica Ramirez, Dan Tischler, Abbey Lade	1	15/25	PHED 1001	055/62096	T Th 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Jesse Foglia, Abbey Lade	1	21/25
PHED 1001	038/98046	T Th 9:00am - 9:50am Room TBA	Belgica Ramirez, Riza Zalameda, Abbey Lade	1	15/18	PHED 1001	056/66797	T Th 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Bonnie Baker, Abbey Lade	1	16/30
PHED 1001	040/88031	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Gustavo Leal, Abbey Lade	1	17/20	PHED 1001	057/93546	T Th 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Kenneth Pollard, Abbey Lade	1	19/25
PHED 1001	041/10529	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Caroline Blum, Abbey Lade	1	23/30	PHED 1001	059/78280	T Th 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Patrena Trice-Hill, Abbey Lade	1	18/22
PHED 1001	042/12147	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	22/25	PHED 1001	060/83442	T Th 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Joanne Schickerling, Abbey Lade	1	12/18
PHED 1001	043/17896	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Carl Fronhofer, Abbey Lade	1	29/35	PHED 1001	061/12748	T Th 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Nicholas Parker, Abbey Lade	1	34/35
PHED 1001	045/26247	T Th 11:00am - 11:50am Room TBA	Belgica Ramirez, Joseph Sancio, Brian Schneider, Abbey Lade	1	21/25	PHED 1001	063/25031	T Th 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Caroline Nichols, Abbey Lade	1	24/25
PHED 1001	046/28346	T Th 11:00am - 11:50am Room TBA	Belgica Ramirez, Bonnie Baker, Abbey Lade	1	29/30	PHED 1001	064/81756	T Th 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Nicholas Parker, Amphone Keovongmanysa, Abbey Lade	1	32/35
PHED 1001	047/92071	T Th 11:00am - 11:50am Room TBA	Belgica Ramirez, Derek Davis, Abbey Lade	1	28/35	PHED 1001	065/80279	T Th 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Anastasia Kirtiklis, Abbey Lade	1	27/30
PHED 1001	048/61779	T Th 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	21/25	PHED 1001	066/75944	F 11:00am - 12:30pm Room TBA	Belgica Ramirez, Brett Boretti, Abbey Lade	1	15/30
PHED 1001	050/89691	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Lauren Kahn, Abbey Lade	1	24/25	PHED 1001	067/11781	M 9:00am - 10:00am Room TBA	Belgica Ramirez, Amy Weeks, Abbey Lade	1	6/11
PHED 1001	051/12279	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Michael Aufrechtig, Abbey Lade	1	18/20	PHED 1001	068/61529	T 9:00am - 10:00am Room TBA	Belgica Ramirez, Amy Weeks, Abbey Lade	1	10/11
PHED 1001	052/92072	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Bonnie Baker, Abbey Lade	1	14/30	PHED 1001	069/67996	F 10:30am - 12:00pm Room TBA	Belgica Ramirez, Sarana	1	34/30

PHED 1001	070/93630	F 11:00am - 1:00pm Room TBA	Hyatt, Abbey Lade Bidyut Goswami, Belgica Ramirez, Gaurav Misra, Abbey Lade	1	19/20	PHED 1002	003/91497	M W 9:00am - 9:50am Room TBA	Sara Van Saanen, Abbey Lade Belgica Ramirez, Abbey Lade	1	26/15
PHED 1001	071/73297	F 10:00am - 11:30am Room TBA	Belgica Ramirez, Kevin Anderson, Tracey Bartholomew, Abbey Lade	1	29/35	PHED 1002	004/93397	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	25/20
PHED 1001	072/71396	M 8:00am - 9:00am Room TBA	Belgica Ramirez, Amy Weeks, Abbey Lade	1	3/11	PHED 1002	005/87032	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Yoichiro Matsumura, Abbey Lade	1	24/20
PHED 1001	073/78497	W 9:00am - 10:00am Room TBA	Belgica Ramirez, Amy Weeks, Abbey Lade	1	4/11	PHED 1002	006/65942	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Diana Caskey, Abbey Lade	1	34/15
PHED 1001	074/95947	Sa 8:00am - 5:00pm Room TBA	Belgica Ramirez, Anne Skyli, Abbey Lade	1	43/45	PHED 1002	007/84691	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	25/15
PHED 1001	075/86796	Th 7:30pm - 10:30pm Room TBA	Belgica Ramirez, Peter McKay, Abbey Lade	1	10/15	PHED 1002	008/66746	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	19/15
PHED 1001	076/12529	W 6:30pm - 9:30pm Room TBA	Belgica Ramirez, Peter McKay, Abbey Lade	1	11/15	PHED 1002	009/72398	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	26/20
PHED 1001	077/75032	Th 9:00pm - 11:30pm Room TBA	Belgica Ramirez, Andrew Laiosa, Abbey Lade	1	15/16	PHED 1002	010/28246	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	28/15
PHED 1001	079/25779	F 10:00am - 2:00pm Room TBA	Belgica Ramirez, Alexander Baum, Abbey Lade	1	21/25	PHED 1002	011/87546	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Yoichiro Matsumura, Abbey Lade	1	19/20
						PHED 1002	012/98396	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	13/8
						PHED 1002	013/94255	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	19/20
						PHED 1002	014/11746	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	27/20
						PHED 1002	015/26780	M W 12:00pm - 12:50pm Room TBA	Belgica Ramirez, SeoungWoo Lee, Abbey Lade	1	22/10
						PHED 1002	016/82032	M W 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Abbey Lade	1	23/15
						PHED 1002	017/10529	M W 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	26/15
						PHED 1002	018/63447	M W 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	29/20
						PHED 1002	019/63196	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	24/20
						PHED 1002	020/72549	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Hugh Millard, Abbey Lade	1	27/20

PHED C1002 Physical Education Activities. 1 point.

The times listed in the on-line *Directory of Classes* are the actual class times for each time preference. Students should allow additional time for showering, dressing, equipment exchange, and travel to next class. A description of the scheduled activities for each time preference is posted on the department Web site, <http://www.dodgefitnesscenter.com>.

Spring 2016: PHED C1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHED 1002	001/62899	M W 9:00am - 9:50am Room TBA	Belgica Ramirez, Abbey Lade	1	24/15
PHED 1002	002/76146	M W 9:00am - 9:50am	Belgica Ramirez,	1	36/25

PHED 1002	021/82146	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Peggy Levine, Abbey Lade	1	33/20	PHED 1002	038/27497	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Abbey Lade	1	18/15
PHED 1002	022/97896	T Th 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Joanne Schickerling, Abbey Lade	1	22/10	PHED 1002	039/69259	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Bonnie Baker, Abbey Lade	1	20/20
PHED 1002	023/19259	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	32/20	PHED 1002	040/76280	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Nick Dawe, Abbey Lade	1	23/15
PHED 1002	024/16947	M W 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	41/20	PHED 1002	041/12784	T Th 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Bonnie Baker, Abbey Lade	1	23/20
PHED 1002	025/23349	M W 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	19/20	PHED 1002	042/60799	T Th 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	33/20
PHED 1002	026/87191	T Th 8:00am - 8:50am Room TBA	Belgica Ramirez, Abbey Lade	1	26/15	PHED 1002	043/68298	T Th 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	15/20
PHED 1002	027/91498	T Th 8:00am - 8:50am Room TBA	Belgica Ramirez, Abbey Lade	1	26/20	PHED 1002	044/76196	T Th 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	27/20
PHED 1002	028/28782	T Th 9:00am - 9:50am Room TBA	Belgica Ramirez, Dan Tischler, Abbey Lade	1	27/15	PHED 1002	045/91647	T Th 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	19/15
PHED 1002	029/82396	T Th 9:00am - 9:50am Room TBA	Belgica Ramirez, Riza Zalameda, Abbey Lade	1	18/10	PHED 1002	046/83397	T Th 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Jesse Foglia, Abbey Lade	1	26/15
PHED 1002	030/78531	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Gustavo Leal, Abbey Lade	1	21/15	PHED 1002	047/27597	T Th 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	29/20
PHED 1002	031/27194	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Caroline Blum, Abbey Lade	1	23/15	PHED 1002	051/72647	S 8:00am - 4:00pm Room TBA	Belgica Ramirez, Anne Skylis, Abbey Lade	1	41/30
PHED 1002	032/66046	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	20/20	PHED 1002	052/81547	F 10:00am - 12:00pm Room TBA	Belgica Ramirez, Kenneth Pollard, Abbey Lade	1	32/25
PHED 1002	033/71248	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	17/20	PHED 1002	053/92296	Th 9:00pm - 11:30pm Room TBA	Belgica Ramirez, Andrew Laiosa, Abbey Lade	1	14/10
PHED 1002	034/87296	T 11:00am - 12:30pm Room TBA	Belgica Ramirez, Lauren Kahn, Abbey Lade	1	14/15	PHED 1002	054/84280	F 10:00am - 2:00pm Room TBA	Belgica Ramirez, Alexander Baum, Abbey Lade	1	29/20
PHED 1002	035/77191	T Th 11:00am - 11:50am Room TBA	Belgica Ramirez, Bonnie Baker, Abbey Lade	1	29/20	PHED 1002	055/17947	W 6:30pm - 10:30pm Room TBA	Belgica Ramirez, Peter McKay, Abbey Lade	1	12/8
PHED 1002	036/16647	T Th 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	20/20	PHED 1002	056/88096	Th 7:30pm - 11:30pm Room TBA	Belgica Ramirez, Peter	1	12/8
PHED 1002	037/22146	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Abbey Lade	1	21/15						

			McKay, Abbey Lade		
PHED 1002	057/97446	F 10:30am - 12:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	43/18
PHED 1002	058/82192	S 8:00am - 6:00pm Room TBA	Belgica Ramirez, Matthew Herhal, Abbey Lade	1	37/29
PHED 1002	059/27046	F 11:00am - 1:00pm Room TBA	Belgica Ramirez, Gaurav Misra, Abbey Lade	1	19/14
PHED 1002	060/67195	T Th 7:00pm - 9:30pm Room TBA	Belgica Ramirez, Abbey Lade	1	6/12
PHED 1002	061/95942	M W 11:00am - 11:50am Room TBA	Gordon Spencer, Abbey Lade	1	8/8

PHED C1005 Intercollegiate Athletics. 1 point.

Archery, Men's/Women's Golf, Baseball, Women's Lacrosse, Women's Basketball, Women's Soccer, Men's Basketball, Men's Soccer, Women's Rowing, Women's Softball, Men's Freshman Light Row, Women's Swimming, Men's Freshman Heavy Row, Men's Swimming, Men's Varsity Light Row, Women's Tennis, Men's Varsity Heavy Row, Men's Tennis, Women's Fencing, Women's Track, Men's Fencing, Men's Track, Women's Field Hockey, Women's Volleyball, Football, Wrestling, Women's Squash, and Men's Squash.

PHYSICS

Departmental Office: 704 Pupin; 212-854-3348
<http://www.columbia.edu/cu/physics>

Director of Undergraduate Studies: Dr. Jeremy Dodd, 924 Pupin; 212-854-3969; dodd@phys.columbia.edu

The physics major offers a rigorous preparation in the intellectual developments of modern physics, along with extensive exposure to the mathematical and experimental techniques required to conduct basic and applied research in physics.

For the major, the department offers a set of required courses well-suited to prepare students for the most rigorous course of graduate study. These can be supplemented by elective courses in a variety of advanced topics. Although most majors go on to graduate work in physics, the intellectual skills acquired in the study of physics can also provide the basis for work in a variety of other scientific and nonscientific areas.

The physics concentration is for students who are interested in physics but are uncertain about graduate study in physics; for those who want to explore other subjects along with physics; for those who want to find a physics- or technology-related job after graduation; or for those who are considering a professional school such as law or medicine. The department helps concentrators custom design programs to ensure maximum flexibility in meeting students' intellectual needs and career goals. With appropriate selection of courses, the concentrator can explore other subjects yet maintain the option of graduate study in physics.

Research is an extremely important component of the Columbia physics experience. Because the department has a very small student-to-faculty ratio, essentially all physics majors and concentrators engage in experimental, computational, or theoretical research under the close supervision of a faculty member during part, if not all, of their time at Columbia.

REGISTRATION FOR INTRODUCTORY COURSES

The department offers a stand-alone one-semester course for nonscience majors, one introductory sequence in physics intended primarily for preprofessional students, and three introductory sequences in physics for engineering and physical science majors. Students are given credit for courses from only one of the different sequence groups.

Mixing courses across the sequences is strongly discouraged; however, physics majors who begin their studies with PHYS W1401 Introduction To Mechanics and Thermodynamics - PHYS W1402 Introduction To Electricity, Magnetism, and Optics should take PHYS W2601 Physics, III: Classical and Quantum Waves as the third-semester course.

Introductory Sequences

Nonscience Majors:

PHYS W1001 Physics for Poets

Preprofessional Students:

PHYS W1201 General Physics I
 - PHYS W1202 and General Physics II

Accompanying laboratory course:

PHYS W1291 General Physics Laboratory
 - PHYS W1292 and General Physics Laboratory II

Engineering and Physical Science Majors:

Select one of the following sequences with accompanying laboratory course:

Sequence A:

PHYS W1401 Introduction To Mechanics and
 - PHYS W1402 Thermodynamics
 - PHYS W1403 and Introduction To Electricity,
 Magnetism, and Optics
 and Introduction to Classical and
 Quantum Waves

Sequence B:

PHYS W1601 Physics, I: Mechanics and
 - PHYS W1602 Relativity
 - PHYS W2601 and Physics, II:
 Thermodynamics, Electricity, and
 Magnetism
 and Physics, III: Classical and
 Quantum Waves

Sequence C:

PHYS W2801 Accelerated Physics I
 - PHYS W2802 and Accelerated Physics II

Sequence A is a self-contained group of three courses, while Sequences B and C anticipate more course work in the Physics Department. Students considering a physics major are strongly encouraged to begin one of these sequences in their first year.

LABORATORY

Many of the introductory courses include a laboratory, as indicated. A \$75 per term *laboratory fee* is charged for all 1000-level and 2000-level laboratories.

ADVANCED PLACEMENT

Students may earn a maximum of 6 credits in physics. The department grants 6 credits for a score of 4 or 5 on the AP Physics B exam, but the student is not entitled to any exemptions. The amount of credit is reduced to 3 if the student takes a 1000-level physics course.

The department grants 3 credits for a score of 4 or 5 on the AP Physics C/MECH exam, but the student is not entitled to any exemptions. The amount of credit is reduced to 0 if the student takes PHYS W1001, PHYS W1201, PHYS W1401 or PHYS W1601.

The department grants 3 credits for a score of 4 or 5 on the AP Physics C/E&M exam, but the student is not entitled to any exemptions. The amount of credit is reduced to 0 if the student takes PHYS W1001, PHYS W1202, PHYS W1402 or PHYS W1602.

FACULTY PROFESSORS

- Igor Aleiner
- Boris Altshuler
- Elena Aprile
- Allan Blaer (*emeritus*)
- Andrei Beloborodov
- Norman Christ
- Brian Cole
- Frederik Denef
- Brian Greene (Mathematics)
- Miklos Gyulassy
- Charles J. Hailey
- Timothy Halpin-Healy (Barnard)
- Emlyn Hughes
- Lam Hui
- Tsung Dao Lee (*emeritus*)
- Robert Mawhinney
- Amber Miller
- Andrew Millis
- Alfred H. Mueller
- Reshmi Mukherjee (Barnard)
- John Parsons
- Aron Pinczuk (Applied Physics)
- Malvin Ruderman
- Michael Shaevitz
- Michael Tuts (Chair)
- Yasutomo Uemura
- Erick Weinberg
- William Zajc

ASSOCIATE PROFESSORS

- Gustaaf Brooijmans
- Janna Levin (Barnard)
- Szabolcs Marka
- Reshmi Mukherjee (Barnard)
- Alberto Nicolis
- Abhay Pasupathy
- Ozgur Sahin (Biology)
- Tanya Zelevinsky

ASSISTANT PROFESSORS

- Cory Dean

- Brian Humensky
- Bradley Johnson
- Brian Metzger
- Rachel Rosen

SENIOR LECTURER IN DISCIPLINE

- Jeremy Dodd

ADJUNCT PROFESSOR

- Morgan May

LECTURER

- Burton Budick
- Joel Gersten

ON LEAVE

REQUIREMENTS

GUIDELINES FOR ALL PHYSICS MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

Majors and concentrators should plan their programs of study with the director of undergraduate studies before the beginning of the junior year.

Prospective physics majors are strongly encouraged to begin one of the introductory physics sequences in their first year. Majors should aim to acquire as extensive a background in mathematics as possible.

The department considers laboratory experience to be an essential part of the physics curriculum. Majors and concentrators can gain such experience in the intermediate-level laboratories, the electronics laboratory, and through experimental research in faculty research groups.

Grading

A grade of C- or better must be obtained for a course to count toward the majors or the concentration. The grade of P is not acceptable, but a course that was taken P/D/F may be counted if and only if the P is uncovered by the Registrar's deadline.

MAJOR IN PHYSICS

Physics Courses

The major in physics requires a minimum of 41 points in physics courses, including:

Introductory Sequences

Select one of the following sequences:

Sequence A: Students with a limited background in high school physics may elect to take:

PHYS W1401 - PHYS W1402 - PHYS W2601	Introduction To Mechanics and Thermodynamics and Introduction To Electricity, Magnetism, and Optics and Physics, III: Classical and Quantum Waves
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Sequence B:

PHYS W1601 - PHYS W1602 - PHYS W2601	Physics, I: Mechanics and Relativity and Physics, II: Thermodynamics, Electricity, and Magnetism and Physics, III: Classical and Quantum Waves
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Sequence C: Students with advanced preparation in both physics and mathematics may be eligible to take:

PHYS W2801 - PHYS W2802	Accelerated Physics I and Accelerated Physics II
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Core Physics Courses

PHYS W3003	Mechanics
PHYS W3007	Electricity and Magnetism
PHYS W3008	Electromagnetic Waves and Optics
PHYS W4021	Quantum Mechanics
PHYS W4022	Quantum Mechanics II
PHYS W4023	Thermal and Statistical Physics

Elective Courses

Select at least six points of the following courses:

PHYS W3002	From Quarks To the Cosmos: Applications of Modern Physics
PHYS W4003	Advanced Mechanics
PHYS W4011	Particle Astrophysics and Cosmology
PHYS W4018	Solid-State Physics
PHYS W4019	Mathematical Methods of Physics
PHYS W4040	Introduction to General Relativity
PHYS W4050	Introduction to Particle Physics

With the permission of the Director of Undergraduate Studies, 4000- or 6000-level courses offered in this or other science departments

Laboratory Work at the Intermediate Level *

Select one of the following options:

Option 1:

PHYS W3081	Intermediate Laboratory Work (two semesters)
PHYS W3083	Electronics Laboratory

Option 2:

PHYS W3081	Intermediate Laboratory Work (three semesters)
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Senior Seminar

PHYS W3072	Seminar in Current Research Problems
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* Approved experimental work with a faculty research group may satisfy one semester of the laboratory requirement.

Mathematics Courses

Calculus through MATH V1202 Calculus IV or MATH V1208 Honors Mathematics B; and MATH V3027 Ordinary Differential Equations or the equivalent.

Recommended cognate courses: MATH V2010 Linear Algebra, MATH V3007 Complex Variables, and MATH V3028 Partial Differential Equations.

CONCENTRATION IN PHYSICS

The concentration in physics requires a minimum of 24 points in physics, including one of the introductory sequences.

INTERDISCIPLINARY MAJOR

It is also possible to major in astrophysics, biophysics, and chemical physics. Students interested in these areas should consult with the director of undergraduate studies and with cognate departments (astronomy, biological sciences, chemistry).

COURSES

PHYS W1001 Physics for Poets. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: high school algebra.

This course does not fulfill the physics requirement for admission to medical school. No previous background in physics is expected. An introduction to physics taught through the exploration of the scientific method, and the application of physical principles to a wide range of topics from quantum mechanics to cosmology.

Spring 2016: PHYS W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1001	001/13786	M W 2:40pm - 3:55pm 428 Pupin Laboratories	Szabolcs Marka	3	144/140

PHYS W1201 General Physics I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: some basic background in calculus or be concurrently taking *MATH V1101x* Calculus I.

The course will use elementary concepts from calculus. The accompanying laboratory is *PHYS W1291x-W1292y*. Basic introduction to the study of mechanics, fluids, thermodynamics, electricity, magnetism, optics, special relativity, quantum mechanics, atomic physics, and nuclear physics.

Fall 2015: PHYS W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1201	001/71382	M W 10:10am - 11:25am 301 Pupin Laboratories	Michael Shaevitz	3	162/160

PHYS 1201	002/14336	M W 10:10am - 11:25am 428 Pupin Laboratories	Bradley Johnson	3	100/130
PHYS 1201	003/20059	T Th 6:10pm - 7:25pm 428 Pupin Laboratories	Burton Budick	3	85/130

Spring 2016: PHYS W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1201	001/27661	T Th 6:10pm - 7:25pm 301 Pupin Laboratories	Cory Dean	3	102/140

PHYS W1202 General Physics II. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PHYS W1201*, and some background in calculus or be concurrently taking *MATH V1101x* Calculus I.

The course will use elementary concepts from calculus. The accompanying laboratory is *PHYS W1291x-W1292y*. Basic introduction to the study of mechanics, fluids, thermodynamics, electricity, magnetism, optics, special relativity, quantum mechanics, atomic physics, and nuclear physics.

Spring 2016: PHYS W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1202	001/16732	M W 10:10am - 11:25am 301 Pupin Laboratories	Michael Shaevitz	3	129/160
PHYS 1202	002/71689	M W 10:10am - 11:25am 428 Pupin Laboratories	John Parsons	3	118/130
PHYS 1202	003/23271	T Th 6:10pm - 7:25pm 428 Pupin Laboratories	Burton Budick	3	46/130

PHYS W1291 General Physics Laboratory. 1 point.Same course as *PHYS W1291x*, but given off-sequence.Corequisites: *PHYS W1201y*.

This course is the laboratory for the corequisite lecture course and can be taken only during the same term as the corresponding lecture.

Fall 2015: PHYS W1291

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1291	001/20669	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	002/13528	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	003/73413	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	004/61714	M 4:10pm - 7:10pm	Giuseppina Cambareri	1	15/15

PHYS 1291	005/67980	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	10/15
PHYS 1291	006/61906	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	007/10949	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	008/17402	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	009/60305	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	11/15
PHYS 1291	010/75011	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1291	011/64434	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	8/15
PHYS 1291	012/25406	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	7/15
PHYS 1291	013/61145	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1291	014/61322	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	015/24174	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1291	016/18167	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1291	017/21198	W 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	018/63586	W 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	10/15
PHYS 1291	019/12541	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	020/29671	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	021/17487	Th 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	022/22866	Th 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	11/15
PHYS 1291	023/11920	Th 7:30pm - 10:30pm	Giuseppina Cambareri	1	12/15

		5th Flr Pupin Laboratories				PHYS 1292 004/12030	M 4:10pm - 7:10pm	Giuseppina 1	15/15
PHYS 1291 024/26339		Th 7:30pm - 10:30pm	Giuseppina 1	9/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 005/27948	M 7:30pm - 10:30pm	Giuseppina 1	9/15
PHYS 1291 025/24978		F 1:00pm - 4:00pm	Giuseppina 1	13/15			5th Flr Pupin Laboratories		
		5th Flr Pupin Laboratories				PHYS 1292 006/71315	M 7:30pm - 10:30pm	Giuseppina 1	15/15
PHYS 1291 026/28805		F 1:00pm - 4:00pm	Giuseppina 1	13/15			5th Flr Pupin Laboratories		
		5th Flr Pupin Laboratories				PHYS 1292 007/22501	T 1:00pm - 4:00pm	Giuseppina 1	15/15
Spring 2016: PHYS W1291							5th Flr Pupin Laboratories	Cambareri	
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	PHYS 1292 008/16749	T 1:00pm - 4:00pm	Giuseppina 1	15/15
PHYS 1291 001/19851		M 1:00pm - 4:00pm	Giuseppina 1	12/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 009/66088	T 4:10pm - 7:10pm	Giuseppina 1	15/15
PHYS 1291 002/24017		M 4:10pm - 7:10pm	Giuseppina 1	13/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 010/69314	T 4:10pm - 7:10pm	Giuseppina 1	12/15
PHYS 1291 003/69855		T 1:00pm - 4:00pm	Giuseppina 1	12/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 011/17798	T 7:30pm - 10:30pm	Giuseppina 1	17/15
PHYS 1291 004/71433		T 7:30pm - 10:30pm	Giuseppina 1	12/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 013/15064	W 1:00pm - 4:00pm	Giuseppina 1	14/15
PHYS 1291 005/11350		W 1:00pm - 4:00pm	Giuseppina 1	13/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 014/22138	W 1:00pm - 4:00pm	Giuseppina 1	15/15
PHYS 1291 006/60343		W 7:30pm - 10:30pm	Giuseppina 1	4/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 015/76544	W 4:10pm - 7:10pm	Giuseppina 1	12/15
PHYS 1291 007/67014		Th 1:00pm - 4:00pm	Giuseppina 1	14/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 016/68264	W 4:10pm - 7:10pm	Giuseppina 1	10/15
PHYS 1291 008/70642		Th 7:30pm - 10:30pm	Giuseppina 1	8/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 017/64837	W 7:30pm - 10:30pm	Giuseppina 1	13/15
PHYS 1291 009/17192		F 1:00pm - 4:00pm	Giuseppina 1	13/15			5th Flr Pupin Laboratories	Cambareri	
		5th Flr Pupin Laboratories				PHYS 1292 018/72907	Th 1:00pm - 4:00pm	Giuseppina 1	14/15
PHYS W1292 General Physics Laboratory II. 1 point.							5th Flr Pupin Laboratories	Cambareri	
Corequisites: <i>PHYS W1201x-W1202y</i> .						PHYS 1292 019/71648	Th 1:00pm - 4:00pm	Giuseppina 1	15/15
This course is the laboratory for the corequisite lecture course (<i>PHYS W1201x-W1202y</i>) and can be taken only during the same term as the corresponding lecture.							5th Flr Pupin Laboratories	Cambareri	
Spring 2016: PHYS W1292						PHYS 1292 020/24164	Th 4:10pm - 7:10pm	Giuseppina 1	14/15
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment		5th Flr Pupin Laboratories	Cambareri	
PHYS 1292 001/71919		M 1:00pm - 4:00pm	Giuseppina 1	15/15		PHYS 1292 021/18301	Th 4:10pm - 7:10pm	Giuseppina 1	14/15
		5th Flr Pupin Laboratories					5th Flr Pupin Laboratories	Cambareri	
PHYS 1292 002/14803		M 1:00pm - 4:00pm	Giuseppina 1	16/15		PHYS 1292 022/75459	Th 7:30pm - 10:30pm	Giuseppina 1	15/15
		5th Flr Pupin Laboratories					5th Flr Pupin Laboratories	Cambareri	
PHYS 1292 003/16993		M 4:10pm - 7:10pm	Giuseppina 1	14/15		PHYS 1292 023/60009	F 1:00pm - 4:00pm	Giuseppina 1	10/15
		5th Flr Pupin Laboratories					5th Flr Pupin Laboratories	Cambareri	

PHYS W1401 Introduction To Mechanics and Thermodynamics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Corequisites: *MATH V1101* or the equivalent.

Fundamental laws of mechanics, kinematics and dynamics, work and energy, rotational dynamics, oscillations, gravitation, fluids, temperature and heat, gas laws, the first and second laws of thermodynamics.

Fall 2015: PHYS W1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1401	001/14095	M W 1:10pm - 2:25pm 301 Pupin Laboratories	Charles Hailey	3	105/160
PHYS 1401	002/65609	T Th 10:10am - 11:25am 428 Pupin Laboratories	William Zajc	3	149/150

PHYS W1402 Introduction To Electricity, Magnetism, and Optics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PHYS W1401*.

Corequisites: *MATH V1102* or the equivalent.

Electric fields, direct currents, magnetic fields, alternating currents, electromagnetic waves, polarization, geometrical optics, interference, and diffraction.

PHYS W1403 Introduction to Classical and Quantum Waves. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PHYS W1402*.

Corequisites: *MATH V1201* or the equivalent.

Classical waves and the wave equation, Fourier series and integrals, normal modes, wave-particle duality, the uncertainty principle, basic principles of quantum mechanics, energy levels, reflection and transmission coefficients, applications to atomic physics.

Fall 2015: PHYS W1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1403	001/23293	M W 11:40am - 12:55pm 301 Pupin Laboratories	Gustaaf Brooijmans	3	100/130

PHYS W1493 Introduction to Experimental Physics. 3 points.

Prerequisites: *PHYS W1401* and *W1402*.

Laboratory work associated with the two prerequisite lecture courses. Experiments in mechanics, thermodynamics, electricity, magnetism, optics, wave motion, atomic physics, and nuclear physics. Note: Students cannot receive credit for both *PHYS W1493* and *W1494*.

Fall 2015: PHYS W1493

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1493	001/19286	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	12/13
PHYS 1493	001/19286	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	12/13
PHYS 1493	002/23386	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	10/13
PHYS 1493	002/23386	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	10/13
PHYS 1493	003/25325	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	003/25325	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	004/10632	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	10/13
PHYS 1493	004/10632	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	10/13
PHYS 1493	005/13903	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13
PHYS 1493	005/13903	W 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13
PHYS 1493	006/76412	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	12/13
PHYS 1493	006/76412	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	12/13
PHYS 1493	007/26559	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	007/26559	Th 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	008/11298	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	12/13
PHYS 1493	008/11298	Th 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	12/13
PHYS 1493	009/75929	F 1:00pm - 4:00pm	Giuseppina Cambareri,	3	9/13

	5th Flr Pupin Laboratories	Angelo Esposito			
PHYS 1493 009/75929	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13	
PHYS 1493 010/20827	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	12/13	
PHYS 1493 010/20827	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	12/13	
PHYS 1493 011/21050	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13	
PHYS 1493 011/21050	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13	
PHYS 1493 012/23733	T 3:00pm - 3:55pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	10/13	
PHYS 1493 012/23733	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	10/13	

PHYS W1494 Introduction to Experimental Physics. 3 points.

Prerequisites: *PHYS W1401* and *W1402*.

Laboratory work associated with the two prerequisite lecture courses. Experiments in mechanics, thermodynamics, electricity, magnetism, optics, wave motion, atomic physics, and nuclear physics. Note: Students cannot receive credit for both *PHYS W1493* and *W1494*.

PHYS W1601 Physics, I: Mechanics and Relativity. 3.5 points.

CC/GS: Partial Fulfillment of Science Requirement

Corequisites: *MATH V1102* or the equivalent.

Fundamental laws of mechanics, kinematics and dynamics, work and energy, rotational dynamics, oscillations, gravitation, fluids, introduction to special relativity and relativistic kinematics. The course is preparatory for advanced work in physics and related fields.

Fall 2015: PHYS W1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1601	001/10318	T Th 10:10am - 11:25am 301 Pupin Laboratories	Thomas Humensky	3.5	158/180

PHYS W1602 Physics, II: Thermodynamics, Electricity, and Magnetism. 3.5 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PHYS W1601*.

Corequisites: *MATH V1201* or the equivalent.

Temperature and heat, gas laws, the first and second laws of thermodynamics, kinetic theory of gases, electric fields, direct currents, magnetic fields, alternating currents, electromagnetic waves. The course is preparatory for advanced work in physics and related fields.

Spring 2016: PHYS W1602

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1602	001/65812	T Th 10:10am - 11:25am 301 Pupin Laboratories	Thomas Humensky	3.5	133/180

PHYS W2001 Special Relativity. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: a working knowledge of high school algebra, trigonometry, and physics. Some familiarity with calculus is useful but not essential.

This course is a comprehensive, one-semester introduction to the essential ideas and mathematical structures underlying Einstein's Special Theory of Relativity. Among the topics covered will be: the relativity of simultaneity, time dilation, Lorentz contraction, velocity combination laws, time dilation over large distances, the Lorentz transformation, spacetime diagrams, the basic (seeming) paradoxes of special relativity, relativistic equations of motion and $E = mc^2$.

Fall 2015: PHYS W2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2001	001/97355	F 1:00pm - 3:00pm 301m Fayerweather	Brian Greene	3	31/35

PHYS W2601 Physics, III: Classical and Quantum Waves. 3.5 points.

Prerequisites: *PHYS W1402* or *W1602*.

Corequisites: *MATH V1202* or the equivalent.

Classical waves and the wave equation, geometrical optics, interference and diffraction, Fourier series and integrals, normal modes, wave-particle duality, the uncertainty principle, basic principles of quantum mechanics, energy levels, reflection and transmission coefficients, the harmonic oscillator. The course is preparatory for advanced work in physics and related fields.

Fall 2015: PHYS W2601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2601	001/67599	T Th 2:40pm - 3:55pm 329 Pupin Laboratories	Jeremy Dodd	3.5	67

PHYS W2699 Experiments in Classical and Modern Physics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PHYS W1601* (or *W1401*), *W1602* (or *W1402*), and *W2601*.

Laboratory work associated with the three prerequisite lecture courses. Experiments in mechanics, thermodynamics, electricity, magnetism, optics, wave motion, atomic physics, and nuclear physics.

PHYS W2801 Accelerated Physics I. 4.5 points.

Prerequisites: Advanced Placement in physics and mathematics, or the equivalent, and the instructor's permission. (A special placement meeting is held during Orientation.)

This accelerated two-semester sequence covers the subject matter of *PHYS W1601*, *W1602* and *W2601*, and is intended for those students who have an exceptionally strong background in both physics and mathematics. The course is preparatory for advanced work in physics and related fields. There is no accompanying laboratory; however, students are encouraged to take the intermediate laboratory, *PHYS W3081*, in the following year.

Fall 2015: PHYS W2801

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2801	001/16090	T Th 10:10am - 12:00pm 329 Pupin Laboratories	Brian Cole	4.5	50

PHYS W2802 Accelerated Physics II. 4.5 points.

Prerequisites: Advanced Placement in physics and mathematics, or the equivalent, and the instructor's permission. (A special placement meeting is held during Orientation.)

This accelerated two-semester sequence covers the subject matter of *PHYS W1601*, *W1602* and *W2601*, and is intended for those students who have an exceptionally strong background in both physics and mathematics. The course is preparatory for advanced work in physics and related fields. There is no accompanying laboratory; however, students are encouraged to take the intermediate laboratory, *PHYS W3081*, in the following year.

Spring 2016: PHYS W2802

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2802	001/73069	T Th 10:10am - 12:00pm 214 Pupin Laboratories	Brian Cole	4.5	37

PHYS W3002 From Quarks To the Cosmos: Applications of Modern Physics. 3.5 points.

Not offered during 2015-16 academic year.

Prerequisites: W2601 or W2802

This course reinforces basic ideas of modern physics through applications to nuclear physics, high energy physics, astrophysics and cosmology. The ongoing Columbia research programs in these fields are used as practical examples. The course is preparatory for advanced work in physics and related fields.

PHYS W3003 Mechanics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: general physics, and differential and integral calculus.

Newtonian mechanics, oscillations and resonance, conservative forces and potential energy, central forces, non-inertial frames of reference, rigid body motion, an introduction to Lagrange's formulation of mechanics, coupled oscillators, and normal modes.

Spring 2016: PHYS W3003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3003	001/77192	M W 11:40am - 12:55pm 329 Pupin Laboratories	Andrew Millis	3	52

PHYS W3007 Electricity and Magnetism. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: general physics, and differential and integral calculus.

Electrostatics and magnetostatics, Laplace's equation and boundary-value problems, multipole expansions, dielectric and magnetic materials, Faraday's law, AC circuits, Maxwell's equations, Lorentz covariance, and special relativity.

Fall 2015: PHYS W3007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3007	001/70215	M W 11:40am - 12:55pm 329 Pupin Laboratories	Abhay Pasupathy	3	62

PHYS W3008 Electromagnetic Waves and Optics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PHYS W3007*.

Maxwell's equations and electromagnetic potentials, the wave equation, propagation of plane waves, reflection and refraction, geometrical optics, transmission lines, wave guides, resonant cavities, radiation, interference of waves, and diffraction.

Spring 2016: PHYS W3008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3008	001/15405	M W 1:10pm - 2:25pm 329 Pupin Laboratories	Bradley Johnson	3	49

PHYS W3018 Weapons of Mass Destruction. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Prerequisites: high school science and math.

A review of the history and environmental consequences of nuclear, chemical, and biological weapons of mass destruction (WMD); of how these weapons work, what they cost, how they have spread, how they might be used, how they are currently controlled by international treaties and domestic legislation, and

what issues of policy and technology arise in current debates on WMD. What aspects of the manufacture of WMD are easily addressed, and what aspects are technically challenging? It may be expected that current events/headlines will be discussed in class.

Spring 2016: PHYS W3018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3018	001/27777	T Th 2:40pm - 3:55pm 301 Pupin Laboratories	Szabolcs Marka	3	254/200

PHYS W3072 Seminar in Current Research Problems. 2 points.

May be taken for Pass/Fail credit only.

A detailed study of a selected field of active research in physics. The motivation, techniques, and results obtained to the present, as well as the difficulties and unsolved problems. For Physics majors only. Priority given to seniors; juniors by permission of the instructor.

Spring 2016: PHYS W3072

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3072	001/27552	F 12:00pm - 1:15pm 414 Pupin Laboratories	Cory Dean	2	22/15

PHYS W3081 Intermediate Laboratory Work. 2 points.

May be repeated for credit by performing different experiments. The laboratory has available fifteen individual experiments, of which two are required per 2 points.

Prerequisites: *PHYS W2601* or *PHYS W2802*. Primarily for junior and senior physics majors; other majors must obtain the instructor's permission.

Each experiment is chosen by the student in consultation with the instructor. Each section meets one afternoon per week, with registration in each section limited by the laboratory capacity. Experiments (classical and modern) cover topics in electricity, magnetism, optics, atomic physics, and nuclear physics.

Fall 2015: PHYS W3081

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3081	001/15509	M 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Elena Aprile	2	11/14
PHYS 3081	002/28188	Th 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Michele Limon	2	8/15
PHYS 3081	003/70955	F 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Morgan May	2	18/15

Spring 2016: PHYS W3081

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3081	001/11759	M 1:10pm - 5:00pm	Yasutomo Uemura	2	10/15

PHYS 3081	002/16623	Th 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Abhay Pasupathy	2	5/15
PHYS 3081	003/74836	F 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Morgan May	2	14/15

PHYS W3083 Electronics Laboratory. 3 points.

Enrollment limited to the capacity of the laboratory.

Prerequisites: *PHYS W3003* or *W3007*. May be taken before or concurrently with this course.

A sequence of experiments in solid-state electronics, with introductory lectures.

Spring 2016: PHYS W3083

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3083	001/21141	M W 1:10pm - 4:00pm 513 Pupin Laboratories	John Parsons	3	10/12

PHYS W3500 Supervised Readings in Physics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: the written permission of the faculty member who agrees to act as supervisor, and the director of undergraduate studies' permission.

Readings in a selected field of physics under the supervision of a faculty member. Written reports and periodic conferences with the instructor.

PHYS W3900 Supervised Individual Research. 1-5 points.

Prerequisites: the written permission of the faculty member who agrees to act as supervisor, and the director of undergraduate studies' permission.

For specially selected physics majors, the opportunity to do a research project in contemporary physics under the supervision of a faculty member. A detailed report on the research is presented by the student when the project is completed.

PHYS G4003 Advanced Mechanics. 3 points.

Lagrange's formulation of mechanics, calculus of variations, the Action Principle, Hamilton's formulation of mechanics, rigid body motion, Euler angles, continuum mechanics, introduction to chaotic dynamics

PHYS W4003 Advanced Mechanics. 3 points.

Prerequisites: differential and integral calculus, differential equations, and *PHYS W3003* or the equivalent.

Lagrange's formulation of mechanics, calculus of variations and the Action Principle, Hamilton's formulation of mechanics, rigid body motion, Euler angles, continuum mechanics, introduction to chaotic dynamics.

Spring 2016: PHYS W4003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHYS 4003	001/75515	M W 10:10am - 11:25am 420 Pupin Laboratories	Rachel Rosen	3	33
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PHYS W4011 Particle Astrophysics and Cosmology. 3 points.

Prerequisites: *PHYS W1403*, *W2601* or *W2802*; *MATH V1202* or *V1208*; students are recommended but not required to have taken *PHYS W3003* and *W3007*.

An introduction to the basics of particle astrophysics and cosmology. Particle physics - introduction to the Standard Model and supersymmetry/higher dimension theories; Cosmology – Friedmann-Robertson-Walker line element and equation for expansion of universe; time evolution of energy/matter density from the Big Bang; inflationary cosmology; microwave background theory and observation; structure formation; dark energy; observational tests of geometry of universe and expansion; observational evidence for dark matter; motivation for existence of dark matter from particle physics; experimental searches of dark matter; evaporating and primordial black holes; ultra-high energy phenomena (gamma-rays and cosmic-rays).

Spring 2016: PHYS W4011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4011	001/63020	M W 1:10pm - 2:25pm 420 Pupin Laboratories	Charles Hailey	3	15

PHYS W4012 String Theory. 3 points.

Prerequisites: *PHYS W3003*, *PHYS W3008*, *PHYS W4021*. *PHYS W4023* would be helpful but is not required. Students should have some familiarity with tools for graphical presentation and numeric problem solving such as Mathematica and/or MatLab.

This course is intended as an introduction to string theory for undergraduates. No advanced graduate-level preparation is assumed, and the material will be covered at (no higher than) the advanced undergraduate level. Advanced topics such as supersymmetry, T-duality, and covariant quantization will not be covered. The focus will be on the dynamics of classical and quantum mechanical strings, with an emphasis on integrating undergraduate material in classical mechanics, relativity, electrodynamics and quantum mechanics.

Spring 2016: PHYS W4012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4012	001/68459	M W 11:40am - 12:55pm 414 Pupin Laboratories	William Zajc	3	12

PHYS W4018 Solid-State Physics. 3 points.

Prerequisites: *PHYS W4021* and *W4023*, or the equivalent. Introduction to solid-state physics: crystal structures, properties of periodic lattices, electrons in metals, band structure, transport properties, semiconductors, magnetism, and superconductivity.

Spring 2016: PHYS W4018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4018	001/82402	T Th 2:40pm - 3:55pm 420 Pupin Laboratories	Aron Pinczuk	3	19

PHYS G4019 Mathematical Methods of Physics. 3 points.

Highlights of complex analysis, differential equations, integral equations, Green's functions, special functions, Fourier and other transforms, approximation methods, group theory and representations, differential geometry and manifolds. Emphasis on applications to physical problems

PHYS W4019 Mathematical Methods of Physics. 3 points.

Prerequisites: differential and integral calculus; linear algebra; *PHYS W3003* and *PHYS W3007*; or the instructor's permission. This course will present a wide variety of mathematical ideas and techniques used in the study of physical systems. Topics will include: ordinary and partial differential equations; generalized functions; integral transforms; Green's functions; nonlinear equations, chaos, and solitons; Hilbert space and linear operators; Feynman path integrals; Riemannian manifolds; tensor analysis; probability and statistics. There will also be a discussion of applications to classical mechanics, fluid dynamics, electromagnetism, plasma physics, quantum mechanics, and general relativity.

Fall 2015: PHYS W4019

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4019	001/65260	M W 10:10am - 11:25am 420 Pupin Laboratories	Brian Metzger	3	22

PHYS G4021 Quantum Mechanics. 3 points.

The formulation of quantum mechanics in terms of state vectors and linear operators, three dimensional spherically symmetric potentials, the theory of angular momentum and spin, time-independent and time-dependent perturbation theory, scattering theory, identical particles

PHYS W4021 Quantum Mechanics. 3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *W3003*, *W3007*, *BC3006*.

Formulation of quantum mechanics in terms of state vectors and linear operators. Three dimensional spherically symmetric potentials. The theory of angular momentum and spin. Identical particles and the exclusion principle. Methods of approximation. Multi-electron atoms.

Fall 2015: PHYS W4021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4021	001/92803	T Th 8:40am - 9:55am 329 Pupin Laboratories	Erick Weinberg	3	46

PHYS W4022 Quantum Mechanics II. 3 points.

Spring 2016: PHYS W4022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4022	001/88282	T Th 8:40am - 9:55am 329 Pupin Laboratories	Erick Weinberg	3	37

PHYS G4023 Thermal and Statistical Physics. 3 points.

Pre or co-requisite: G4021. Thermodynamics, kinetic theory, and methods of statistical mechanics; energy and entropy; Boltzmann, Fermi, and Bose distributions; ideal and real gases; blackbody radiation; chemical equilibrium; phase transitions; ferromagnetism

PHYS W4023 Thermal and Statistical Physics. 3 points.Prerequisites: *PHYS W4021* or the equivalent.

Thermodynamics, kinetic theory, and methods of statistical mechanics; energy and entropy; Boltzmann, Fermi, and Bose distributions; ideal and real gases; blackbody radiation; chemical equilibrium; phase transitions; ferromagnetism.

Fall 2015: PHYS W4023

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4023	001/26597	T Th 1:10pm - 2:25pm 329 Pupin Laboratories	Frederik Denef	3	35

PHYS W4040 Introduction to General Relativity. 3 points.Prerequisites: *PHYS W3003*, *PHYS W3007* or the equivalent.

Tensor algebra, tensor analysis, introduction to Riemann geometry. Motion of particles, fluid, and fields in curved spacetime. Einstein equation. Schwarzschild solution; test-particle orbits and light bending. Introduction to black holes, gravitational waves, and cosmological models.

PHYS W4050 Introduction to Particle Physics. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *PHYS W2601* or *W2802*, or the equivalent. Review of key concepts in quantum mechanics and special relativity. Conservation laws, decays, interactions, oscillations. Atoms, nuclei, hadrons (protons and neutrons) and quarks. Current theoretical and experimental challenges, including physics at the Large Hadron Collider.

PHYS W4051 Advanced Laboratory Work. 2 points.

Prerequisites: the instructor's permission.

The laboratory has 13 available individual experiments, of which two are required per 2 points. Each experiment requires two (four-hour) laboratory sessions. Registration is limited by the laboratory capacity. May be repeated for credit with different experiment selection. Experiments (classical and modern) cover topics in electricity, magnetism, optics, atomic physics, and nuclear physics.

Fall 2015: PHYS W4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHYS 4051	001/25516	M 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Yasutomo Uemura	2	0/0
PHYS 4051	002/62498	Th 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Michele Limon	2	0/0
PHYS 4051	003/67848	F 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Morgan May	2	1/0

Spring 2016: PHYS W4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4051	001/22205	M 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Yasutomo Uemura	2	0/0
PHYS 4051	002/29032	Th 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Abhay Pasupathy	2	0/0
PHYS 4051	003/94266	F 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Morgan May	2	0/0

PHYS W4075 Biology at Physical Extremes. 0 points.

Prerequisites: one year each of introductory physics and biology. This is a combined lecture/seminar course designed for graduate students and advanced undergraduates. The course will cover a series of cases where biological systems take advantage of physical phenomena in counter intuitive and surprising ways to accomplish their functions. In each of these cases, we will discuss different physical mechanisms at work. We will limit our discussions to simple, qualitative arguments. We will also discuss experimental methods enabling the study of these biological systems. Overall, the course will expose students to a wide range of physical concepts involved in biological processes.

PHYS W4080 Scientific Computing. 3 points.Prerequisites: *PHYS W3003*, *PHYS W3008*, *PHYS W4021*, *PHYS W4023* or the instructor permission.

This course is intended to provide an introduction to scientific computing for Physics and other physical science undergraduates. Methods of computing will be taught through solving a variety of physical science problems. Previous programming experience is useful, but not required. The course will introduce the C++ programming language and also make use of Python and MATLAB in class and in exercises. The first part of the course will introduce these software tools and explore basic numerical algorithms for differential equations and matrices, emphasizing numerical stability and performance. These algorithms will then be used to explore physical phenomena, such as the equation of state for a simple gas, electromagnetic wave propagation and statistical mechanics systems. A brief discussion of parallel computing techniques will be included, with a chance to implement some parallel algorithms.

PHYS G4302 General Relativity and Black Holes. 3 points.

Special relativity and its role in physics, the Newtonian theory of gravity from Einstein's viewpoint, the equivalence principle, differential geometry and geodesics, Einstein's equations, light

bending and gravitational lensing, Newtonian thermodynamics of black holes

PHYS G4386 Geometrical Concepts In Physics. 3 points.

Material from topology and differential geometry with illustrations of their use in electrodynamics, general relativity, and Yang-Mills theory. In particular, topological and differential manifolds, tensors, vector bundles, connections, and Lie groups

POLITICAL SCIENCE

Departmental Office: 710 International Affairs Building;
212-854-3707
<http://www.polisci.columbia.edu>

Director of Undergraduate Studies:

Prof. Andrew J. Nathan, 931 International Affairs Building;
212-854-6909; ajn1@columbia.edu

Economics-Political Science Advisers:

Economics: Dr. Susan Elmes, Director of Undergraduate Studies,
1006 International Affairs Building; se5@columbia.edu

Political Science: Prof. John D. Huber, 813 International Affairs
Building; 212-854-7208; jdh39@columbia.edu

Political Science-Statistics Advisers:

Political Science: Prof. Robert Shapiro, 730 International Affairs
Building; 212-854-3944; rys3@columbia.edu

Statistics: Prof. Daniel Rabinowitz, 1255 Amsterdam Avenue,
Room 1014; 212-851-2141; dan@stat.columbia.edu

The discipline of political science focuses on issues of power and governance and, in particular, on political institutions, both formal and informal. It also focuses on political behavior, political processes, political economy, and state-society relations.

The field consists of four substantive subfields: *American politics*, which covers such topics as national and local politics, elections, and constitutional law; *comparative politics*, which aims at understanding the political systems of other countries, both by studying individual states and by engaging in cross-national comparisons; *international relations*, which deals with the ways that states and other political actors behave in the international arena, including such topics as security, foreign policies, international organizations, and international economic relations; and *political theory*, which analyzes the history of normative political thought as well as of analytic concepts such as the nature of justice or liberty.

Other broad topics, such as “political economy,” or the study of the relationships between economic and political processes, overlap with the subfields, but also constitute a separate program (see below). Methodology, including statistical analysis and formal modeling, also occupies an important place in the discipline.

ADVANCED PLACEMENT

The department grants credit toward the major for work completed under the College Entrance Examination Board (CEEB) Advanced Placement Program. Students receive 3 academic credits and exemption from POLS W1201 Introduction to American Government & Politics or POLS V1501 Introduction to Comparative Politics for scores of 5 in the United States and Comparative Government and Politics AP Exams.

ADVISING

The Department of Political Science offers a variety of advising resources to provide undergraduate majors and concentrators with the information and support needed to successfully navigate through the program. These resources are described below.

Undergraduate Advising Office

Students should take questions or concerns about the undergraduate program to the department's undergraduate advising office first. If advisers cannot answer a student's question, they then refer the student to the appropriate person.

The undergraduate advising office is staffed by a political science Ph.D. student who holds open office hours at least once per week (the schedule can be found on-line at <http://polisci.columbia.edu/academic-programs/undergraduate-programs/advising>). Students should stop by during these hours with questions about requirements, course selection, course of study, transfer and study abroad credit, and any other aspect of the program. Students may also reach the adviser by email at polisciadvising@columbia.edu.

Students should also visit the undergraduate advising office for assistance in completing the political science program planning form (available in the office, or on-line at <http://polisci.columbia.edu/academic-programs/undergraduate-programs/planning-forms>). The advisers must sign and date this form in the approval column next to any listed class that requires approval to be counted toward the program (transfer courses, non-traditional courses, etc.). These forms cannot be completed by faculty advisers. Each student's planning form is kept on file in the department, so that each semester they may meet with an adviser to update it.

The advisers are also available to speak with students about more substantive issues, including research interests, internships, and post-college plans. Since the advisers have been through the graduate school application process, they are great resources with whom students may discuss the process. Also, because they are current Ph.D. students in the department, they are familiar with the research interests of political science faculty and can therefore refer students to a professor for thesis advice, a research assistant job, or a faculty member whose research corresponds to the student's interests.

Requesting a Faculty Adviser

Often the best way for students to obtain advising from a faculty member is to contact a professor with whom they have taken a class in an area of interest. Students also have the option of having a faculty adviser assigned by the department. To request a faculty adviser, students should complete the Faculty Adviser Request Form and submit it to the undergraduate coordinator during the first two weeks of the semester.

Students may consult with their faculty adviser for any substantive issue, but still must visit walk-in advising hours to

have courses approved, to fill out and update planning forms, and to discuss departmental requirements and regulations.

Director of Undergraduate Studies

The director of undergraduate studies oversees the undergraduate program and is available during office hours. While a student's first stop for advising should be the undergraduate advising office, the director of undergraduate studies is available to answer any questions that the undergraduate advisers or the undergraduate coordinator cannot. In such cases, the undergraduate coordinator and advisers refer students to the director of undergraduate studies.

Economics–Political Science Adviser

Economics–political science majors may consult with the economics–political science adviser during office hours. Please note that students should also see an undergraduate adviser to discuss major requirements and fill out a planning form. For any questions about the economics–political science program that an undergraduate adviser cannot answer, students are referred to the economics–political science adviser.

Political Science–Statistics Adviser

Political science–statistics majors may consult with the political science–statistics adviser during office hours. Please note that students should also see an undergraduate adviser to discuss major requirements and fill out a planning form. For any questions about the political science–statistics program that an undergraduate adviser cannot answer, students are referred to the political science–statistics adviser.

Faculty At-Large

Students are encouraged to contact any professor for advice during his or her office hours, or by appointment, to discuss interests in political science, course selection, and other academic or post-college issues. The faculty may provide advice about graduate schools, suggest literature that the student might consult as sources for research, recommend specific courses or professors based on the student's interests, or offer information about research opportunities with faculty. However, students should note that any issues surrounding departmental regulations and requirements, major certification, course approvals, etc., are addressed at the undergraduate advising office.

HONORS PROGRAM

The department offers the Honors Program for a limited number of seniors who want to undertake substantial research projects and write honors theses. The honors thesis is expected to be at least 75 pages in length and of exceptional quality.

Honors students perform research as part of a full-year honors seminar (POLS W3998-POLS W3999 Senior Honors Seminar, 8 points total) during their senior year, in place of the seminar requirement for majors. Honors students may, however, take regular seminars to fulfill other course requirements for the major. Theses are due in late March or early April. To be

awarded departmental honors, the student must satisfy all the requirements for the major, maintain a 3.6 GPA in the major, and complete a thesis of sufficiently high quality to merit honors.

The honors seminar director provides general direction for the seminar. The honors seminar director supervises all students; each student also works with a faculty member in his or her major subfield (American politics, comparative politics, international relations, or political theory) and a preceptor. The honors seminar meets weekly for part of the year and addresses general issues involved in research and thesis writing, such as how to develop research questions and projects, methodology, sources of evidence, and outlining and drafting long papers. The sessions are also used for group discussions of students' research and thesis presentations. Students are also expected to meet periodically with the supervising professor and preceptor.

Students who wish to apply to the Honors Program must notify the department in writing by the end of the spring semester of the junior year. Please check the department website for the official deadline. Normally no more than 10% of graduating majors receive departmental honors in a given academic year. Applicants are required to have already completed the methods requirement for the major.

Application Materials

Applications to the Honors Program must include the following:

1. A cover page with the student's name, CUID number, e-mail address, and school (Columbia College or General Studies);
2. An official transcript, which may be obtained from the Office of the Registrar (<http://www.registrar.columbia.edu>) in Kent Hall, or from Student Services Online (<https://ssol.columbia.edu>) (SSOL);
3. A writing sample, preferably a paper written for a political science course;
4. A brief description (no more than one page) of a possible thesis topic. For guidelines for writing a proposal, please review the *Guidelines for Honors Seminar Proposals* (<http://polisci.columbia.edu/files/polisci/content/pdf/students/Honors%20SeminarApplication%20guidelines.pdf>).

Complete applications should be sent to:

Department of Political Science
Attn: Departmental Honors
420 West 118th Street
Mail Code 3320
New York, NY 10027

In addition, students are encouraged to find a faculty sponsor for their thesis proposal. Students who have identified a faculty sponsor should indicate the sponsor in the proposal; students without a faculty sponsor should identify a faculty member with whom they would like to work. Research areas for the political science department faculty are listed on the department's website (<http://www.columbia.edu/cu/polisci>). Students will be notified

by e-mail of the decision taken on their applications before fall registration.

Students who are not accepted into the honors seminar, or who decide after the application deadline that they would like to write an honors thesis may take one or two semesters of *Special Reading and Research* in order to write a thesis to submit for honors consideration.

For registration information and more details about this process, students should contact the undergraduate coordinator. Students may also submit for honors consideration a paper written for a class. Note that most honors theses are at least 75 pages in length. All theses must be submitted along with a confidential assessment of the paper by the supervising instructor in order to be considered for departmental honors. Students who choose this path must also complete all the requirements for the major and maintain a minimum major GPA of 3.6. Theses are due in late March or early April, and decisions about departmental honors are announced in May.

DEPARTMENTAL PRIZES AND FELLOWSHIPS

The Department of Political Science administers the following prizes and awards. Unless otherwise noted, students do not play an active part in the nomination process. Rather, faculty members nominate students at their own discretion. Departmental prizes are reserved for political science majors.

Charles A. Beard Prize

A cash prize awarded every other year to the student who writes the best paper in political science during the academic year.

Caroline Phelps Stokes Prize

A cash prize established at the bequest of Caroline Phelps Stokes is awarded to a student who has been a degree candidate at Columbia College or Barnard College for at least one academic year, and who has written the best essay in course or seminar work on the general subject of human rights.

Allan J. Willen Memorial Prize

A cash prize awarded to the Columbia College student who writes the best seminar paper on a contemporary American political problem.

Edwin Robbins Academic Research/Public Service Fellowship

The Robbins Fellowship provides a stipend each summer for at least two political science students in Columbia College who will be engaged in research in important matters of politics or policy making or who will be working, without other compensation, as interns in a governmental office, agency, or other public service organization. Each spring, the department invites students to

submit fellowship proposals. Awards are announced in late April or early May.

The Arthur Ross Foundation Award

Phyllis Stevens Sharp Fellowship in American Politics

The Phyllis Stevens Sharp Endowment Fund provides stipends each year during either academic semester or the summer for one or more Columbia College or School of General Studies students majoring or concentrating in political science to support research in American politics or policy making, or otherwise uncompensated internships in a government office, agency, or other public service organization. Each spring, the department invites students to submit fellowship proposals. Awards are announced in late April or early May.

EARLY ADMISSION TO THE MASTER'S DEGREE PROGRAM IN POLITICAL SCIENCE FOR COLUMBIA AND BARNARD POLITICAL SCIENCE UNDERGRADUATES

While the Department of Political Science does not offer a joint bachelor of arts/master's degree, it does allow Columbia and Barnard undergraduates to apply for early admission to its master's degree program. This enables qualified undergraduates majoring or concentrating in political science to obtain the B.A. degree and M.A. degree in fewer than five years (ten semesters) from the time of their entrance into Columbia or Barnard, if they fulfill the M.A. course and residency requirements through summer course work after receiving the B.A. or accelerated study during the course of their undergraduate career.

Students should apply during the fall semester of their senior year for admission to the M.A. program in the following fall semester, after completion of the B.A. degree. The department and the Graduate School of Arts and Sciences may award up to one-half residence unit of advanced standing and/or up to three courses (nine to twelve credits) of transfer credit for graduate courses (4000-level and above) taken at Columbia in excess of the requirements for the Columbia bachelor's degree, as certified by the dean of the undergraduate school awarding the bachelor's degree.

For further information about the application process and minimum qualifications for early admission, please contact the director of undergraduate studies.

For further information about requirements for the M.A. degree, see <http://gsas.columbia.edu/content/academic-programs/political-science>.

FACULTY

PROFESSORS

- Richard K. Betts
- Jagdish Bhagwati (also Economics)
- Partha Chatterjee (also Anthropology)
- Jean L. Cohen
- Gerald L. Curtis
- Rodolfo de la Garza (also School of International and Public Affairs)
- Michael Doyle (also School of International and Public Affairs; Law School)
- Jon Elster
- Robert Erikson
- Virginia Page Fortna (Chair)
- Timothy Frye
- Ester Fuchs (also School of International and Public Affairs)
- Andrew Gelman (also Statistics)
- Donald P. Green
- Fredrick Harris
- Jeffrey Henig (also Teachers College)
- John Huber
- Macartan Humphreys
- Robert Jervis
- David C. Johnston
- Ira Katznelson (also History)
- Sudipta Kaviraj (also Middle Eastern, South Asian, and African Studies)
- Mahmood Mamdani (also Anthropology)
- Isabela Mares
- Massimo Morelli (also Economics)
- M. Victoria Murillo (also School of International and Public Affairs)
- Andrew J. Nathan
- Sharyn O'Halloran (also School of International and Public Affairs)
- Kenneth Prewitt (also School of International and Public Affairs)
- Robert Y. Shapiro
- Jack Snyder
- Michael Ting (also School of International and Public Affairs)
- Nadia Urbinati
- Gregory Wawro

ASSOCIATE PROFESSORS

- Christopher Blattman (also School of International and Public Affairs)
- Shigeo Hirano
- Jeffrey Lax

- Justin Phillips
- Tonya Putnam
- Johannes Urpelainen

ASSISTANT PROFESSORS

- Allison Carnegie
- Daniel Corstange (also School of International and Public Affairs)
- Turkuler Isiksel
- Kimuli Kasara
- Joshua Simon

LECTURERS

- Andreas Avgousti
- Kevin Elliott
- Jessica Kimpell Johnson
- Luke MacInnis

ON LEAVE

- Profs. Carnegie, Doyle, Elster, Frye, Morelli (*2015-2016*)
- Profs. Isiksel and Johnston (*Fall 2015*)
- Profs. Cohen, Corstange, Erikson, Murillo, Shapiro, Simon, Snyder and Urbinati (*Spring 2016*)

REQUIREMENTS

GUIDELINES FOR ALL POLITICAL SCIENCE MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

Planning Forms

Major Planning forms are available on the departmental website: <http://polisci.columbia.edu/academic-programs/undergraduate-programs/planning-forms>.

Courses

Courses in Barnard College or other divisions of the university not listed on the department website course listing cannot be used to meet the requirement of a major or concentration in political science without the approval of an undergraduate adviser, which should be secured in advance of registration.

Transfer Credits

Political science courses taken at other institutions cannot be credited toward the major without the written approval of an undergraduate adviser or the director of undergraduate studies. Students planning to transfer credits should meet with an undergraduate adviser during advising hours or the director of undergraduate studies during office hours as soon as they start taking courses toward the major, since the number of credits transferred (if any) are critical for subsequent planning. Students need the syllabi and transcript for courses submitted for

transfer credit. Normally no more than 15 transfer credits may be counted toward the major.

AP Credits

AP Credits will be granted, based on successful completion of an AP exam with a score of 4 or higher, only after the completion of an upper-level (3000-level or higher) course in the subfield in which the AP exam was taken with a grade of C or higher. Students may be given an exemption, based on AP scores, from only one undergraduate course. Students may not be exempted from more than one introductory course on the basis of AP scores.

Grading

A grade of Pass is acceptable only for the first course taken toward the major or concentration. Courses with a grade of D may not be applied toward the major or concentration.

MAJOR IN POLITICAL SCIENCE

Please read *Guidelines for all Political Science Majors, Concentrators, and Interdepartmental Majors* above.

The major in political science requires a total of 29 points, distributed as follows:

Introductory Courses

Select two of the following four introductory courses:

POLS V1013	Political Theory
POLS W1201	Introduction to American Government Politics
POLS V1501	Introduction to Comparative Politics
POLS V1601	Introduction to International Politics

Major Subfield

Six points in one of the subfields in which an introductory course was taken:

American politics
Comparative politics
Political theory
International relations

Minor Subfield

Three points in a second subfield in which an introductory course was taken

Additional Courses

Six additional points in political science, including three points in research methods. Courses that satisfy the research methods requirement include: *

POLS W3220	Logic of Collective Choice
POLS W3704	Data Analysis and Statistics for Political Science Research
POLS W3708	Empirical Research Methods
POLS W3720	Scope and Methods
POLS W4209	Game Theory and Political Theory

POLS W4210	Research Topics in Game Theory
POLS W4291	Advanced Topics in Quantitative Research
POLS W4292	Advanced Topics in Quantitative Research: Models for Panel and Time-Series Cross-Section Data
POLS W4365	Design and Analysis of Sample Surveys
POLS W4368	Experimental Research: Design, Analysis and Interpretation
POLS W4910	Principles of Quantitative Political Research
POLS W4911	Analysis of Political Data
POLS W4912	Multivariate Political Analysis

Seminars

Eight points of seminars (one four-point seminar in major subfield; one four-point seminar in any subfield) **

* The research methods requirement applies only to students who declared their major in or after February 2012. Students who declared their major prior to February 2012 are not required to take a course in research methods. If a student takes another course inside or outside the department that provides relevant training in research methods, the student can petition the director of undergraduate studies to have this course satisfy the research methods requirement. If a course outside the political science department is used to satisfy the research methods requirement, this same course cannot be used toward other majors/concentrations or programs.

** See seminar section below.

Seminars

Students are expected to take two 4-point seminars: one in their junior year and another in their senior year (with exceptions made for students on leave or studying abroad). They may choose from among the seminars offered, though at least one of the seminars taken must be in the student's major subfield (that in which at least 9 other points have been completed). Entry into seminars requires instructor's permission.

For detailed seminar registration guidelines, see <http://polisci.columbia.edu/undergraduate-programs/seminar-registration-guidelines>. Seminars cannot be taken for R credit or Pass/D/Fail.

Barnard colloquia are open to students with the permission of the instructor. However, Barnard colloquia can only count for seminar credit at the discretion of the director of undergraduate studies. Note that admission to Barnard colloquia is by application to the Barnard Political Science Department only. Please consult with the Barnard Political Science Department for more information.

Recommended Courses

In addition to political science courses, students are strongly advised, but not required, to take six points in a related social science field.

MAJOR IN ECONOMICS–POLITICAL SCIENCE

Please read *Guidelines for all Economics Majors, Concentrators, and Interdepartmental Majors* in the *Economics* section of this Bulletin.

The major in economics-political science is an interdisciplinary major that introduces students to the methodologies of economics and political science and stresses areas of particular concern to both. This program is particularly beneficial to students planning to do graduate work in schools of public policy and international affairs.

Two advisers are assigned for the interdepartmental major, one in the Department of Economics and one in the Department of Political Science. Please note that the economics adviser can only advise on economics requirements and the political science adviser can only advise on political science requirements.

Students who declared prior to Spring 2014:

The economics–political science major requires a total of 54 points: 19 points in economics, 15 points in political science, 6 points in mathematics, 6 points in statistical methods, 4 points in a political science seminar, and 4 points in the interdisciplinary seminar as follows.

The political science courses are grouped into three areas, i.e. subfields: (1) American politics, (2) comparative politics, and (3) international relations. For the political science part of the major, students are required to select one area as a major subfield and one as a minor subfield. The corresponding introductory courses in both subfields must be taken, plus two electives in the major subfield and one in the minor subfield.

Economics Core Courses

ECON W1105	Principles of Economics
ECON W3211	Intermediate Microeconomics
ECON W3213	Intermediate Macroeconomics
ECON W4370	Political Economy

Mathematics Sequence

Select a mathematics sequence.

Statistical Methods

Select one of the following courses:

ECON W3412	Introduction To Econometrics (and one of the statistics courses listed under Guidelines for all Economics Majors, Concentrators, and Interdepartmental Major)
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POLS W4911	Analysis of Political Data (and one of the statistics course listed under Guidelines for all Economics Majors, Concentrators, and Interdepartmental Majors)
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POLS W4911 - POLS W4910	Analysis of Political Data and Principles of Quantitative Political Research
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Economics Electives

Select two electives (6 points) at the 3000-level or above.

Political Science Courses

Major subfield (9 points) - including the introductory course, all in one of the three subfields (American politics, comparative politics, or international relations) coordinated with the economics electives and approved in advance by the adviser.

Minor subfield (6 points) - including the introductory course in another subfield, coordinated with the economics electives and approved by the adviser.

Seminars

Select a Political Science Department seminar, to be approved in advance by the adviser, in the major subfield.

ECPS W4921	Seminar In Political Economy
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Students who fulfill their statistical methods requirement with POLS W4910 Principles of Quantitative Political Research cannot take ECON W3412 Introduction To Econometrics.

Students who declare in Spring 2014 and beyond:

In addition to the above requirements, students are required to take MATH V1101 Calculus I, MATH V1201 Calculus III, and STAT W1211 Introduction to Statistics (with calculus) to satisfy the statistics requirement. POLS W4910 Principles of Quantitative Political Research will no longer be an accepted alternative course for the statistics requirement.

Students will still have the option to take ECON W3412 Introduction To Econometrics or POLS W4911 Analysis of Political Data to complete the statistical methods requirement.

MAJOR IN POLITICAL SCIENCE–STATISTICS

Please read *Guidelines for all Political Science Majors, Concentrators, and Interdepartmental Majors* above.

The interdepartmental major of political science–statistics is designed for students who desire an understanding of political science to pursue advanced study in this field and who also wish to have at their command a broad range of sophisticated statistical tools to analyze data related to social science and public policy research.

Students should be aware of the rules regarding the use of the Pass/D/Fail option. Courses in which a grade of D has been received do not count toward the major requirements.

Political science–statistics students are eligible for all prizes reserved for political science majors.

The major requires a minimum of 40 credits, distributed as follows:

Political Science

Select one of the following introductory courses in one of the major subfields:

American Politics:

POLS W1201	Introduction to American Government Politics
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Comparative Politics:

POLS V1501	Introduction to Comparative Politics
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International Relations:

POLS V1601	Introduction to International Politics
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Political Theory:

POLS V1013	Political Theory
POLS W4133	Political Thought - Classical and Medieval

POLS W4134	Modern Political Thought
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Six points in the same subfield as the introductory course

A four point seminar in the same subfield

POLS W4910 - POLS W4911	Principles of Quantitative Political Research and Analysis of Political Data
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12 or 15 credits

An introductory course:

STAT W1001	Introduction to Statistical Reasoning (An introductory course:)
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

Select one of the following sequences:

A sequence in mathematics and probability and statistical theory,

STAT W3103 - STAT W3105 - STAT W3107 - STAT W3315	Mathematical Methods for Statistics and Introduction to Probability and Introduction to Statistical Inference and Linear Regression Models
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or a sequence in applied statistics,

STAT W2024 - STAT W2025 - STAT W2026 - STAT W3026	Applied Linear Regression Analysis and Applied Statistical Methods and Statistical Applications and Case Studies and Applied Data Mining
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An approved elective in a statistics or a quantitatively oriented course in a social science

Computer Science

Select one of the following courses:

COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1005	Introduction to Computer Science and Programming in MATLAB
COMS W1007	Honors Introduction to Computer Science

Students may substitute *STAT W4105 Introduction to Probability* for *STAT W3105 Introduction to Probability*, *STAT W4107 Introduction to Statistical Inference* for *STAT W3107 Introduction to Statistical Inference*, and *STAT W4315 Linear Regression Models* for *STAT W3315 Linear Regression Models*.

Students preparing for advanced study in statistics should take the *STAT W3105 Introduction to Probability-STAT W3107 Introduction to Statistical Inference-STAT W3315 Linear Regression Models* sequence. They should also consider substituting *MATH V1101 Calculus I*, *MATH V1102 Calculus II*, and *MATH V2010 Linear Algebra* for *STAT W3103 Mathematical Methods for Statistics*.

Students preparing to apply statistical methods should take the *STAT W2024 Applied Linear Regression Analysis -STAT W2025 Applied Statistical Methods -STAT W2026 Statistical Applications and Case Studies -STAT W3026 Applied Data Mining* sequence.

Students may replace the *POLS V1013 Political Theory*, *POLS W4133 Political Thought - Classical and Medieval*, or *POLS W4134 Modern Political Thought* requirement with *COCI C1101 Introduction To Contemporary Civilization* and *COCI C1102 Introduction To Contemporary Civilization* (CC students) or *COCI F1101 Contemporary Civilization* and *COCI F1102 Contemporary Civilization* (GS students).

CONCENTRATION IN POLITICAL SCIENCE

Please read *Guidelines for all Political Science Majors, Concentrators, and Interdepartmental Majors* above.

The concentration in political science requires a minimum of 21 points, distributed as follows:

Introductory Courses

Select two of the following four introductory courses:

POLS V1013	Political Theory
POLS W1201	Introduction to American Government Politics
POLS V1501	Introduction to Comparative Politics

POLS V1601	Introduction to International Politics
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Subfield Courses

Three points in one of the subfields in which an introductory course was taken

Three points in a second subfield in which an introductory course was taken

Additional Courses

Six additional points in political science in any subfield

Select one of the following research methods courses:

POLS W3220	Logic of Collective Choice
POLS W3704	Data Analysis and Statistics for Political Science Research
POLS W3708	Empirical Research Methods
POLS W3720	Scope and Methods
POLS W4209	Game Theory and Political Theory
POLS W4210	Research Topics in Game Theory
POLS W4291	Advanced Topics in Quantitative Research
POLS W4292	Advanced Topics in Quantitative Research: Models for Panel and Time-Series Cross-Section Data
POLS W4365	Design and Analysis of Sample Surveys
POLS W4368	Experimental Research: Design, Analysis and Interpretation
POLS W4910	Principles of Quantitative Political Research
POLS W4911	Analysis of Political Data
POLS W4912	Multivariate Political Analysis

Recommended Courses

In addition to courses in political science, students are strongly advised, but not required, to take six credits in a related social science field.

COURSES**AMERICAN POLITICS****POLS W1201 Introduction to American Government & Politics. 3 points.**

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., Discussion Section Required

Prerequisites: L-course sign-up through myBarnard. Barnard syllabus (<http://polisci.barnard.edu/syllabi/#ap>).

Corequisites: Required discussion section POLS V1211.

Lecture & discussion. Dynamics of political institutions and processes, chiefly of the national government. Emphasis on the actual exercise of political power by interest groups, elites, political parties and political opinion. (*Cross-listed by the American Studies Program.*)

Fall 2015: POLS W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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POLS 1201	001/02110	M W 11:40am - 12:55pm	Michael Miller	3	283/400
		417 International Affairs Bldg			

POLS W3210 Judicial Politics. 3 points.

Law and courts as political institutions. Considers the role of the judiciary within the American system of government, power relations within the judicial hierarchy, politics of decision making on the Supreme Court, the politics of Supreme Court nominations, the role of interest groups and public opinion in shaping judicial doctrine, the social impact and legitimacy of courts, and the political history of the legal system.

Spring 2016: POLS W3210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3210	001/63470	T Th 11:40am - 12:55pm	Jeffrey Lax	3	36/40
		503 Hamilton Hall			

POLS W3220 Logic of Collective Choice. 3 points.

Much (most?) of politics is about combining individual preferences or actions into collective choices. We will make use of two theoretical approaches. Our primary approach will be social choice theory, which studies how we aggregate what individuals want into what the collective “wants.” The second approach, game theory, covers how we aggregate what individuals want into what the group gets, given that social, economic, and political outcomes usually depend on the interaction of individual choices. The aggregation of preferences or choices is usually governed by some set of institutional rules, formal or informal. Our main themes include the rationality of individual and group preferences, the underpinnings and implications of using majority rule, tradeoffs between aggregation methods, the fairness of group choice, the effects of institutional constraints on choice (e.g., agenda control), and the implications for democratic choice. Most of the course material is highly abstract, but these abstract issues turn up in many real-world problems, from bargaining between the branches of government to campus elections to judicial decisions on multi-member courts to the allocation of relief funds among victims of natural disasters to the scoring of Olympic events. The collective choice problem is one faced by society as a whole and by the smallest group alike.

Fall 2015: POLS W3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3220	001/61149	T Th 11:40am - 12:55pm	Jeffrey Lax	3	51/70
		313 Fayerweather			

POLS W3235 The American President. 3 points.

This course deals with the American Presidency as an institution and the behavior of the 43 men who have managed that institution. Lectures cover the origins of the office, growing out of the experience of the Constitution's framers; the growth of presidential power; presidential personality and leadership style; the changing character of the nomination process and

permanent campaign; executive branch agencies that function as "presidential adjuncts;" and presidential accountability.

Spring 2016: POLS W3235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3235	001/60896	M W 2:40pm - 3:55pm 517 Hamilton Hall	Irwin Gertzog	3	58/70

POLS W3245 Race and Ethnicity In American Politics. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

The course focuses on the historical and contemporary roles of various racial and ethnic groups; and the initiation, demands, leadership and organizational styles, orientation, benefits, and impact on the structures and outputs of governance in the United States.

Spring 2016: POLS W3245

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3245	001/71728	T Th 1:10pm - 2:25pm 602 Hamilton Hall	Raymond Smith	3	79/70

POLS W3260 The Latino Political Experience. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

This course focuses on the political incorporation of Latinos into the American polity. Among the topics to be discussed are patterns of historical exclusion, the impact of the Voting Rights Act, organizational and electoral behavior, and the effects of immigration on the Latino national political agenda.

Fall 2015: POLS W3260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3260	001/25545	M W 11:40am - 12:55pm 313 Fayerweather	Rodolfo de la Garza	3	23/30

POLS W3285 Freedom of Speech and Press. 3 points.

Examines the constitutional right of freedom of speech and press in the United States. Examines, in depth, various areas of law, including extremist or seditious speech, obscenity, libel, fighting words, the public forum doctrine, and public access to the mass media. Follows the law school course model, with readings focused on actual judicial decisions.

Fall 2015: POLS W3285

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3285	001/10760	M W 4:10pm - 5:25pm 501 Schermerhorn Hall	Lee Bollinger	3	95/135

POLS W3290 Voting and American Politics. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

Elections and public opinion; history of U.S. electoral politics; the problem of voter participation; partisanship and voting; accounting for voting decisions; explaining and forecasting election outcomes; elections and divided government; money and elections; electoral politics and representative democracy.

Fall 2015: POLS W3290

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3290	001/65537	T Th 8:40am - 9:55am 303 Hamilton Hall	Robert Erikson	3	32/40

POLS W3322 The American Congress. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

Prerequisites: *POLS W1201* or the equivalent, or the instructor's permission.

Inquiry into the dynamics, organization, and policy-making processes of the American Congress. Particular emphasis on the relationship of legislators to constituents, lobbyists, bureaucrats, the president, and with one another.

Fall 2015: POLS W3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3322	001/16672	T Th 2:40pm - 3:55pm 702 Hamilton Hall	Gregory Wawro	3	61/70

POLS V3313 American Urban Politics. 3 points.

Patterns of government and politics in America's large cities and suburbs: the urban socioeconomic environment; the influence of party leaders, local officials, social and economic notables, and racial, ethnic, and other interest groups; mass media, the general public, and the state and federal governments; and the impact of urban governments on ghetto and other urban conditions.

Spring 2016: POLS V3313

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3313	001/03365	M W 6:10pm - 7:25pm 614 Schermerhorn Hall	Carlos Vargas-Ramos	3	60/70

POLS G4240 Great Books on Race, Politics and Society. 4 points.

This seminar introduces students to classic works on race, social science, and public policy. The course will explore how social scientists have defined and constructed the conditions of black communities and how those definitions and constructions have varied and influenced policy debates over time. Students are required to write an original research paper on a policy area

that examines the tensions between individual and structural explanations for the persistence of racial inequality.

Fall 2015: POLS G4240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4240	001/25358	Th 12:10pm - 2:00pm 711 International Affairs Bldg	Fredrick Harris	4	16/15

AMERICAN POLITICS SEMINARS

POLS W3921 Seminar in American Politics. 4 points.

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: the instructor's permission. Pre-registration is not permitted.

Seminar in American Politics. Students who would like to register should join the electronic wait list.

Fall 2015: POLS W3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3921	001/69571	T 2:10pm - 4:00pm 501 International Affairs Bldg	Fredrick Harris	4	6/15
POLS 3921	002/18795	T 12:10pm - 2:00pm 711 International Affairs Bldg	Brigitte Nacos	4	27/15
POLS 3921	003/60153	T 4:10pm - 6:00pm 711 International Affairs Bldg	Rodolfo de la Garza	4	9/15
POLS 3921	004/29194	T 6:10pm - 8:00pm 418 International Affairs Bldg	Martha Zebrowski	4	5/15
POLS 3921	005/27967	Th 4:10pm - 6:00pm 317 Hamilton Hall	Robert Amdur	4	22/15
POLS 3921	007/11893	M 2:10pm - 4:00pm 501a International Affairs Bldg	Judith Russell	4	24/15
POLS 3921	008/25846	T 6:10pm - 8:00pm 408 Hamilton Hall	Raymond Smith	4	9/15

POLS W3922 Seminar in American Politics. 4 points.

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: *POLS W1201* or the equivalent, and the instructor's permission. Pre-registration is not permitted. Seminar in American Politics. Students who would like to register should join the electronic wait list.

Spring 2016: POLS W3922

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3922	001/13056	Th 12:10pm - 2:00pm 711 International Affairs Bldg	Fredrick Harris	4	21/15
POLS 3922	002/61087	W 10:10am - 12:00pm	Shigeo Hirano	4	10/15

POLS 3922	003/71804	Th 4:10pm - 6:00pm 317 Hamilton Hall	Robert Amdur	4	24/15
POLS 3922	005/21458	T 6:10pm - 8:00pm 309 Hamilton Hall	Martha Zebrowski	4	8/15
POLS 3922	006/73978	W 4:10pm - 6:00pm 754 Ext Schermerhorn Hall	Justin Phillips	4	12/15
POLS 3922	007/17084	Th 2:10pm - 4:00pm 317 Hamilton Hall	John Sivoella	4	18/15
POLS 3922	008/11622	M 12:10pm - 2:00pm 711 International Affairs Bldg	Judith Russell	4	18/15

POLS W3930 Constitutional Law Seminar. 4 points.

Prerequisites: the instructor's permission.

This seminar explores major features of U.S. constitutional law through close examination of selected decisions of the U.S. Supreme Court. Through student discussion and some lecturing, the seminar addresses issues arising from the Constitution's allocation of power among the three branches of government; the allocation of powers between the National and State governments, including, in particular, the scope of Congress' regulatory powers; and the protection of the individual from arbitrary and discriminatory government conduct, including the protections of the Fifth, Fourteenth and Fifteenth Amendments against unequal treatment based on race, gender and sexual orientation, the evolution of the concept of liberty from its protection of economic interests before the New Deal to its current role in protecting individual autonomy and privacy, and some aspects of the First Amendment's protection of freedom of speech and press. More generally the seminar aims to enhance understanding of some main aspects of our constitutional tradition and the judicial process by which it is elaborated.

Fall 2015: POLS W3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3930	001/22612	F 2:10pm - 4:00pm 711 International Affairs Bldg	Sidney Rosdeitcher	4	14/15

COMPARATIVE POLITICS

POLS V1501 Introduction to Comparative Politics. 3 points.

Discussion Section Required

Lecture and discussion. Introduction to some of the major approaches and issues in the contemporary study of politics within nations, including the causes of revolution, the roots of democracy, and the nature of nationalism, through systematic study of politics in selected countries.

Spring 2016: POLS V1501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1501	001/18235	M W 10:10am - 11:25am	Kimuli Kasara	3	103/110

207 Mathematics
Building

POLS W3545 Comparative Democratic Politics. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: a statistical methods course such as *POLS W3704*, *POLS W3720*, *POLS W3721*, *POLS W4910* or equivalent, as well as the ability to use (or willingness to learn) Stata.

This course focuses on the comparative study of democratic political processes, and in particular to the role that formal institutional arrangements play in shaping strategic political behavior. In part I, the course examines the major themes in the comparative institutions literature, such as the impact of electoral laws on party systems, presidential versus parliamentary government, majoritarian and representational approaches in parliamentary systems, federalism, the design of judicial systems, etc. In part II, we examine how the nature of democratic institutions influences various types of outcomes, including political stability, political accountability, and economic policy.

POLS V3565 Drugs and Politics in the Americas. 3 points.

One of the major challenges for democracy in much of the developing world is the complex links between illegal drug markets and politics. These linkages span multiple levels, from the micro-dynamics of everyday politics in territories controlled by drug gangs to interdependence between drug trafficking and civil conflict to the contentious politics of global drug regimes. This course will examine these dynamics theoretically and empirically with a focus on the Western Hemisphere (North, Central, and South America as well as the Caribbean). The first section of the course is designed to bring all class participants onto a level playing field through a historical overview of the illicit drug trade. As part of this first section we will examine the history of specific drugs, consumption patterns, and the factors that facilitate the transport of drugs across the Americas. The second portion of the course shifts to a focus on the points of linkage between the drug trade and politics. This section examines theories to account for patterns of drug-related violence, the drug trafficker and drug gang as political actors, and analyses of participation in the drug trade (specifically the point of sale portion of the production chain). The final section builds on the first two sections by introducing and critically analyzing several of the key debates regarding the "war on drugs." **LEARNING OBJECTIVES** This course will introduce students to the key theories, debates, and empirical studies of the intersection between the drug trade and politics. Students who successfully complete the course will: 1. Acquire a broad knowledge of the theories and concepts used to analyze the illicit drug trade. 2. Develop a theoretically informed and empirically grounded understanding of both historical and contemporary trends in drug trafficking. 3. Enhance understanding of the ways in which illicit markets and politics are mutually constitutive. 4. Draw linkages between widespread media coverage of the drug trade and a range of analytic and theoretical frameworks to critically assess this information. 5. Use existing theories to

analyze, assess, and present empirical data, both written and verbal.

Spring 2016: POLS V3565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3565	001/00575	T Th 10:10am - 11:25am 805 Altschul Hall	Eduardo Moncada	3	30/30

POLS W3560 Politics of Urban Development in Latin America. 3 points.

Prerequisites: POLS V1501 Introduction to Comparative Politics
Analyzes historical and contemporary dimensions of urban development within Latin America as a lens on the broader political challenges of local governance in an urbanized world. Uses theories from political science and other disciplines to critically analyze specific aspects of urban development, including social mobilization, political participation, and urban violence.

Fall 2015: POLS W3560

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3560	001/04581	T Th 11:40am - 12:55pm 504 Diana Center	Eduardo Moncada	3	8

POLS W3595 Social Protection Around the World. 3 points.

This course employs the tools of comparative politics to account the development of social policies in both developed and developing countries. The policies and institutions by which governments provide social protection to their citizens vary significantly across countries. Some governments provide only meager benefits to a narrow group of citizens, while others cover the entire population. In some countries, these benefits are provided directly by the state, while in others, many responsibilities are delegated to societal organizations, such as labor unions, religious organizations and so on. In this course, we seek to establish the relative importance of institutional variables, social cleavages and partisanship in accounting for the variation in policy design. Secondly, we will explore the impact of existing social policies on a range of labor market outcomes, including inequality, unemployment and labor force participation rates. In exploring the recent politics of social policy adjustment, we will examine the extent to which strong existing differences among welfare states can endure in the face of unfavorable economic and demographic developments and common political pressures towards welfare state retrenchment.

Spring 2016: POLS W3595

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3595	001/12635	M W 8:40am - 9:55am 516 Hamilton Hall	Isabela Mares	3	36/40

POLS W4405 Insurgencies and Conflicts in Southeast Asia. 4 points.

A number of countries in Southeast Asia have recently faced violent conflicts, often linked to separatist or regionalist demands from territorially concentrated ethnic or religious

minorities. This course examines a range of conflicts in Southern Thailand (Patani), Southern Philippines (Mindanao), Indonesia (notably Aceh) and Burma, through a variety of different lenses and comparative perspectives. These include security and (counter)insurgency perspectives, the comparative character of militant movements, perspectives based on minority rights and identity politics, explorations of the salience of religion, studies of language politics, questions of autonomy and decentralization, and the issue of peace negotiations and dialogue processes. These themes and issues have a broader relevance to wider debates in comparative politics, which students will be encouraged to explore in their papers.

Spring 2016: POLS W4405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4405	001/12575	M 6:10pm - 8:00pm 602 Northwest Corner	Duncan McCargo	4	18/30

POLS G4406 Politics in Contemporary China. 4 points.

This course will be taught in Chinese.

This course focuses on the evolution of Chinese politics since the Chinese Communist Party (CCP) took power in 1949. It introduces and discusses the relationship between the two “three decades” (the three decades under Mao and the three decades of “reform and opening up”). More specifically, the course aims to (1) clarify some important historical facts, (2) analyze the ideological consideration of the “official” history sanctioned by the CCP and its epistemological impact, (3) make a comparison between official view and that of independent scholars about the history; (4) try to respond to some urgent problems faced by contemporary China, and (5) provide suggestions and principles for the reconstruction of the historiography of contemporary China. Students will learn how to understand the recent development Chinese politics, how to analyze the complex contemporary history and reality of China, and how to approach issues about China from a systematic perspective.

Spring 2016: POLS G4406

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4406	001/62812	W 12:10pm - 2:00pm 644 Seeley W. Mudd Building	Boshu Zhang	4	20/25

POLS G4407 Nine Thought Trends in China. 4 points.

This course will be taught in Chinese.

Prerequisites: fluency in Chinese (the course will be taught in Chinese, and a large number of readings will be in Chinese). This is an elective course designed for both undergraduate and graduate students who are interested in the contemporary politics in China. The course focuses on nine major thought trends in China today that include 1) the Liberalism; 2) the New Authoritarianism; 3) the New Left; 4) Mao Left; 5) the Democratic Group within the Communist Party; 6) Governing through Confucian Theory; 7) Constitutional Socialism; 8) the

so-called “Neither-Left and Nor-Right” Governing Theory; and 9) the New Nationalism Calling Tough Foreign Policies. China is deep in the social and political transition process, and the thoughts and actions of intellectuals themselves have formed an important part in this transition. In this sense, the course not only helps understand the thoughts of intellectuals, but also better help understand today's China affairs as a whole.

Fall 2015: POLS G4407

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4407	001/16490	W 12:10pm - 2:00pm 501a International Affairs Bldg	Boshu Zhang	4	7/25

POLS G4434 Ethnic Politics of Eurasia. 4 points.

Various forms of ethnic politics have characterized politics in many states throughout Eurasia since 1991, from nationalist separatism to violent conflict to political competition among ethnic minorities and majorities. This course is designed to encourage students to think deeply about the relationship between ethnicity and politics. We will consider several questions. First, why does ethnicity become politicized? We investigate this question by examining nationalist secessionism and ethnic conflict—phenomena that mushroomed at the end of the Cold War. We will focus on East Central Europe and the former Soviet Union, devoting special attention to the cases of Yugoslavia, the USSR, Moldova, Abkhazia and South Ossetia, and Chechnya. However, we will also study cases in which the dog didn't bark, i.e. places where nationalist mobilization and ethnic violence either did not occur, or emerged and then receded as in the ethnic republics of the Russian Federation (including the “Muslim” regions of Tatarstan and Bashkortostan, etc.). In the second part of the course, we will analyze ethnic politics after independent statehood was achieved throughout the post-Soviet space. How do nationalist state-builders try to construct a nation and a state at the same time? Have they incorporated or discriminated against minorities living within “their” states? How have ethnic minorities responded? We will study Ukraine, the Baltics and Kazakhstan where ethnic Russians and Russian-speaking populations form large portions of the population, devoting particular attention to the crisis in Ukraine. We will also examine how the post-conflict regions of Bosnia and Kosovo have dealt with ethnic pluralism. These cases allow us to gain greater understanding of how multi-ethnic states use forms of federalism, consociationalism, and power-sharing as state-building strategies.

Spring 2016: POLS G4434

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4434	001/62242	W 2:10pm - 4:00pm 1219 International Affairs Bldg	Elise Giuliano	4	16/25

POLS W4454 Comparative Politics of South Asia. 4 points.

This course first compares the post-independence political histories of South Asian countries, particularly India and Pakistan. It then explores selected topics across countries: social

and cultural dimensions of politics; structures of power; and political behavior. The underlying theme is to explain the development and durability of the particular political regimes – democratic or authoritarian – in each country.

Fall 2015: POLS W4454

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4454	001/74740	M W 10:10am - 11:25am 503 Hamilton Hall	Philip Oldenburg	4	17/30

POLS G4472 Japanese Politics. 4 points.

Surveys key features of the Japanese political system, with focus on political institutions and processes. Themes include party politics, bureaucratic power, the role of the Diet, voting behavior, the role of the state in the economy, and the domestic politics of foreign policy.

Fall 2015: POLS G4472

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4472	001/65180	T 4:10pm - 6:00pm 404 International Affairs Bldg	Gerald Curtis, Justin Reeves	4	41/50

POLS W4473 Political Transitions in Southeast Asia. 4 points.

Not offered during 2015-16 academic year.

POLS W4474 Politics and Justice in Southeast Asia. 4 points.

The course starts from the premise that questions of justice are essentially political, and their study cannot be safely left in the sole hands of lawyers and legal experts. In recent years, a number of important global trends have become evident in the study of justice. These include a growing focus on transitional justice – especially how the transition from an authoritarian regime, or from conditions of violent conflict, may best be handled. Another important trend is the so-called ‘new constitutionalism’ – efforts to strengthen checks and balances through establishing new institutions such as constitutional courts. A third trend concerns disturbing developments in the use of the criminal justice system for essentially political purposes. This course will explore how these recent trends are being played out in various parts of Southeast Asia.

Spring 2016: POLS W4474

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4474	001/66649	M 12:10pm - 2:00pm 311 Fayerweather	Duncan McCargo	4	13/18

COMPARATIVE POLITICS SEMINARS

POLS W3951 Seminar in Comparative Politics. 4 points.

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: *POLS V1501* or the equivalent, and the instructor's permission. Pre-registration is not permitted. Please see

here for detailed seminar registration guidelines: <http://polisci.columbia.edu/undergraduate-programs/seminar-registration-guidelines>.

Seminar in Comparative Politics. For most seminars, interested students must attend the first class meeting, after which the instructor will decide whom to admit.

Fall 2015: POLS W3951

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3951	001/62786	W 4:10pm - 6:00pm 201d Philosophy Hall	Isabela Mares	4	8/15
POLS 3951	002/14313	Th 2:10pm - 4:00pm 711 International Affairs Bldg	Hadas Aron	4	7/15

POLS W3952 Seminar in Comparative Politics. 4 points.

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: *POLS V1501* or the equivalent, and the instructor's permission. Pre-registration is not permitted. Please see here for detailed seminar registration guidelines: <http://polisci.columbia.edu/undergraduate-programs/seminar-registration-guidelines>.

Seminar in Comparative Politics. For most seminars, interested students must attend the first class meeting, after which the instructor will decide whom to admit.

Spring 2016: POLS W3952

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3952	001/17047	T 2:10pm - 4:00pm 711 International Affairs Bldg	Hande Mutlu-Eren	4	9/15
POLS 3952	002/10979	M 10:10am - 12:00pm 711 International Affairs Bldg	Christopher Blattman	4	15/15

INTERNATIONAL RELATIONS

POLS V1601 Introduction to International Politics. 3 points.

Discussion Section Required

Lecture and discussion. The basic setting and dynamics of global politics, with emphasis on contemporary problems and processes.

Fall 2015: POLS V1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1601	001/04589	M W 2:40pm - 3:55pm 301 Pupin Laboratories	Kimberly Marten	3	166/175

Spring 2016: POLS V1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1601	001/22011	M W 4:10pm - 5:25pm	Robert Jervis	3	224/240

417 International
Affairs Bldg

POLS W3625 Rising Great Powers in International Relations. 3 points.

Not offered during 2015-16 academic year.

The rise of new great powers and hegemonic states has been a major engine of change in international relations, both historically and today. Predominant theories of war, trade, and empire take as their starting point the uneven growth in the power and wealth of major states and empires. Rapid economic growth and associated domestic institutional changes in rising great powers often unleash a volatile domestic politics that affects the ideologies and social interests that play a role in formulating foreign policy. In turn, the rising power's international environment shapes the unfolding of these internal processes.

The course will study these dynamics, tracing patterns in historical cases and applying the insights gained to contemporary issues.

POLS W3630 Politics of International Economic Relations. 3 points.

This upper-level undergraduate course examines the intersection of politics and economics at primarily the international level. The course involves the careful reading and evaluation of the dominant theoretical and methodological approaches as currently used in the IPE field, as well as examination of prominent debates within the major IPE subject areas of trade, finance, development and globalization. This class does not have an economics or a specific political science prerequisite, but assumes a general understanding of historical and contemporary political and economic events. As a 3000-level course, this class would not be an appropriate choice for students who have not already taken introductory courses in political science, including international relations and comparative politics.

Fall 2015: POLS W3630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3630	001/24588	M W 1:10pm - 2:25pm 717 Hamilton Hall	Jennifer Dwyer	3	55/70

POLS W3631 American Foreign Policy. 3 points.
Not offered during 2015-16 academic year.

Introduction to American foreign policy since 1945 with an emphasis on post-cold war topics. Will cover major schools of American thought, the policy making process, and key policies and issues.

POLS W3690 International Law. 4 points.

What is public international law, and what does it influence the behavior of states, corporations, and individuals in the international system? This introductory course engages these questions as well as the politics of applying and enforcing public international law in various contexts and issue areas. An understanding of basic international legal principles, institutions, and processes is developed through exploration of foundational

cases, and by means of (required) participation in a multi-week group simulation of an international legal dispute.

Spring 2016: POLS W3690

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3690	001/29114	M W 10:10am - 11:25am 602 Hamilton Hall	Tonya Putnam	4	49/60

POLS G4845 National Security Strategies of the Middle East: A Comparative Perspective. 4 points.

At the crossroads of three continents, the Middle East is home to many diverse peoples, with ancient and proud cultures, in varying stages of political and socio-economic development, often times in conflict. Now in a state of historic flux, the Arab Spring has transformed the Middle Eastern landscape, with great consequence for the national security strategies of the countries of the region and their foreign relations. The primary source of the world's energy resources, the Middle East remains the locus of the terror-WMD-fundamentalist nexus, which continues to pose a significant threat to both regional and international security. The course surveys the national security challenges facing the region's primary players (Egypt, Saudi Arabia, Iran, Syria and Lebanon, Israel, the Palestinians and Turkey, Jordan) and how the revolutions of the past year will affect them. Unlike many Middle East courses, which focus on US policy in the region, the course concentrates on the regional players' perceptions of the threats and opportunities they face and on the strategies they have adopted to deal with them. It thus provides an essential vantage point for all those interested in gaining a deeper understanding of a region, which stands at the center of many of the foreign policy issues of our era. The course is designed for those with a general interest in the Middle East, especially those interested in national security issues, students of comparative politics and future practitioners, with an interest in "real world" international relations and national security.

Spring 2016: POLS G4845

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4845	001/76444	M 6:10pm - 8:00pm 516 Hamilton Hall	Charles Freilich	4	42/40

POLS W4867 U.S.-Japan Relations. 4 points.

This course surveys postwar U.S.-Japan relations with a particular emphasis on the areas of economic trade and military security. In each of these areas we will also examine how Japan's East Asian neighbors have influenced the bilateral relationship over time. While focusing on a number of specific case studies of policymaking and political maneuvering, we will investigate how domestic and international forces interact to shape outcomes of relations between the two countries.

Spring 2016: POLS W4867

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4867	001/78281	T 4:10pm - 6:00pm 711 International Affairs Bldg	Justin Reeves	4	12/15

POLS W4871 Chinese Foreign Policy. 3 points.

The course describes the major elements of Chinese foreign policy today, in the context of their development since 1949. We seek to understand the security-based rationale of policy as well as other factors - organizational, cultural, perceptual, and so on - that influence Chinese foreign policy. We analyze decision-making processes that affect Chinese foreign policy, China's relations with various countries and regions, Chinese policy toward key functional issues in international affairs, how the rise of China is affecting global power relations, and how other actors are responding. The course pays attention to the application of international relations theories to the problems we study, and also takes an interest in policy issues facing decision-makers in China as well as those facing decision-makers in other countries who deal with China.

Spring 2016: POLS W4871

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4871	001/61249	M W 2:40pm - 3:55pm 301 Pupin Laboratories	Andrew Nathan	3	167/170

POLS W4875 Russia and the West. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Prerequisites: Enrollment limited to 30 students. L-course sign-up through eBear (<http://ebear.barnard.edu>).

Exploration of Russia's ambiguous relationship with the Western world. Cultural, philosophical, and historical explanations will be examined alongside theories of domestic political economy and international relations, to gain an understanding of current events. Select cases from the Tsarist, Soviet, and recent periods will be compared and contrasted, to see if patterns emerge.

Spring 2016: POLS W4875

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4875	001/05037	M W 2:40pm - 3:55pm LI104 Diana Center	Kimberly Marten	3	31/30

POLS W4895 War, Peace, and Strategy. 4 points.

Category: MIA Core: Interstate Relations, ISP, ICR

Survey of the causes of war and peace, functions of military strategy, interaction of political ends and military means. Emphasis on 20th-century conflicts; nuclear deterrence; economic, technological, and moral aspects of strategy; crisis management; and institutional norms and mechanisms for promoting stability.

Fall 2015: POLS W4895

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4895	001/29781	M W 11:40am - 12:55pm	Richard Betts	4	60

501 Schermerhorn Hall

INTERNATIONAL RELATIONS SEMINARS

POLS W3961 Seminar in International Politics. 4 points.

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: *POLS VI601* or the equivalent, and the instructor's permission.

Seminar in International Relations. Students who would like to register should join the electronic wait list.

Fall 2015: POLS W3961

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3961	001/71311	M 4:10pm - 6:00pm 1302 International Affairs Bldg	Richard Betts	4	17/15
POLS 3961	002/76314	Th 4:10pm - 6:00pm 1302 International Affairs Bldg	Barbara Farnham	4	7/15
POLS 3961	003/13321	M 12:10pm - 2:00pm 711 International Affairs Bldg	Jean Krasno	4	15/15
POLS 3961	004/14835	Th 10:10am - 12:00pm 711 International Affairs Bldg	Andrew Cooper	4	11/15
POLS 3961	005/64732	W 2:10pm - 4:00pm 501 International Affairs Bldg	Shahrugh Akhavi	4	10/15
POLS 3961	006/23319	W 10:10am - 12:00pm 1302 International Affairs Bldg	Robert Jervis	4	16/15

POLS W3962 Seminar in International Politics. 4 points.

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: *POLS VI601* or the equivalent, and the instructor's permission.

Seminar in International Relations. Students who would like to register should join the electronic wait list.

Spring 2016: POLS W3962

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3962	001/12193	T 4:10pm - 6:00pm 1302 International Affairs Bldg	Barbara Farnham	4	9/15
POLS 3962	002/25399	Th 10:10am - 12:00pm 711 International Affairs Bldg	Jonathan Blake	4	14/15
POLS 3962	003/65018	M 2:10pm - 4:00pm 613 Hamilton Hall	Jean Krasno	4	16/15
POLS 3962	004/13294	M 6:10pm - 8:00pm 711 International Affairs Bldg	Rebecca Murphy	4	14/15

POLS 3962 005/71726	M 4:10pm - 6:00pm	Linda Kirschke	4	15/15
	313 Hamilton Hall			
POLS 3962 006/11815	T 6:10pm - 8:00pm	Brooke Greene	4	25/15
	607 Hamilton Hall			
POLS 3962 007/61304	W 6:10pm - 8:00pm	Andrew Cooper	4	14/15
	711 International Affairs Bldg			

POLITICAL THEORY

POLS W3100 Justice. 3 points.

An inquiry into the nature and implications of justice, including examinations of selected cases and issues such as *Roe v. Wade*, the O.J. Simpson case, the Pinochet case, affirmative action, recent tobacco litigation, and the international distribution of income and wealth.

Spring 2016: POLS W3100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3100	001/82900	T Th 2:40pm - 3:55pm 310 Fayerweather	David Johnston	3	78/100

POLS W3115 American Political Thought. 3 points.

Two features are often said to distinguish American from European political thought: an "exceptional" commitment to liberal, democratic, or republican political ideals and institutions, and a "peculiar" attachment to racist, nativist, and imperialist political practices. This course traces the interaction of these two contradictory tendencies through the writings of prominent American political thinkers from the Founding to the present day, considering how each has informed Americans' contributions to fundamental questions in political philosophy, to the design of constitutions and political institutions, and to the conduct of foreign affairs. Along the way, we give in-depth consideration to the ideas that arose in the course of the American Revolution and the drafting of the U.S. Constitution, the Civil War, the Progressive Era, the Civil Rights Movement, the Women's Rights Movement, and contemporary debates surrounding distributive justice.

Fall 2015: POLS W3115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3115	001/17847	M W 2:40pm - 3:55pm 603 Hamilton Hall	Joshua Simon	3	33/40

POLS W3170 Nationalism, Republicanism and Cosmopolitanism. 3 points.

Do we have obligations to our co-nationals that we do not owe to others? Might our loyalties or obligations to our fellow citizens be based on a commitment to shared political principles and common public life rather than national identity? Do we have basic duties that are owed equally to human beings everywhere, regardless of national or political affiliation? Do our commitments to co-nationals or compatriots conflict with those duties we might owe to others, and if so, to what extent? Is cosmopolitanism based on rationality and patriotism based on passion? This course will explore these questions from the

perspectives of nationalism, republicanism and cosmopolitanism. We will consider historical works from Herder, Rousseau, Kant, Fichte, Mill, Mazzini and Renan; and more contemporary contributions from Berlin, Miller, Canovan, MacIntyre, Viroli, Sandel, Pettit, Habermas, Nussbaum, Appiah, and Pogge, among others.

Fall 2015: POLS W3170

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3170	001/75227	T Th 6:10pm - 7:25pm 516 Hamilton Hall	Jessica Kimpell	3	26/30

POLS W3190 Republicanism: Past and Present, or Plato to Pettit. 3 points.

The course is divided into two main parts. The first half examines features of classical republicanism and its developments from Greece and Rome up to the late eighteenth century. We will analyze the relationship between ethics and politics, the significance of the mixed constitution, the problem of political instability, the role of character in political action, and the relationship between virtuous citizens, good arms and good laws. The second half will be more issue-based, as we will examine the resurgence of republicanism in the late twentieth and early twenty-first centuries, in part as a critique of liberal democracy. We will explore the efforts to define "republican" freedom, the relationship between equality and freedom (and the challenges posed by the market and inequality in resources), the relationship between republicanism and democracy, and the role and nature of civic virtue. The class will end with consideration of recent efforts on the part of some political theorists to redefine patriotism or loyalty to one's particular state in the modern world and to think about what republicanism might require on a global scale.

Spring 2016: POLS W3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3190	001/60827	T Th 6:10pm - 7:25pm 303 Hamilton Hall	Jessica Kimpell	3	26/30

POLS W4133 Political Thought - Classical and Medieval. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: Contemporary Civilization or a comparable introduction to political theory course.

In this course, we will read classical and medieval writings that span multiple linguistic, historic and religious contexts. The goal is to explore similar notions of the just world that span these varied writings, from Plato's *Republic* to Zoroastrian and Early Islamic writings on just rule. Such similarities will highlight how some of these works represent cultural amalgams that blend Greek, Persian and Arabic elements. Yet, we will also consider how these writings differ and how their authors constructed them to respond to their unique political concerns. Throughout this course, we will consider how authors drew upon their foreign status, as aliens, outsiders, or clients to conquering tribes, to

transform politics. And we will ask why these authors invoke and re-imagine particular models of the just world to represent their ideal notions of sovereignty, equity and justice. In the end, we will question how the foreign roots of ancient and medieval thought can help us fathom the basic underpinnings of founding documents today.

POLS W4134 Modern Political Thought. 4 points.

Interpretations of civil society and the foundations of political order according to the two main traditions of political thought--contraction and Aristotelian. Readings include works by Hobbes, Spinoza, Locke, Montesquieu, Hume, Rousseau, Kant, Hegel, Saint-Simon, Tocqueville, Marx, and Mill.

Spring 2016: POLS W4134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4134	001/77730	T Th 10:10am - 11:25am 503 Hamilton Hall	Turkuler Isiksel	4	34/40

POLS W4150 Crisis and Critique: The Frankfurt School. 3 points.

The Institute of Social Research, founded in 1923 for the purposes of revitalizing Marxist studies in Germany and attached to the University of Frankfurt, became the source of what is now known as "the Frankfurt School of Critical Theory." This course centers on the writings of the key figures associated with the "first generation" of the Frankfurt School: Max Horkheimer, Theodor Adorno, Walter Benjamin, Franz Neumann, Otto Kirchheimer, Friedrich Pollock, and Herbert Marcuse. In addition, it includes various background readings from thinkers whose works were key references for the critical theorists of the Frankfurt School: Immanuel Kant, G. W. F. Hegel, Karl Marx, Friedrich Nietzsche, Sigmund Freud, Max Weber, and György Lukács. The course takes the Holocaust as a turning point for the members of this group, as this event brought their conception of critical theory into a crisis, urged them to rethink their assumptions about the relationship between theory and practice, dampened their hopes for revolutionary social change, and compelled them to undertake a much more radical critique of the Enlightenment. We will study the changing and divergent trajectories of critical theory by covering a wide range of material, including different perspectives on reason and rationality, the relationship between theory and practice, intertwining of freedom and domination in modernity, and pathologies of mass society. **STUDENT LEARNING OUTCOMES** Upon the completion of this course, students should be able to: Demonstrate broad factual knowledge of the intellectual origins, key figures, works, and approaches in the Frankfurt School of Critical Theory; Demonstrate an informed understanding of the political and normative arguments of selected theorists about key concepts (e.g. reason, progress, Enlightenment, reification); Compare and contrast different interpretations or analyses of the main problems or phenomena studied by selected theorists (e.g. industrial capitalism, Nazism, modern technology, mass culture); Write focused essays analyzing the key arguments, concepts,

and issues or questions in assigned readings; Develop a clear and persuasive argument supported by textual evidence.

Spring 2016: POLS W4150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4150	001/02870	T Th 10:10am - 11:25am 302 Milbank Hall	Ayten Gundogdu	3	15/30

POLS G4610 Recent Continental Political Thought. 4 points. Not offered during 2015-16 academic year.

This course will compare and contrast the theories of the political, the state, freedom, democracy, sovereignty and law, in the works of the following key 20th and 21st century continental theorists: Arendt, Castoriadis, Foucault, Habermas, Kelsen, Lefort, Schmitt, and Weber. It will be taught in seminar format.

POLITICAL THEORY SEMINARS

POLS W3911 Seminar in Political Theory. 4 points.

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: the instructor's permission. Pre-registration is not permitted.

Seminar in Political Theory. Students who would like to register should join the electronic wait list.

Fall 2015: POLS W3911

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3911	001/15902	M 2:10pm - 4:00pm 711 International Affairs Bldg	Jean Cohen	4	14/15
POLS 3911	002/68148	W 12:10pm - 2:00pm 711 International Affairs Bldg	Nathaniel Mull	4	3/15

POLS W3912 Seminar in Political Theory. 4 points.

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: the instructor's permission. Pre-registration is not permitted.

Seminar in Political Theory. Students who would like to register should join the electronic wait list.

Spring 2016: POLS W3912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3912	001/69513	W 12:10pm - 2:00pm 711 International Affairs Bldg	Ashraf Ahmed	4	13/15

METHODS

POLS W3220 Logic of Collective Choice. 3 points.

Much (most?) of politics is about combining individual preferences or actions into collective choices. We will make use of two theoretical approaches. Our primary approach will

be social choice theory, which studies how we aggregate what individuals want into what the collective “wants.” The second approach, game theory, covers how we aggregate what individuals want into what the group gets, given that social, economic, and political outcomes usually depend on the interaction of individual choices. The aggregation of preferences or choices is usually governed by some set of institutional rules, formal or informal. Our main themes include the rationality of individual and group preferences, the underpinnings and implications of using majority rule, tradeoffs between aggregation methods, the fairness of group choice, the effects of institutional constraints on choice (e.g., agenda control), and the implications for democratic choice. Most of the course material is highly abstract, but these abstract issues turn up in many real-world problems, from bargaining between the branches of government to campus elections to judicial decisions on multi-member courts to the allocation of relief funds among victims of natural disasters to the scoring of Olympic events. The collective choice problem is one faced by society as a whole and by the smallest group alike.

Fall 2015: POLS W3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3220	001/61149	T Th 11:40am - 12:55pm 313 Fayerweather	Jeffrey Lax	3	51/70

POLS V3222 Political Science Research Methods. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I), Lab Required

Prerequisites: At least sophomore standing recommended. No prior experience with statistics is assumed.

Corequisites: POLS V 3223 Computer Lab: TBD (50 minutes per week). Enrollment limited to 40 students: “L” sign-up through eBear (<http://ebear.barnard.edu>). **Not an introductory-level course.** Barnard syllabus. (<http://polisci.barnard.edu/syllabi/#ap>)

The course introduces students to the systematic study of political phenomena. Students will learn how to develop research questions and executable research designs. Then, taking an applied approach, students learn basic statistical and case study techniques for evaluating evidence and making empirical claims. No prior experience with statistics is assumed.

Spring 2016: POLS V3222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3222	001/03456	M W 11:40am - 12:55pm 324 Milbank Hall	Michael Miller	3	37/40

POLS W3704 Data Analysis and Statistics for Political Science Research. 3 points.

This course examines the basic methods data analysis and statistics that political scientists use in quantitative research that attempts to make causal inferences about how the political world works. The same methods apply to other kinds of problems about cause and effect relationships more generally. The course will provide students with extensive experience in analyzing data

and in writing (and thus reading) research papers about testable theories and hypotheses. It will cover basic data analysis and statistical methods, from univariate and bivariate descriptive and inferential statistics through multivariate regression analysis. Computer applications will be emphasized. The course will focus largely on observational data used in cross-sectional statistical analysis, but it will consider issues of research design more broadly as well. It will assume that students have no mathematical background beyond high school algebra and no experience using computers for data analysis.

Spring 2016: POLS W3704

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3704	001/64824	M W 11:40am - 12:55pm 209 Havemeyer Hall	Benjamin Goodrich	3	105/110

POLS W3720 Scope and Methods. 3 points.

Why do citizens vote? Do Get-Out-the-Vote campaigns work to increase turnout? Does campaign spending increase the likelihood of electoral success? How do electoral rules affect the political representation of the poor? What determines the success of ethnic insurgencies? Why do some civil wars last longer than others? Do international laws protect civilians during military conflict? How we go about answering these questions (and other important questions about politics and our world) determines the quality of our answers. This course is about evaluating the quality of answers to political and social science research questions, and introduces fundamental topics in research design, choice of method, and data analysis. Although the material introduces concepts that are relevant to both quantitative and qualitative research methods, this course emphasizes quantitative research and provides an introduction to basic statistical analysis. At the successful completion of the course, students will be well-prepared to conduct independent research, including senior honor theses.

Fall 2015: POLS W3720

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3720	001/63399	M W 4:10pm - 5:25pm 404 International Affairs Bldg	Daniel Corstange	3	39/40

POLS W4209 Game Theory and Political Theory. 3 points.

Prerequisites: POLS W4360 or equivalent level of calculus. Application of noncooperative game theory to strategic situations in politics. Solution concepts, asymmetric information, incomplete information, signaling, repeated games, and folk theorems. Models drawn from elections, legislative strategy, interest group politics, regulation, nuclear deterrence, international relations, and tariff policy.

Spring 2016: POLS W4209

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4209	001/24530	T Th 8:40am - 9:55am	John Huber	3	19/40

303 Hamilton Hall

POLS W4210 Research Topics in Game Theory. 4 points.Prerequisites: *POLS W4209* or the instructor's permission.

Advanced topics in game theory will cover the study of repeated games, games of incomplete information and principal-agent models with applications in the fields of voting, bargaining, lobbying and violent conflict. Results from the study of social choice theory, mechanism design and auction theory will also be treated. The course will concentrate on mathematical techniques for constructing and solving games. Students will be required to develop a topic relating political science and game theory and to write a formal research paper.

Fall 2015: POLS W4210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4210	001/64242	M 6:10pm - 8:55pm 711 International Affairs Bldg	Benjamin Ho	4	5

POLS W4291 Advanced Topics in Quantitative Research. 3 points.

Instruction in methods for models that have dependent variables that are not continuous, including dichotomous and polychotomous response models, models for censored and truncated data, sample selection models and duration models.

Spring 2016: POLS W4291

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4291	001/77601	T Th 1:10pm - 2:25pm 325 Pupin Laboratories	Gregory Wawro	3	12/40

POLS W4292 Advanced Topics in Quantitative Research: Models for Panel and Time-Series Cross-Section Data. 4 points.

This course covers methods for models for repeated observations data. These kinds of data represent tremendous opportunities as well as formidable challenges for making inferences. The course will focus on how to estimate models for panel and time-series cross-section data. Topics covered include fixed effects, random effects, dynamic panel models, random coefficient models, and models for qualitative dependent variables.

Fall 2015: POLS W4292

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4292	001/60992	T Th 10:10am - 11:25am 405a International Affairs Bldg	Gregory Wawro	4	8

POLS W4360 Mathematical Methods for Political Science. 4 points.

Provides students of political science with a basic set of tools needed to read, evaluate, and contribute in research areas that increasingly utilize sophisticated mathematical techniques.

Fall 2015: POLS W4360

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4360	001/75210	M W 6:10pm - 7:25pm 303 Hamilton Hall	Johannes Urpelainen	4	12

POLS W4365 Design and Analysis of Sample Surveys. 4 points.Prerequisites: basic statistics and regression analysis (for example: *POLS 4911*, *STAT 2024* or *4315*, *SOCI 4075*, etc.)

Survey sampling is central to modern social science. We discuss how to design, conduct, and analyze surveys, with a particular focus on public opinion surveys in the United States.

Spring 2016: POLS W4365

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4365	001/81537	T Th 10:10am - 11:25am 703 Hamilton Hall	Andrew Gelman	4	27/40

POLS W4802 Methods of Inquiry and Research Design. 4 points.

Not offered during 2015-16 academic year.

POLS W4368 Experimental Research: Design, Analysis and Interpretation. 3 points.

Prerequisites: one or two semesters of statistics; basic understanding of probability, hypothesis testing, and regression are assumed. Basic familiarity with statistical software (Stata and R) is helpful but not required.

In this course, we will discuss the logic of experimentation, its strengths and weaknesses compared to other methodologies, and the ways in which experimentation has been -- and could be -- used to investigate social phenomena. Students will learn how to interpret, design, and execute experiments.

Spring 2016: POLS W4368

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4368	001/13047	T Th 4:10pm - 5:25pm 503 Hamilton Hall	Donald Green	3	39/40

POLS W4910 Principles of Quantitative Political Research. 4 points.

Introduction to the use of quantitative techniques in political science and public policy. Topics include descriptive statistics and principles of statistical inference and probability through analysis of variance and ordinary least-squares regression. Computer applications are emphasized.

Fall 2015: POLS W4910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4910	001/73530	M W 8:40am - 9:55am 413 Kent Hall	Mark Lindeman	4	45/70

POLS W4911 Analysis of Political Data. 3 points.Prerequisites: *POLS W4910* or the equivalent.

Multivariate and time-series analysis of political data. Topics include time-series regression, structural equation models, factor analysis, and other special topics. Computer applications are emphasized.

Spring 2016: POLS W4911

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4911	001/14709	M W 8:40am - 9:55am 603 Hamilton Hall	Mark Lindeman	3	36/70

POLS W4912 Multivariate Political Analysis. 4 points.

Prerequisites: basic data analysis and knowledge of basic calculus and matrix algebra OR concurrent enrollment in *POLS W4360*. Examines problems encountered in multivariate analysis of cross-sectional and time-series data. Covers fundamentals of probability and statistics and examines problems encountered in multivariate analysis of cross-sectional and time-series data. More mathematical treatment of topics covered in *POLS W4910* and *W4911*.

Fall 2015: POLS W4912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4912	001/65830	T Th 11:40am - 12:55pm 405a International Affairs Bldg	Benjamin Goodrich	4	19/40

SENIOR HONORS SEMINAR

POLS W3998 Senior Honors Seminar. 4 points.

Prerequisites: admission to the departmental honors program. A two-term seminar for students writing the senior honors thesis.

Fall 2015: POLS W3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3998	001/79541	T 10:10am - 12:00pm 711 International Affairs Bldg	Macartan Humphreys	4	13/20

POLS W3999 Senior Honors Seminar. 4 points.

Prerequisites: admission to the departmental honors program. A two-term seminar for students writing the senior honors thesis.

Spring 2016: POLS W3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3999	001/23196	T 10:10am - 12:00pm 711 International Affairs Bldg	Macartan Humphreys	4	10

INDEPENDENT READING AND RESEARCH

POLS W3901 Independent Reading and Research I. 1-6 points.

POLS W3902 Independent Reading and Research II. 1-6 points.

OF RELATED INTEREST

Classics

CLCV W4145	Ancient Political Theory
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Economics

ECPS W4921	Seminar In Political Economy
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Human Rights Studies (Barnard)

HRTS V3001	Introduction to Human Rights
HRTS W3930	International Humanitarian Law and Human Rights

Human Rights

HRTS V3001	Introduction to Human Rights
HRTS W3930	International Humanitarian Law and Human Rights
HRTS W3950	Human Rights and Human Wrongs

Political Science (Barnard)

POLS BC3805	*Colloquium on International Organization
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PSYCHOLOGY

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 Schermerhorn; 212-854-8859; uca@psych.columbia.edu

Undergraduate InfoPack: <http://www.columbia.edu/cu/psychology/dept/ugrad/infopack.html>

The mission of the undergraduate programs in the Department of Psychology (<http://www.columbia.edu/cu/psychology>) is to offer students a balanced curriculum in psychological science, including research methods; perception; cognition; neuroscience; and developmental, social, personality, and clinical areas. The curriculum prepares majors for graduate education in these fields and provides a relevant background for social work, education, medicine, law, and business. Psychology course offerings are designed to meet the varying needs and interests of students, from those wishing to explore a few topics in psychology or to

fulfill the science requirement, to those interested in majoring in psychology or in neuroscience and behavior.

PROGRAM GOALS

The department's program goals (<http://www.columbia.edu/cu/psychology/dept/ugrad/goals.html>) start with the development of a solid knowledge base in psychological science. Consistent with the value psychology places on empirical evidence, courses at every level of the curriculum nurture the development of skills in research methods, quantitative literacy, and critical thinking, and foster respect for the ethical values that undergird the science of psychology.

Most of these program goals (<http://www.columbia.edu/cu/psychology/dept/ugrad/goals.html>) are introduced in PSYC W1001 The Science of Psychology, the recommended first psychology course required for all majors that satisfies the prerequisite for most 2000-level courses. These goals are extended and reinforced in our statistics (PSYC W1610 Introductory Statistics for Behavioral Scientists) and research methods (1400-level) laboratory courses, as well as in the 2000-level lecture courses and 3000- and 4000-level seminars. Each of the 2000-level lecture courses enables students to study systematically, and in greater depth, one of the content areas introduced in PSYC W1001 The Science of Psychology. These lecture courses are the principal means by which psychology majors satisfy the distribution requirements, ensuring not only depth but also breadth of coverage across three central areas of psychology: (1) perception and cognition, (2) psychobiology and neuroscience, and (3) social, personality, and abnormal. To complete the major, students take one or more advanced seminars and are encouraged to participate in supervised research courses, where they have the opportunity to explore research questions in depth and further develop their written and oral communication skills.

RESEARCH PARTICIPATION

All qualified students are welcome to participate in research project opportunities within the Department of Psychology. Students may volunteer to work in a lab, register for supervised individual research (PSYC W3950 Supervised Individual Research), or participate in the department's two-year honors program. Information on faculty research (<http://www.columbia.edu/cu/psychology/lists/core.html>) is available on the departmental website. Students are advised to read about research laboratories on faculty lab sites (<http://www.columbia.edu/cu/psychology/research/facultyresearch/researchlabs.html>) and visit the professor's office hours (<http://www.columbia.edu/cu/psychology/lists/office-hours.html>) to discuss opportunities. At the beginning of the fall term, the department also hosts a lab-preview event for students to learn about research opportunities for the upcoming semester.

PROGRAM PLANNING

Majors and concentrators in psychology and majors in neuroscience and behavior should begin planning a program

of study as early as possible. All necessary forms and information are available in the Undergraduate InfoPack (<http://www.columbia.edu/cu/psychology/dept/ugrad/infopack.html>). Students wishing to declare a psychology major must first complete a Major Declaration Checklist (<http://www.columbia.edu/cu/psychology/dept/ugrad/PSYC.html>) and obtain departmental approval. All majors and concentrators in psychology and majors in neuroscience and behavior should complete a Major Requirement Checklist (<http://www.columbia.edu/cu/psychology/dept/ugrad/checklists/checklistsample.html>) before consulting a program adviser to discuss program plans and before beginning their final semester.

ADVISING

The Department of Psychology offers a variety of advising resources to provide prospective and current undergraduate majors and concentrators with the information and support needed to successfully plan their programs. An overview of these resources is provided on the Psychology Undergraduate Advising Resources website (<http://www.columbia.edu/cu/psychology/dept/ugrad/Advising>).

Students are encouraged to consult with Peer, Faculty, and Program Advisers as they plan their course of study in psychology or neuroscience and behavior. Faculty and Peer advisers are important contacts for general advice on class choices, research opportunities, and post-graduation plans. For definitive answers to questions regarding major requirements and other aspects of your degree, including transfer credit, current and prospective majors should consult their Program Adviser or the Undergraduate Curriculum Assistant in the departmental office. Program Adviser assignments (<http://www.columbia.edu/cu/psychology/dept/ugrad/curriculum.html#advisors>) and contact information are provided on the departmental website. For additional information about program, faculty, peer, and pre-clinical advising, please see the Psychology Undergraduate Advising Resources website (<http://www.columbia.edu/cu/psychology/dept/ugrad/Advising>).

E-MAIL COMMUNICATION

The department maintains an e-mail distribution list with the UNIs of all declared majors and concentrators. Students are held responsible for information sent to their Columbia e-mail addresses. Students should read these messages from the department regularly and carefully. They are intended to keep students informed about deadlines, requirements, events, and opportunities. Prospective majors or concentrators who would like to be added to the e-mail distribution list should contact the Undergraduate Curriculum Assistant (uca@psych.columbia.edu) in the departmental office.

GUIDE TO COURSE NUMBERS

Course numbers reflect the structure of the psychology curriculum:

- The *1000*-level contains introductions to psychology, introductory laboratory courses, and statistics. PSYC W1001 The Science of Psychology and PSYC W1010 Mind, Brain and Behavior are introductory courses with no prerequisites. Either one can serve as the prerequisite for most of the *2000*-level courses. However, most students find it advantageous to take PSYC W1001 The Science of Psychology first.
- The *2000*-level contains lecture courses that are introductions to areas within psychology; most require PSYC W1001 The Science of Psychology or PSYC W1010 Mind, Brain and Behavior as a prerequisite.
- The *3000*-level contains more advanced and specialized undergraduate courses; most are given in a seminar format and require instructor permission.
- The *3900*s are the courses providing research opportunities for undergraduates.
- The *4000*-level contains advanced seminars suitable for both advanced undergraduates and graduate students.

Subcategories within the *2000*-, *3000*-, and *4000*-levels correspond to the three groups in our distribution requirement for undergraduate psychology majors:

1. perception and cognition (*2200*s, *3200*s, and *4200*s),
2. psychobiology and neuroscience (*2400*s, *3400*s, and *4400*s), and
3. social, personality, and abnormal (*2600*s, *3600*s, and *4600*s).

Note that Barnard psychology courses do not follow the same numbering scheme.

HONORS PROGRAM

The department offers a two-year Honors Program (<http://www.columbia.edu/cu/psychology/dept/ugrad/honors.html>), designed for a limited number of juniors and seniors interested in participating in research. Beginning in the first term of junior year and continuing through senior year, students take PSYC W3910 Honors Seminar and simultaneously participate in an honors research course (PSYC W3920 Honors Research) under the supervision of a member of the department. Students make a formal presentation and complete an honors essay based on this research toward the end of their senior year.

To qualify for honors, students must take a total of 6 points beyond the number required for their major and satisfy all other requirements for the major. The additional 6 points may include the *Honors Seminar* and research courses. Interested students should apply at the end of their sophomore year. Instructions and an application form are available on the departmental website (<http://www.columbia.edu/cu/psychology/dept/ugrad/honors.html>). Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

REQUIREMENTS FOR ADMISSION TO GRADUATE PROGRAMS IN PSYCHOLOGY

Most graduate programs in psychology, including those in clinical psychology, require:

An undergraduate course in introductory psychology:

PSYC W1001	The Science of Psychology
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A course in statistics such as one of the following:

PSYC W1610	Introductory Statistics for Behavioral Scientists
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STAT W1001	Introduction to Statistical Reasoning
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STAT W1111	Introduction to Statistics (without calculus)
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STAT W1211	Introduction to Statistics (with calculus)
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A laboratory course in experimental psychology such as one of the following:

PSYC W1420	Experimental Psychology: Human Behavior
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PSYC W1450	Experimental Psychology: Social Cognition and Emotion
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PSYC W1455	Experimental Psychology: Social and Personality
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Students should also take a variety of more advanced undergraduate courses and seminars and participate in PSYC W3950 Supervised Individual Research.

Students interested in clinical psychology should obtain experience working in a community service program and supervised individual research experience. Students should consult the department's pre-clinical adviser, Prof. E'mett McCaskill (<http://www.columbia.edu/cu/psychology/fac-bios/McCaskillE/faculty.html>), and attend the department's pre-clinical advising events for more information. Additional resources to help prepare students for graduate study in psychology, and for careers in clinical psychology, are available on the Department of Psychology's website (<http://www.columbia.edu/cu/psychology/dept/ugrad/curriculum.html#grad>).

ON-LINE INFORMATION

The Department of Psychology maintains an active website (<http://www.columbia.edu/cu/psychology>), in which the Undergraduate InfoPack for Current Students (<http://www.columbia.edu/cu/psychology/dept/ugrad/infopack.html>) provides access to a wide variety of information for majors and prospective majors. Among other useful resources, students will find syllabi posted for most lecture and lab courses and for many advanced seminars. Students should read the on-line course syllabi prior to registering for psychology courses. For assistance in finding all necessary resources, students should contact the undergraduate curriculum assistant (uca@psych.columbia.edu).

SCIENCE REQUIREMENT

PSYC W1001 The Science of Psychology, PSYC W1010 Mind, Brain and Behavior, and any PSYC course in the 2200- or 2400-level may be used to fulfill the science requirement.

2600-level and some other psychology courses, including PSYC BC1001 Introduction to Psychology and other Barnard psychology courses, may not be used to fulfill the science requirement.

For more detailed information regarding psychology courses that may be applied toward the science requirement, see the *Core Curriculum* section in this bulletin.

EVENING AND COLUMBIA SUMMER COURSES

The department normally offers at least one lab course (currently PSYC W1420 Experimental Psychology: Human Behavior and PSYC W1450 Experimental Psychology: Social Cognition and Emotion) in the late afternoon with evening labs. A number of other courses are occasionally offered in late afternoon and evening hours. No more than one quarter of the courses required for the major are normally available in the evening. Working students may find the wide variety of early morning (8:40 a.m.) classes, as well as Summer Session offerings, helpful in completing degree requirements.

Any "S" course offered by the Psychology Department during the Summer Session is applicable toward the same major requirement(s) as the corresponding "W" course of that same number offered during the academic year. For instance, PSYC S1001D The Science of Psychology meets the same major requirements as does PSYC W1001 The Science of Psychology.

See *Academic Regulations—Study Outside Columbia College* in this Bulletin for additional information.

FACULTY PROFESSORS

- Niall Bolger
- Geraldine Downey
- William Fifer (Psychiatry, Pediatrics)
- David Friedman (Psychiatry)
- Norma Graham
- Carl Hart
- Tory Higgins
- Donald C. Hood
- Sheena S. Iyengar (Business School)
- Leonard Matin
- Janet Metcalfe
- Walter Mischel
- Michael Morris (Business School)
- Kevin Ochsner

- Lois Putnam
- Ann Senghas (Barnard)
- Rae Silver (Barnard)
- Ursula M. Staudinger (Mailman School of Public Health)
- Yaakov Stern (Neurology and Psychiatry)
- Herbert Terrace
- Elke Weber

ASSOCIATE PROFESSORS

- Frances Champagne
- Valerie Purdie-Vaughns
- Daphna Shohamy
- Lisa Son (Barnard)
- Nim Tottenham
- Sarah M.N. Woolley (Chair)

ASSISTANT PROFESSORS

- James Curley
- Yian Gu (Neurology)
- Dean Mobbs
- Hwamee Oh (Neurology)

ADJUNCT FACULTY

- Helen Brew
- Greg Jensen
- Karen Kelly
- Svetlana Komissarouk
- Caroline Marvin
- E'mett McCaskill
- Svetlana Rosis
- Julie Spicer
- Kathleen Taylor

LECTURERS IN DISCIPLINE

- Katherine Fox-Glassman
- Patricia Lindemann

ON LEAVE

- Profs. Hart, Higgins, Metcalfe, Mischel, Mobbs, Shohamy (*Fall 2015*)
- Prof. Graham (*Spring 2016*)

REQUIREMENTS

GUIDELINES FOR ALL PSYCHOLOGY MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

Double Majors/Concentrations

All students attempting to complete double majors, double concentrations, or a combination of a major and a concentration

must complete separate sets of required and related courses for each field. A single course may not be counted twice. Students should consult with one of the directors of undergraduate studies (<http://www.columbia.edu/cu/psychology/dept/ugrad/curriculum.html#advisors>) or departmental advisers if they have questions. Note that students attempting to complete two majors with a statistics requirement are generally able to use one course—e.g., STAT W1211 Introduction to Statistics (with calculus)—to satisfy the requirement for both majors (i.e., the student does not need to take two different statistics courses); however, the points for the course may only be applied to one of the majors.

Overlapping Courses

Students cannot receive credit for two courses—one at Columbia and one at Barnard—whose content largely overlaps (e.g., PSYC BC1001 Introduction to Psychology **and** PSYC W1001 The Science of Psychology **or** PSYC BC1138 Social Psychology **and** PSYC W2630 Social Psychology). Please refer to the table of Overlapping Courses (http://www.columbia.edu/cu/psychology/dept/ugrad/exceptions/bc_overlapping.pdf) for a partial list of courses known to overlap.

Grade Requirements for the Major

A grade of C- or higher must be earned and revealed on the transcript in any Columbia or Barnard course, including the first that is used to satisfy the major requirements. The grade of P is not accepted for the psychology major, psychology concentration, or neuroscience and behavior major credit. Courses taken only on a Pass/D/Fail basis may not be used to satisfy the major or concentration requirements unless the grade of P is uncovered by the Registrar's deadline. Courses taken only on a Pass/Fail basis may not be used to satisfy the major or concentration requirements under any circumstances.

MAJOR IN PSYCHOLOGY

Please read *Guidelines for all Psychology Majors, Concentrators, and Interdepartmental Majors* (p. 678) above.

Thirty or more points are needed to complete the major (<http://www.columbia.edu/cu/psychology/dept/ugrad/curriculum.html#psych>) and must include:

The Introductory Psychology Course

- PSYC W1001 The Science of Psychology

A Statistics Course

Select one of the following:

- PSYC W1610 Introductory Statistics for Behavioral Scientists
- STAT W1001 Introduction to Statistical Reasoning
- STAT W1111 Introduction to Statistics (without calculus)
- STAT W1211 Introduction to Statistics (with calculus)

A Laboratory Course

Select one of the following:

- PSYC W1420 Experimental Psychology: Human Behavior
- PSYC W1450 Experimental Psychology: Social Cognition and Emotion
- PSYC W1455 Experimental Psychology: Social and Personality

Majors are strongly advised to complete the statistics and laboratory requirements, in that order, by the fall term of their junior year. Students are advised to verify the specific prerequisites for laboratory courses, most of which require prior completion of a statistics course.

Distribution Requirement

One course (3 points or more) must be taken from each of the following three groups (in addition to the introductory, statistics, and laboratory courses described above):

- Group I—Perception and cognition: courses numbered in the *2200s*, *3200s*, or *4200s*. Also PSYC W1420 Experimental Psychology: Human Behavior.
- Group II—Psychobiology and neuroscience: courses numbered in the *2400s*, *3400s*, or *4400s*. Also PSYC W1010 Mind, Brain and Behavior.
- Group III—Social, personality, and abnormal: courses numbered in the *2600s*, *3600s*, or *4600s*. Also PSYC W1450 Experimental Psychology: Social Cognition and Emotion and PSYC W1455 Experimental Psychology: Social and Personality.

If a *1400*-level course is used to satisfy a distribution requirement, it cannot also be used to fulfill the laboratory requirement, and vice versa.

Seminar Requirement

For students entering Columbia in Fall 2013 or later, one seminar course numbered in the *3000s* or *4000s* must be taken for 3 or more points.

Seminars are usually taken in the senior year as a culmination of the major program. Seminar courses require the instructor's permission; students are advised to contact instructors one month prior to registration to obtain permission to register. Note that honors and supervised individual research courses (PSYC W3920 Honors Research and PSYC W3950 Supervised Individual Research) are not seminar courses and will not meet the seminar requirement.

No course may be counted twice in fulfillment of the above major requirements, with the following exception: a seminar course may fulfill both the seminar requirement and a group requirement if it meets the criteria for both.

Additional Courses

Additional psychology courses ("electives") must be taken for a total of 30 points. As described below, these may include research courses, transfer courses, and Barnard psychology courses not approved for specific requirements.

Research Credits

No more than 4 points of PSYC W3950 Supervised Individual Research may be taken in any one term, and no more than 8 points total of research and field work courses (PSYC W3950 Supervised Individual Research, PSYC BC3466 Field Work and Research Seminar: The Barnard Toddler Center, PSYC BC3473 Field Work Seminar in Psychological Services and Counseling, PSYC BC3592 Senior Research Seminar and PSYC BC3599 Individual Projects) may be applied toward the major (see below for further restrictions on applying Barnard courses toward the psychology major).

Barnard Courses

No more than 9 points from Barnard psychology courses may be applied as credit toward the major. The table of approved Barnard psychology courses (http://www.columbia.edu/cu/psychology/dept/ugrad/exceptions/bc_approved.pdf) indicates which courses have been approved for specific requirements of the psychology major. Courses not on the approved list may only be applied toward a specific requirement with prior written approval from a program adviser. Courses not on the approved list for a specific requirement may be applied as elective credit toward the 30 points for the major.

Transfer Credits

No more than 9 transfer credits (including Barnard credits) are accepted toward the psychology major. Approval of transfer credits on a student's Entrance Credit Report toward general requirements for the B.A. degree does **not** grant approval of these credits toward the psychology major. Approval of transfer credits to fulfill psychology requirements **must** be obtained in writing from a psychology program adviser on the Major Requirement Substitution Form (<http://www.columbia.edu/cu/psychology/dept/ugrad/exceptions/exceptionsNB.html>). To be approved for the major, a course taken at another institution should be substantially similar to one offered by the department, the grade received must be a B- or better, and the course must have been taken within the past 8 years. With the exception of approved Barnard courses, students should consult with one of the directors of undergraduate studies (<http://www.columbia.edu/cu/psychology/dept/ugrad/curriculum.html#advisors>) before registering for psychology courses outside the department.

Students who have completed an introductory psychology course at another institution prior to declaring a psychology major should consult with one of the directors of undergraduate studies (<http://www.columbia.edu/cu/psychology/dept/ugrad/curriculum.html#advisors>) to verify whether or not this course meets departmental standards for major transfer credit. If transfer credit toward the major is not approved, the student must enroll

in PSYC W1001 The Science of Psychology or PSYC BC1001 Introduction to Psychology to complete this major requirement. Note that College Board Advanced Placement (AP) psychology scores do **not** satisfy the PSYC W1001 The Science of Psychology requirement, nor do they confer elective credit toward the major.

MAJOR IN NEUROSCIENCE AND BEHAVIOR

Please read *Guidelines for all Psychology Majors, Concentrators, and Interdepartmental Majors* (p. 678) above.

The department cosponsors an interdepartmental major in neuroscience and behavior with the Department of Biological Sciences. For assistance in planning the psychology portion of the neuroscience and behavior major, refer to the Program Planning Tips website (<http://www.columbia.edu/cu/psychology/dept/ugrad/planning.html>) and use the appropriate major requirement checklist (<http://www.columbia.edu/cu/psychology/dept/ugrad/checklists/checklistsample.html>).

No course may be counted twice in fulfillment of the biology or psychology requirements described below. Most graduate programs in neuroscience also require one year of calculus, one year of physics, and chemistry through organic.

Required Courses

In addition to one year of general chemistry (or the high school equivalent), ten courses are required to complete the major—five from the Department of Biological Sciences and five from the Department of Psychology. For the definitive list of biology requirements, see the Department of Biological Sciences website (<http://www.columbia.edu/cu/biology/pages/undergrad/cur/majors/neuro.html>).

Required Biology Courses

1. BIOL C2005 Introductory Biology I: Biochemistry, Genetics & Molecular Biology
2. BIOL C2006 Introductory Biology II: Cell Biology, Development & Physiology
3. BIOL W3004 Neurobiology I: Cellular and Molecular Neurobiology
4. BIOL W3005 Neurobiology II: Development & Systems
5. One additional 3000- or 4000-level biology course from a list approved by the biology adviser (<http://www.columbia.edu/cu/biology/pages/undergrad/cur/majors/neuro.html>) to the program.

Required Psychology Courses

1. PSYC W1001 The Science of Psychology
2. PSYC W1010 Mind, Brain and Behavior or PSYC W2450 Behavioral Neuroscience
3. Select a statistics or lab course from the following:

- PSYC W1420 Experimental Psychology: Human Behavior
- PSYC W1450 Experimental Psychology: Social Cognition and Emotion
- PSYC W1610 Introductory Statistics for Behavioral Scientists
- STAT W1111 Introduction to Statistics (without calculus)
- STAT W1211 Introduction to Statistics (with calculus)

4. One additional 2000- or 3000-level psychology lecture course from a list approved by the psychology adviser (<http://www.columbia.edu/cu/psychology/dept/ugrad/curriculum.html#p4>) to the program.
5. One advanced psychology seminar from a list approved by the psychology adviser (<http://www.columbia.edu/cu/psychology/dept/ugrad/curriculum.html#p5>) to the program.

Transfer Credit for Psychology Courses Taken Elsewhere

Students should consult with a psychology adviser before registering for psychology courses offered outside the department. With the adviser's approval, one, and only one, course from another institution, including Barnard, may be applied toward the psychology portion of the neuroscience and behavior major. Students who wish to obtain credit for a course taken at Barnard or at another institution should complete the Major Requirement Substitution Form (<http://www.columbia.edu/cu/psychology/dept/ugrad/exceptions/exceptionsNB.html>). **To be approved for the major, the course should be substantially similar to one offered by this department and approved for this major, and the grade received must be a C- or better if from Barnard, or B- or better if from another institution.** Advanced Placement (AP) psychology scores will **not** satisfy the PSYC W1001 The Science of Psychology requirement.

Exceptions to Biology Requirements

Any exceptions must be approved in advance by a biology adviser and students must receive an email notification of that approval. Students may substitute Barnard College courses only with prior permission from an adviser.

CONCENTRATION IN PSYCHOLOGY

Please read *Guidelines for all Psychology Majors, Concentrators, and Interdepartmental Majors* (p. 678) above.

A concentration in psychology (<http://www.columbia.edu/cu/psychology/dept/ugrad/curriculum.html#conc>) requires a minimum of 18 points, including PSYC W1001 The Science of Psychology and courses in at least two of the three groups listed under "Distribution Requirement" for the psychology major. Restrictions on research credits, Barnard credits, and transfer credits are modified from those of the psychology major as follows:

1. Only 4 points total from PSYC W3950 Supervised Individual Research, PSYC BC3466 Field Work and Research Seminar: The Barnard Toddler Center, PSYC BC3473 Field Work Seminar in Psychological Services and Counseling, PSYC BC3592 Senior Research Seminar, and PSYC BC3599 Individual Projects;
2. Only 5 points from Barnard (including PSYC BC1001 Introduction to Psychology);
3. Only 5 points total (including any Barnard points) from psychology courses taken outside the department may be applied toward the concentration.

Except as noted above, other regulations outlined in the psychology major section regarding grades, transfer credits, and overlapping courses also apply toward the concentration.

COURSES

PSYC W1001 The Science of Psychology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Enrollment may be limited. Attendance at the first two class periods is mandatory.

Broad survey of psychological science including: sensation and perception; learning, memory, intelligence, language, and cognition; emotions and motivation; development, personality, health and illness, and social behavior. Discusses relations between the brain, behavior, and experience. Emphasizes science as a process of discovering both new ideas and new empirical results. *PSYC W1001* serves as a prerequisite for further psychology courses and should be completed by the sophomore year.

Fall 2015: PSYC W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1001	001/65450	T Th 1:10pm - 2:25pm 501 Schermerhorn Hall	Patricia Lindemann	3	178/50
PSYC 1001	002/70513	M W 8:40am - 9:55am 501 Schermerhorn Hall	Kathleen Taylor	3	141/190

Spring 2016: PSYC W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1001	001/21804	T Th 1:10pm - 2:25pm 501 Schermerhorn Hall	Patricia Lindemann	3	182/190
PSYC 1001	002/28491	M W 1:10pm - 2:25pm 501 Schermerhorn Hall	Karen Kelly	3	187/190

PSYC W1010 Mind, Brain and Behavior. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Introduction to the biological approach to the experimental study of behavior. Includes consideration of the types of biological data relevant to psychology, as well as the assumptions and logic

permitting the interpretation of biological data in psychological terms.

Fall 2015: PSYC W1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1010	001/11376	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Katherine Nautiyal	3	167/210

Spring 2016: PSYC W1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1010	001/60133	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Caroline Marvin	3	125/190

PSYC W1420 Experimental Psychology: Human Behavior. 4 points.

Lab Required

Attendance at the first class is mandatory. Fee: \$70.

Prerequisites: *PSYC W1001* or *PSYC W1010*, and a statistics course (*PSYC W1610* or the equivalent), or the instructor's permission.

Corequisites: *PSYC W1421*.

Introduction to the techniques of research employed in the study of human behavior. Students gain experience in the conduct of research, including design of simple experiments, observation and measurement techniques, and the analysis of behavioral data.

Spring 2016: PSYC W1420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1420	001/26950	M 4:10pm - 6:00pm 614 Schermerhorn Hall	Patricia Lindemann	4	76/75

PSYC W1421 Experimental Psychology: Human Behavior (Lab). 0 points.

Limited enrollment in each section.

Corequisites: *PSYC W1420*.

Required lab section for *PSYC W1420*.

Spring 2016: PSYC W1421

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1421	001/64189	M 6:10pm - 8:00pm 200b Schermerhorn Hall	Patricia Lindemann	0	19/20
PSYC 1421	002/75105	M 6:10pm - 8:00pm 200c Schermerhorn Hall	Patricia Lindemann	0	19/20
PSYC 1421	003/66535	M 8:10pm - 10:00pm 200b Schermerhorn Hall	Patricia Lindemann	0	16/20
PSYC 1421	004/61113	W 6:10pm - 8:00pm 200b Schermerhorn Hall	Patricia Lindemann	0	20/20

PSYC W1450 Experimental Psychology: Social Cognition and Emotion. 4 points.

Lab Required

Attendance at the first class is essential. Priority given to psychology majors. Fee: \$70.

Prerequisites: *PSYC W1001* or *PSYC W1010*, and a statistics course (*PSYC W1610* or the equivalent), or the instructor's permission.

Corequisites: *PSYC W1451*.

An introduction to research methods employed in the study of human social cognition and emotion. Students gain experience in the design and conduct of research, including ethical issues, observation and measurement techniques, interpretation of data, and preparation of written and oral reports.

Fall 2015: PSYC W1450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1450	001/62697	M 4:10pm - 6:00pm 614 Schermerhorn Hall	Kevin Ochsner	4	57/60

PSYC W1451 Experimental Psychology: Social Cognition and Emotion (Lab). 0 points.

Limited enrollment in each section.

Corequisites: *PSYC W1450*.

Required Lab for *PSYC W1450*.

Fall 2015: PSYC W1451

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1451	001/17833	M 6:10pm - 8:00pm 200b Schermerhorn Hall	Kevin Ochsner	0	16/17
PSYC 1451	002/60596	W 6:10pm - 8:00pm 200b Schermerhorn Hall	Kevin Ochsner	0	20/17
PSYC 1451	003/74534	M 8:10pm - 10:00pm 200b Schermerhorn Hall	Kevin Ochsner	0	11/17
PSYC 1451	004/74063	M 6:10pm - 8:00pm 200c Schermerhorn Hall	Kevin Ochsner	0	10/17

PSYC W1455 Experimental Psychology: Social and Personality. 4 points.

Lab Required

Fee: \$70. **Not offered during 2015-16 academic year.**

Prerequisites: *PSYC W1001* or *PSYC W1010*, and a statistics course (*PSYC W1610* or the equivalent), or the instructor's permission.

Corequisites: *PSYC W1456*.

Methodology and procedures of personality and social psychological research and exercises in data analysis and research design. Ethical issues in psychological research. Statistical concepts such as parameter estimation and testing, measurement reliability and validity, merits and limitations of correlational

and experimental research designs, and empirical evaluation of theories.

PSYC W1456 Experimental Psychology: Social and Personality (Lab). 0 points.

Limited enrollment in each section. **Not offered during 2015-16 academic year.**

Required lab for *PSYC W1455*.

PSYC W1610 Introductory Statistics for Behavioral Scientists. 4 points.

Lab Required

Lecture and lab. Priority given to psychology majors. Fee \$70.

Prerequisites: *PSYC W1001* or *PSYC W1010*. Recommended preparation: one course in behavioral science and knowledge of high school algebra.

Corequisites: *PSYC W1611*.

Introduction to statistics that concentrates on problems from the behavioral sciences.

Fall 2015: PSYC W1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/20484	T Th 4:10pm - 5:25pm 200b Schermerhorn Hall	Gregory Jensen	4	47/40

Spring 2016: PSYC W1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/19936	T Th 4:10pm - 5:25pm 200b Schermerhorn Hall	Gregory Jensen	4	49/60

PSYC W1611 Introductory Statistics for Behavioral Scientists (Lab). 0 points.

Limited enrollment in each section.

Corequisites: *PSYC W1610*.

Required lab section for *PSYC W1610*.

Fall 2015: PSYC W1611

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1611	001/67237	Th 6:10pm - 8:00pm 200b Schermerhorn Hall	Gregory Jensen	0	16/18
PSYC 1611	002/19516	Th 8:10pm - 10:00pm 200b Schermerhorn Hall	Gregory Jensen	0	16/18
PSYC 1611	003/20411	F 10:10am - 12:00pm 200b Schermerhorn Hall	Gregory Jensen	0	10/18
PSYC 1611	004/11288	F 12:10pm - 2:00pm 200b Schermerhorn Hall	Gregory Jensen	0	5/18

Spring 2016: PSYC W1611

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1611	001/24836	Th 6:10pm - 8:00pm 200b Schermerhorn Hall	Gregory Jensen	0	17/15
PSYC 1611	002/60221	Th 8:10pm - 10:00pm 200b Schermerhorn Hall	Gregory Jensen	0	15/15
PSYC 1611	003/13970	F 10:10am - 12:00pm 200b Schermerhorn Hall	Gregory Jensen	0	15/15
PSYC 1611	004/62381	F 12:10pm - 2:00pm Room TBA		0	0/0

PSYC W2235 Thinking and Decision Making. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: an introductory course in psychology. Models of judgment and decision making in both certain and uncertain or risky situations, illustrating the interplay of top-down (theory-driven) and bottom-up (data-driven) processes in creating knowledge. Focuses on how individuals do and should make decisions, with some extensions to group decision making and social dilemmas.

Spring 2016: PSYC W2235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2235	001/20049	T Th 6:10pm - 7:25pm 501 Schermerhorn Hall	Katherine Fox-Glassman	3	143/150

PSYC W2250 Evolution of Cognition. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

A systematic review of different forms of cognition as viewed in the context of the theory of evolution. Specific topics include the application of the theory of evolution to behavior, associative learning, biological constraints on learning, methods for studying the cognitive abilities of animals, levels of representation, ecological influences on cognition, and evidence of consciousness in animals.

Spring 2016: PSYC W2250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2250	001/68588	T Th 11:40am - 12:55pm 200b Schermerhorn Hall	Herbert Terrace	3	23/95

PSYC W2280 Introduction to Developmental Psychology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Enrollment may be limited. Attendance at the first two classes is mandatory.

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the equivalent. Introduction to the scientific study of human development, with an emphasis on psychobiological processes underlying perceptual, cognitive, and emotional development.

Fall 2015: PSYC W2280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2280	001/14527	T Th 10:10am - 11:25am 614 Schermerhorn Hall	Nim Tottenham	3	99/95

PSYC W2440 Language and the Brain. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2015-16 academic year.

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Introduction to psychological research on human language and communication and to brain mechanisms supporting language processing. Topics include comprehension and production of speech sounds, words and sentences; reading and writing; bilingualism; communication behavior.

PSYC W2450 Behavioral Neuroscience. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Examines the principles governing neuronal activity, the role of neurotransmitter systems in memory and motivational processes, the presumed brain dysfunctions that give rise to schizophrenia and depression, and philosophical issues regarding the relationship between brain activity and subjective experience.

Spring 2016: PSYC W2450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2450	001/17618	M W 8:40am - 9:55am 614 Schermerhorn Hall	Kathleen Taylor	3	67/95

PSYC W2460 Drugs and Behavior. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the equivalent. The effects of psychoactive drugs on the brain and behavior.

Spring 2016: PSYC W2460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2460	001/25374	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Carl Hart	3	204/200

PSYC W2480 The Developing Brain. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Brain development across the life span, with emphasis on fetal and postnatal periods. How the environment shapes brain development and hence adult patterns of behavior.

Fall 2015: PSYC W2480

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2480	001/66171	M W 10:10am - 11:25am 614 Schermerhorn Hall	Frances Champagne	3	82/95

PSYC W2620 Abnormal Behavior. 3 points.

Prerequisites: An introductory psychology course. Examines definitions, theories, and treatments of abnormal behavior.

Fall 2015: PSYC W2620

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2620	001/22025	T Th 6:10pm - 7:25pm 501 Schermerhorn Hall	E'mett McCaskill	3	136/140

PSYC W2630 Social Psychology. 3 points.

Surveys important methods, findings, and theories in the study of social influences on behavior. Emphasizes different perspectives on the relation between individuals and society.

Fall 2015: PSYC W2630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2630	001/20698	T Th 2:40pm - 3:55pm 501 Schermerhorn Hall	Svetlana Komissarouk	3	80/95

PSYC W2650 Introduction to Cultural Psychology. 3 points.

Prerequisites: none; some basic knowledge of social psychology is desirable.

A comprehensive examination of how culture and diversity shape psychological processes. The class will explore psychological and political underpinnings of culture and diversity, emphasizing social psychological approaches. Topics include culture and social cognition, group and identity formation, psychology of multiculturalism, stereotyping, prejudice, and gender. Applications to real-world phenomena discussed.

Spring 2016: PSYC W2650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2650	001/65626	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Valerie Purdie-Vaughns	3	152/170

PSYC W2670 Social Development. 3 points.

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the equivalent. This lecture course introduces students to the study of typical human social development with a particular focus on genetic,

familial and peer influences on the development of social behaviors during early childhood.

Spring 2016: PSYC W2670

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2670	001/28462	T Th 10:10am - 11:25am 501 Schermerhorn Hall	James Curley	3	124/95

PSYC W3270 Computational Approaches to Human Vision (Seminar). 3 points.

Prerequisites: some background in psychology and/or neurophysiology (e.g., *PSYC W1001*, *PSYC W1010*, *PSYC W2230*, *PSYC W2450*; *BIOL W3004* or *BIOL W3005*) is desirable. See instructor if you have questions about your background. Some background in mathematics and computer science (e.g., calculus or linear algebra, a programming language) is highly recommended.

Study of human vision--both behavioral and physiological data--within a framework of computational and mathematical descriptions. Please contact Prof. Graham by e-mail (nvg1@columbia.edu) if you are interested in this course.

PSYC W3435 Neurobiology of Reproductive Behavior (Seminar). 4 points.

Prerequisites: at least two other psychology courses and the instructor's permission.

Reproduction encompasses a broad range of behaviors in the life cycle of an organism from mate selection and copulation to parental care. This seminar will examine various aspects of reproduction across species and the neural mechanisms that regulate these behaviors and allow an organism to adapt to environmental change.

Spring 2016: PSYC W3435

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3435	001/72308	M 10:10am - 12:00pm 405 Schermerhorn Hall	Frances Champagne	4	12/12

PSYC W3450 Evolution of Intelligence and Consciousness (Seminar). 3 points.

Prerequisites: *PSYC W1001* or *PSYC W1010*, and the instructor's permission.

A systematic review of the implications of Darwin's theory of evolution and Freud's theory of the unconscious for contemporary studies of animal and human cognition.

Fall 2015: PSYC W3450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3450	001/16539	W 10:10am - 12:00pm 200c Schermerhorn Hall	Herbert Terrace	3	11/10

Spring 2016: PSYC W3450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PSYC 3450 001/11397 W 2:10pm - 4:00pm Herbert 3 9/9
200c Schermerhorn Terrace
Hall

PSYC W3615 Children at Risk (Lecture). 4 points.

Prerequisites: *PSYC W1010*, *PSYC W2280*, *PSYC W2620*, or *PSYC W2680*, and the instructor's permission.

Considers contemporary risk factors in children's lives. The immediate and enduring biological and behavioral impact of risk factors.

Fall 2015: PSYC W3615

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3615	001/12098	T Th 10:10am - 12:00pm 200b Schermerhorn Hall	Geraldine Downey	4	27/40

PSYC W3625 Clinical Neuropsychology (Seminar). 3 points.

Prerequisites: an introductory course in neuroscience, like *PSYC W1010* or *PSYC W2450*, and the instructor's permission.

Analysis of the assessment of physical and psychiatric diseases impacting the central nervous system, with emphasis on the relationship between neuropathology and cognitive and behavioral deficits.

Spring 2016: PSYC W3625

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3625	001/10358	W 8:10pm - 10:00pm 405 Schermerhorn Hall	E'mett McCaskill	3	17/12

PSYC W3680 Social Cognitive Neuroscience (Seminar). 3 points.

Prerequisites: at least two of the following courses: *PSYC W1001*, *PSYC W1010*, *PSYC W2630*, *PSYC W3410*, *PSYC W3480*, *PSYC W3485*; and the instructor's permission.

An introduction to the emerging interdisciplinary field of social cognitive neuroscience, which examines topics traditionally of interest to social psychologists (including control and automaticity, emotion regulation, person perception, social cooperation) using methods traditionally employed by cognitive neuroscientists (functional neuroimaging, neuropsychological assessment).

Fall 2015: PSYC W3680

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3680	001/19959	M 10:10am - 12:00pm 405 Schermerhorn Hall	Kevin Ochsner	3	12/12

PSYC W3910 Honors Seminar. 1 point.

Year-long course. Students receive credit only after both terms have been completed. May be repeated for additional credit.

Prerequisites: open to students in the honors program only.

Discussion of a variety of topics in psychology, with particular emphasis on recent developments and methodological problems. Students propose and discuss special research topics.

Fall 2015: PSYC W3910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3910	001/71615	W 4:10pm - 6:00pm 405 Schermerhorn Hall	Nim Tottenham	1	14

Spring 2016: PSYC W3910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3910	001/76754	W 4:10pm - 6:00pm 405 Schermerhorn Hall	Kevin Ochsner	1	14

PSYC W3920 Honors Research. 1-4 points.

May be repeated for additional credit.

Prerequisites: open to students in the honors program only. Except by special permission of the director of undergraduate studies, no more than 4 points of individual research may be taken in any one term. This includes both *PSYC W3950* and *PSYC W3920*. No more than 12 points of *PSYC W3920* may be applied toward the honors program in psychology. Special research topics arranged with the instructors of the department leading toward a senior honors paper.

PSYC W3950 Supervised Individual Research. 1-4 points.

May be repeated for credit.

Prerequisites: the instructor's permission.

Except by special permission of the director of undergraduate studies, no more than 4 points of individual research may be taken in any one term. This includes both *PSYC W3950* and *PSYC W3920*. No more than 8 points of *PSYC W3950* may be applied toward the psychology major, and no more than 4 points toward the concentration. Readings, special laboratory projects, reports, and special seminars on contemporary issues in psychological research and theory.

PSYC G4222 The Cognitive Neuroscience of Aging (Seminar). 4 points.

Prerequisites: courses in introductory psychology and cognitive psychology; and the instructor's permission. Comprehensive overview of various conceptual and methodologic approaches to studying the cognitive neuroscience of aging. The course will emphasize the importance of combining information from cognitive experimental designs, epidemiologic studies, neuroimaging, and clinical neuropsychological approaches to understand individual differences in both healthy and pathological aging.

Fall 2015: PSYC G4222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4222	001/72197	W 12:10pm - 2:00pm 200c Schermerhorn Hall	Yian Gu, Hwamee Oh	4	14/15

PSYC G4223 Memory and Executive Function Thru the Lifespan. 4 points.

Prerequisites: the instructor's permission, plus *PSYC W1001* or *PSYC W1010*, or the equivalent. Optimal preparation will include some background in experimental design and statistics. Memory and executive processing are critical cognitive functions required for successfully navigating everyday life. In lifespan studies, both exhibit relatively long developmental trajectories followed by stasis and then relative decline in old age. Yet, neither memory nor executive function is a unitary construct. Rather, each is comprised of separable components that may show different developmental trajectories and declines or maintenance at older ages. Moreover, memory is malleable and is a reconstruction of past experience, not an exact reproduction. We will discuss a range of topics related to the development, maintenance and potential decline in memory and executive function from infancy through old age.

Spring 2016: PSYC G4223

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4223	001/77246	W 12:10pm - 2:00pm 200c Schermerhorn Hall	David Friedman	4	10/12

PSYC G4235 Special Topics in Vision (Seminar). 3 points.

May be repeated for additional credit.

Prerequisites: the instructor's permission. Please contact Prof. Graham by e-mail (nvg1@columbia.edu) if you are interested in this course.

PSYC G4250 Evolution of Intelligence, Cognition, and Language (Seminar). 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *PSYC W1001* or *PSYC W1010* or the equivalent, based on instructor assessment, plus one of the instructors' permission.

How did language evolve and why are human beings the only species to use language? How did the evolution of social intelligence, in particular, cooperation, set the stage for the origin of language and consciousness? We will explore how psychologists, philosophers, neuroscientists, anthropologists, biologists and computational scientists, among others, have collaborated during recent years to produce important insights in the evolution of intelligence, consciousness and language.

PSYC G4255 Modern Classics in Visual Perception, Visual Science and Visual Neuroscience (Seminar). 3 points.

Not offered during 2015-16 academic year.

Prerequisites: some background in perceptual or sensory processes or neurophysiology or physical sciences/math/computer science; contact the instructor for permission to register. Reading and discussion of classic articles from the past 60 years providing a foundation for the rapidly expanding fields of visual perception, visual science, and visual neuroscience and their connections with computer modeling (with a sprinkling

from research on audition); primary source articles will be accompanied by secondary source and brief lecture material to introduce each topic.

PSYC G4270 Cognitive Processes (Seminar). 3 points.

Prerequisites: For undergraduates: one course in cognitive psychology or cognitive neuroscience, or the equivalent, and the instructor's permission.

Metacognition and control processes in human cognition. Basic issues include the cognitive mechanisms that enable people to monitor what they know and predict what they will know, the errors and biases involved in self-monitoring, and the implications of metacognitive ability for people's self-determined learning, behavior, and their understanding of self.

Fall 2015: PSYC G4270

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4270	001/07774	W 2:10pm - 4:00pm 405 Schermerhorn Hall	Lisa Son	3	14/12

Spring 2016: PSYC G4270

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4270	001/18903	T 12:10pm - 2:00pm 405 Schermerhorn Hall	Janet Metcalfe	3	11/12

PSYC G4272 Advanced Seminar in Language Development. 4 points.

Prerequisites: a course in perception, cognition, or the psychology of language, plus the instructor's permission. Intensive examination from a social psychological perspective of selected topics relevant to current theory and research on the use of language and other communication behaviors.

Fall 2015: PSYC G4272

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4272	001/02073	T 12:10pm - 2:00pm 405 Schermerhorn Hall	Ann Senghas	4	10/15

PSYC G4285 Multidisciplinary Approaches to Human Decision Making (Seminar). 1-3 points.

May be repeated for additional credit.

Prerequisites: *PSYC W1490* or *PSYC W2235*, and the instructor's permission.

Discussion of selected topics and issues in human decision making.

Spring 2016: PSYC G4285

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4285	001/29133	Th 2:10pm - 4:00pm 405 Schermerhorn Hall	Elke Weber	1-3	17/12

PSYC G4440 Topics in Neurobiology and Behavior (Seminar). 3 points.

Prerequisites: the instructor's permission.

Examines current topics in neurobiology and behavior.

Fall 2015: PSYC G4440

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4440	001/62138	Th 12:10pm - 2:00pm 405 Schermerhorn Hall	Svetlana Rosis	3	7/15
PSYC 4440	002/60316	Th 10:10am - 12:00pm 405 Schermerhorn Hall	Julie Spicer	3	13/15
PSYC 4440	003/70564	M 4:10pm - 6:00pm 405 Schermerhorn Hall	Helen Brew	3	8

Spring 2016: PSYC G4440

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4440	001/61352	M 2:10pm - 4:00pm 200c Schermerhorn Hall	Tina Kao	3	6/15
PSYC 4440	002/29280	Th 12:10pm - 2:00pm 405 Schermerhorn Hall	Julie Spicer	3	11/15

PSYC G4450 The Evolution of Intelligence & Consciousness (Seminar). 3 points.

Prerequisites: the instructor's permission.

A systematic review of the implications of Darwin's theory of evolution and Freud's theory of the unconscious for contemporary studies of animal and human cognition.

Fall 2015: PSYC G4450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4450	001/63006	W 10:10am - 12:00pm 200c Schermerhorn Hall	Herbert Terrace	3	5/4

Spring 2016: PSYC G4450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4450	001/13048	W 2:10pm - 4:00pm 200c Schermerhorn Hall	Herbert Terrace	3	0/6

PSYC G4460 Cognitive Neuroscience and the Media (Seminar). 4 points.

Prerequisites: A neuroscience course, such as *PSYC 1010*, and the instructor's permission

This seminar will discuss recent topics in cognitive neuroscience, and how research in this field is impacting public opinion. We will engage in a critical review of how the media represents research on the brain, with a focus on current issues and controversies related to the use of neuroimaging in the study of brain and behavior in humans.

Fall 2015: PSYC G4460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4460	001/66410	W 2:10pm - 4:00pm 200c Schermerhorn Hall	Daphna Shohamy	4	15/12

PSYC G4475 Neurobiology of Social Behavior. 4 points.

Prerequisites: at least two other psychology courses and the instructor's permission.

Seminar on recent advances in the neurobiological basis of social behaviors, interactions, relationships and structure. Primary focus will be research conducted in non-human mammalian species, particularly laboratory rodents and primates, but studies of other vertebrates as well as invertebrates will be included. This broad approach will provide an evolutionary perspective on social neuroscience as well as important insights into the applicability of translating animal research to studies of human social neuroscience.

Fall 2015: PSYC G4475

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4475	001/24556	T 10:10am - 12:00pm 405 Schermerhorn Hall	James Curley	4	11/15

PSYC G4480 Psychobiology of Infant Development (Seminar). 4 points.

Prerequisites: *PSYC W1001* or *W1010*, a course in developmental psychology, and the instructor's permission.

The focus of the seminar is on human development during the fetal period and early infancy. We will examine the effects of environmental factors on perinatal perceptual, cognitive, sensory-motor, and neurobehavioral capacities, with emphasis on critical conditions involved in both normal and abnormal brain development. Other topics include acute and long term effects of toxic exposures (stress, smoking, and alcohol) during pregnancy, and interaction of genes and the environment in shaping the developing brain of "high-risk" infants, including premature infants and those at risk for neurodevelopmental disorders such as Sudden Infant Death Syndrome.

Spring 2016: PSYC G4480

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4480	001/26959	T 4:10pm - 6:00pm 200c Schermerhorn Hall	William Fifer	4	16/12

PSYC G4485 Affective Neuroscience (Seminar). 4 points.

Prerequisites: *PSYC W1001* plus *PSYC W1010* or *PSYC 2450* or equivalent, plus the instructor's permission.

This seminar explores the neural systems and behaviors that underlie human, and sometimes animal, emotions. Question will include: why we have emotions, what is their survival value, why do we find funny jokes rewarding, and why we envy, feel guilt or joyfully embrace love. We will review some of the latest literature on these topics and discuss implications for understanding human behavior. We will finally discuss disorders such as depression, anxiety, aggression, and psychopathy that are

associated with disruptions to the neural systems that regulate healthy emotion.

Spring 2016: PSYC G4485

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4485	001/19893	T 10:10am - 12:00pm 405 Schermerhorn Hall	Dean Mobbs	4	12/12
PSYC 4485	002/22201	T 2:10pm - 4:00pm 200c Schermerhorn Hall	Dean Mobbs	4	11/12

PSYC G4486 Developmental and Affective Neuroscience (Seminar). 4 points.

Prerequisites: courses in developmental psychology, and either research methods or affective neuroscience, and the instructor's permission.

Introduction to leading theoretical perspectives employed by developmental psychologists in the study of affective neuroscience. Exploration of the developmental brain and behavior relationships in humans and animal models of typical and atypical emotional behavior, with a critical reading of recent research findings in the field.

Spring 2016: PSYC G4486

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4486	001/10526	W 10:10am - 12:00pm 200c Schermerhorn Hall	Nim Tottenham	4	6/12

PSYC G4495 Ethics, Genetics, and the Brain. 4 points.

Prerequisites: Basic background in neurobiology (for instance *PSYC 1010*, *2450*, *2460*, or *2480*) and the instructor's permission.

Advances in genetics and neuroscience have expanded our understanding of the biological basis of behavior and risk of psychiatric disorder. However, these advances have implications for decision/policy making, legal issues, and society and raise broad ethical concerns. In this seminar course, we will discuss these implications and issues and consider the future challenges that may arise from the evolving study of the genetic and neurobiological determinants of behavior.

Spring 2016: PSYC G4495

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4495	001/67077	W 10:10am - 12:00pm 405 Schermerhorn Hall	Frances Champagne	4	17/12

PSYC G4615 The Psychology of Culture and Diversity (Seminar). 4 points.

Prerequisites: the instructor's permission; some basic knowledge of social psychology is desirable.

A comprehensive examination of how culture and diversity shape psychological processes. The class will explore psychological and political underpinnings of culture and diversity, emphasizing

social psychological approaches. Topics include culture and self, culture and social cognition, group and identity formation, science of diversity, stereotyping, prejudice, and gender. Applications to real-world phenomena discussed.

Fall 2015: PSYC G4615

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4615	001/64094	T 2:10pm - 4:00pm 405 Schermerhorn Hall	Valerie Purdie-Vaughns	4	11/12

Spring 2016: PSYC G4615

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4615	001/63098	T 2:10pm - 4:00pm 405 Schermerhorn Hall	Valerie Purdie-Vaughns	4	20/21

PSYC G4630 Advanced Seminar in Current Personality Theory and Research (Seminar). 3 points.

Open to psychology graduate students and advanced undergraduate psychology majors.

Prerequisites: the instructor's permission.

Critical review and analysis of basic and enduring issues in personality theory, assessment, and research.

Spring 2016: PSYC G4630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4630	001/18053	M 4:10pm - 6:00pm 405 Schermerhorn Hall	Walter Mischel	3	13/12

PSYC G4645 Culture, Motivation, and Prosocial Behavior. 4 points.

Prerequisites: Some knowledge of Research Methods, Statistics, and Social Psychology, plus Instructor's Permission.

Reviews and integrates current research on three important topics of social psychology: culture, motivation, and prosocial behavior. Discussions and readings will cover theoretical principles, methodological approaches, and the intersection of these three topics. Students will write a personal research proposal based on the theories presented during the seminar.

Spring 2016: PSYC G4645

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4645	001/12846	W 2:10pm - 4:00pm 405 Schermerhorn Hall	Svetlana Komissarouk	4	12/12

PSYC G4685 Social Cognitive Neuroscience (Seminar). 3 points.

Prerequisites: for graduate students, course equivalents of at least two of the following courses: *PSYC W1001*, *W1010*, *W2630*, *W3410*, *W3480*, and *W3485*; and/or the instructor's permission. An introduction to the emerging interdisciplinary field of social cognitive neuroscience, which examines topics traditionally of interest to social psychologists (including control and automaticity, emotion regulation, person perception, social cooperation) using methods traditionally employed by cognitive

neuroscientists (functional neuroimaging, neuropsychological assessment).

Fall 2015: PSYC G4685

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4685	001/66412	M 10:10am - 12:00pm 405 Schermerhorn Hall	Kevin Ochsner	3	5/12

**PSYC G4690 Social Factors and Psychopathology (Seminar).
3 points.**

Prerequisites: the instructor's permission.

Reviews and integrates current research on the role of social factors in psychopathology. The immediate and long-term effects of chronic and traumatic stressors originating outside the family (e.g., natural disasters, chronic poverty) and inside the family (e.g., family violence, divorce, parental psychopathology) on psychopathology.

Spring 2016: PSYC G4690

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4690	001/67326	M 2:10pm - 4:00pm 405 Schermerhorn Hall	Geraldine Downey	3	21/30

REGIONAL STUDIES

EAST CENTRAL EUROPEAN CENTER

<http://ece.columbia.edu/>

Director: Prof. Alan Timberlake, 1228 International Affairs Building; 212-854-8488; at2205@columbia.edu

Related Departments: Anthropology, Economics, History, Political Science, Slavic Languages and Literatures, and Sociology.

Language Requirement: Two years or demonstrated reading knowledge of one of the following languages: Czech, Hungarian, Polish, Romanian, Russian, Bosnian/Croatian/Serbian, or Ukrainian.

The regional studies major is designed to give undergraduates the general mastery of a discipline and at the same time permit them to do specialized work in the history and cultures of a particular geographic area through the associated institutes of the Faculty of Arts and Sciences. It is an interdisciplinary major in which students divide their work between the associated institute and an appropriate academic department. Students plan their programs with the consultant of the associated institute they have selected.

REQUIREMENTS

MAJOR IN REGIONAL STUDIES

The major in regional studies requires a minimum of 36 points, of which 18 must be credited by the associated institute, i.e. East Central European Center, and an additional 18 must be in one of the College departments designated as relevant by the institute. Six points of seminar work approved by the institute are required of all majors and are included in the total of 36 points.

Language Study

Courses taken to satisfy the institute's language requirement are not counted toward the 18 institute points.

COURSES

A current list of courses available to students interested in East Central European studies can be obtained from the Center (<http://ece.columbia.edu/>), 1228 International Affairs Building.

RELIGION

Departmental Office: Room 103, 80 Claremont; 212-851-4122
<http://www.columbia.edu/cu/religion>

Director of Undergraduate Studies: Prof. Gil Anidjar, Room 207, 80 Claremont; 212-851-4130; ga152@columbia.edu

Director of Academic Administration and Finance:
 Meryl Marcus, Room 103B, 80 Claremont; 212-851-4124;
mm3039@columbia.edu

The Religion Department's curriculum is designed to engage students in critical, comparative, and interdisciplinary exploration of religious life. The faculty's research and teaching build upon the shared understandings that religion continues to be a central and influential component of human life, society, and politics—and that, furthermore, religious transmission and authority are constantly being shaped in dynamic interactions with other religious traditions, societies, and cultures. Courses and seminars in religion teach students how to analyze and investigate religious texts, histories, beliefs, bodies, and communities using a variety of disciplinary and methodological approaches.

Majors and concentrators in religion gain both a foundation in the study of religious traditions in historical contexts and also grounding in theoretical and methodological debates that shape academic and public discussions about religion. Lecture courses, seminars, and colloquia are designed to balance students' growing understanding of particular religious topics, dynamics, and traditions with intensive engagement with critical theoretical, political, and philosophical debates. Students are encouraged to pursue a course of study in which they develop both breadth and depth, as well as the tools and expertise to pose (and even answer) necessary questions about religious phenomena of the past or present.

As the study of religion is truly interdisciplinary, students find their work in the department enhanced by their coursework in the College's Core curriculum and in related departments. Many religion courses are listed in the College's Global Core requirement, and numerous religious works are central texts in Literature Humanities and Contemporary Civilization. Majors and concentrators are required to take courses outside of religion in related fields to expand their vision of approaches to religion.

In addition, the University's wide offerings in the languages of various religious traditions (including Arabic, Chinese, Greek, Hebrew, Japanese, Persian, Latin, Sanskrit, and Tibetan) augment many students' abilities to conduct research in religion. Students likewise are actively encouraged to explore the world-renowned archival resources within Columbia's libraries (including the Rare Book and Manuscript Room, the Burke Library at Union Theological Seminary, the C.V. Starr East Asian Library), and to explore and investigate the equally wide

range of living religious communities represented in New York's global neighborhoods.

Prospective majors should first arrange to meet with the director of undergraduate studies. All students are then allocated a faculty adviser, and must submit a copy of the Declaration of Major form to the director of undergraduate studies. After agreeing upon a plan for the major or concentration, students must obtain final approval and confirmation from the director of undergraduate studies.

COURSE NUMBERING

Courses are numbered by level and type:

1. *2000*-level: Introductory and “traditions” lectures
2. *3000*-level: Intermediate lecture
3. *4000*-level: Undergraduate seminar

and field:

1. *x000-099*: Buddhism
2. *x100-199*: Christianity
3. *x200-299*: Hinduism
4. *x300-399*: Islam
5. *x400-499*: East Asian religious traditions
6. *x500-599*: Judaism
7. *x600-699*: North American religions
8. *x700-799*: Philosophy of religion
9. *x800-899*: Comparative
10. *x900-999*: Methodological, theoretical, research

DEPARTMENTAL HONORS

Students who write a senior thesis and maintain a GPA of 3.66 or above in the major may be considered for departmental honors. Writing a senior thesis qualifies a student for consideration for departmental honors but does not assure it. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

FACULTY PROFESSORS

- Gil Anidjar
- Peter Awn
- Courtney Bender (Chair)
- Beth Berkowitz (Barnard)
- Elizabeth Castelli (Barnard)
- Katherine Pratt Ewing
- Bernard Faure
- John Hawley (Barnard)
- Rachel McDermott (Barnard)
- Wayne Proudfoot
- Robert Somerville
- Mark Taylor

- Robert Thurman

ASSOCIATE PROFESSORS

- Michael Como
- David (Max) Moerman (Barnard)

ASSISTANT PROFESSORS

- Clémence Boulouque
- Najam Haider (Barnard)
- Katharina Ivanyi
- Gale Kenny (Barnard)
- Josef Sorett
- Zhaohua Yang

VISITING SCHOLAR

- Obery Hendricks

ADJUNCT FACULTY

- David Kittay
- George Rupp
- Thomas Yarnall

ON LEAVE

- Prof. Como (*2015-2016*)
- Prof. Ivanyi (*Fall 2015*)
- Prof. Taylor (*Spring 2016*)

REQUIREMENTS

GUIDELINES FOR ALL RELIGION MAJORS AND CONCENTRATORS

Senior Thesis

Many students choose to write a senior honors thesis in order to pursue an advanced topic in greater depth, or to work on a particular area of interest with one of their professors. This opportunity is available to all students who major in the department, regardless of GPA, and serves for many as their undergraduate capstone experience.

Students who write a senior thesis may apply for up to 3 points of directed reading with their thesis adviser. The deadline for application for the honors thesis in religion is the last day of exams in the student's junior spring term, and must be submitted for approval to the director of undergraduate studies. The application must include both a prospectus for the paper and a letter of support by the faculty member who has agreed to direct the thesis. The prospectus (5-7 pages) should detail a research program and the central question(s) to be pursued in the paper, preparation for the thesis, and a timeline. The primary adviser of the thesis must be a member of the Religion Department faculty.

Many students find that identifying a thesis project earlier in the junior year, in conjunction with the Juniors colloquium, presents an opportunity to develop a proposal in advance of deadlines for

summer research funding from various sources, including the undergraduate schools and the Institute for Religion Culture and Public Life.

Grading

Courses in which a grade of D has been received do not count toward the major or concentration requirements.

MAJOR IN RELIGION

All majors are encouraged to pursue both depth and breadth by constructing a program of study in consultation with the director of undergraduate studies and with a member of the faculty in an area in which they have particular interest. The program should include courses in both Western and Asian religious traditions. Students who write a senior thesis may include a term of individually supervised research as one of the courses for their major.

A minimum of 36 points is required as follows:

Introductory Courses

Select two introductory courses to religious traditions (2000-level).

Intermediate Courses

Select four intermediate religion courses (3000-level).

Seminars

Select two seminars (4000-level).

Related Courses

Select two related courses in other departments (must be approved by the director of undergraduate studies).

Theory Course

RELI V3799	Theory
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CONCENTRATION IN RELIGION

The program of study should be planned in consultation with the director of undergraduate studies and with a member of the faculty in an area in which the student has a particular interest. The program should include some study in both Western and Asian religious traditions.

A minimum of 23 points is required as follows:

Introductory Courses

Select two introductory courses to religious traditions (2000-level; one may be a Barnard 2000-level course).

Intermediate Courses

Select two intermediate religion courses (3000-level).

Seminars

Select two advanced seminars (4000-level).

Related Courses

Select one related course in another department (must be approved by the director of undergraduate studies).

Theory Course

RELI V3799 Theory

COURSES

FALL 2015

RELI V2005 Buddhism: Indo-Tibetan. 3 points.

Recitation Section Required

Historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention given to Theravada, Mahayana, and Tantric Buddhism in India, as well as selected non-Indian forms.

Fall 2015: RELI V2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2005	001/20262	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Robert Thurman	3	26/120

RELI V2008 Buddhism: East Asian. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Lecture and discussion. An introductory survey that studies East Asian Buddhism as an integral, living religious tradition. Emphasis on the reading of original treatises and historiographies in translation, while historical events are discussed in terms of their relevance to contemporary problems confronted by Buddhism.

Fall 2015: RELI V2008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2008	001/12135	M W 2:40pm - 3:55pm 310 Fayerweather	Bernard Faure	3	56/96

RELI V2305 Islam. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An introduction to the Islamic religion in its premodern and modern manifestations. The first half of the course concentrates on "classical" Islam, beginning with the life of the Prophet, and extending to ritual, jurisprudence, theology, and mysticism. The second half examines how Muslims have articulated Islam in light of colonization and the rise of a secular modernity. The course ends with a discussion of American and European Muslim attempts at carving out distinct spheres of identity in the larger global Muslim community.

Fall 2015: RELI V2305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2305	001/04539	M W 2:40pm - 3:55pm 323 Milbank Hall	Najam Haider	3	37/60

RELI V2505 Intro to Judaism. 3 points.

A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central

concepts, religious leadership and institutions, Israel among the nations.

Fall 2015: RELI V2505

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2505	001/06829	T Th 10:10am - 11:25am 323 Milbank Hall	Beth Berkowitz	3	50

RELI W3405 Pre-Modern Korean Buddhism in East Asian Context. 3 points.

This interdisciplinary seminar is an introduction to the history of Buddhism in the Korean peninsula from its introduction to the fourteenth-century. Through a chronological and thematic examination of key ideas and practices spanning over a millennium, this course attempts to locate Korean Buddhism in its East Asian context, with particular attention to its relationship with China and Japan, in order to identify continuities and original developments. Issues discussed include: Buddhism and the polity; relic worship; hagiographic literature; bodhisattva cults; the interpretation of portents. Previous coursework on Buddhism is recommended but not required; no prior knowledge of Korean history or language is required.

Fall 2015: RELI W3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3405	001/63597	W 4:10pm - 6:00pm C01 80 Claremont	Alessandro Poletto	3	2/15

RELI V3602 Religion in America I. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Survey of American religion from the Civil War to the present, with the emphasis on the ways religion has shaped American history, culture, identity.

Fall 2015: RELI V3602

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3602	001/06273	M W 1:10pm - 2:25pm 903 Altschul Hall	Gale Kenny	3	27

RELI V3670 Bridges and Boundaries: Inclusion and Exclusion through Interfaith Engagement. 4 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: Ethics and Values.

This course introduces students to a number of models for interfaith dialogue and collaboration, as they are practiced in New York City and elsewhere. It will demonstrate the essential contributions of interfaith engagement to the civic life of our multicultural, multifaith democracy, while also raising a set of critical questions.

Fall 2015: RELI V3670

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3670	001/09452	T Th 1:10pm - 2:25pm 302 Milbank Hall	Henry Goldschmidt	4	10/20

RELI V3720 Religion and Its Critics. 3 points.

An examination of critiques of religious belief and practice offered by both religious and non-religious authors, and of some responses to those critiques. Readings will be taken chiefly from eighteenth and nineteenth century European thought, including Spinoza, Hume, Mendelssohn, Kant, Schleiermacher, Feuerbach, Marx, Kierkegaard, and Nietzsche.

Fall 2015: RELI V3720

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3720	001/18079	T Th 2:40pm - 3:55pm 652 Schermerhorn Hall	Wayne Proudfoot	3	17/40

RELI V3799 Theory. 4 points.

An exploration of alternative theoretical approaches to the study of religion as well as other areas of humanistic inquiry.

The methods considered include: sociology, anthropology, philosophy, hermeneutics, psychoanalysis, structuralism, genealogy, and deconstruction. (Previous title: Juniors Colloquium)

Fall 2015: RELI V3799

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3799	001/61881	T 10:10am - 12:00pm 101 80 Claremont	Mark Taylor	4	14/25

Spring 2016: RELI V3799

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3799	001/03887	T 4:10pm - 6:00pm 102 Sulzberger Annex	Elizabeth Castelli	4	23

RELI V3810 Millennium: Apocalypse and Utopia. 3 points.

A study of apocalyptic thinking and practice in the western religious tradition, with focus on American apocalyptic religious movements and their relation to contemporary cultural productions, as well as notions of history and politics.

Fall 2015: RELI V3810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3810	001/02348	M W 10:10am - 11:25am 327 Milbank Hall	Elizabeth Castelli	3	8

RELI V3860 Sociology of Religion. 3 points.

Prerequisites: prior coursework in religion or sociology is highly encouraged.

This course introduces classical and contemporary theoretical and empirical approaches to the sociological study of religion, including secularization and secularity, religious identity formation, and sociological approaches to religious practice and

meaning. Special focus will be on contemporary American topics, including religion and transnationalism, the role of religious actors and discourses in American politics, law and economics, and everyday religious practice.

Fall 2015: RELI V3860

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3860	001/23298	M W 4:10pm - 5:25pm 201 80 Claremont	Courtney Bender	3	13/30

RELI V3901 Guided Reading and Research. 1-3 points.

Prerequisites: the instructor's permission.

RELI W4815 Technology, Religion, Future. 4 points.

This seminar will examine the history of the impact of technology and media on religion and vice versa before bringing into focus the main event: religion today and in the future. We'll read the classics as well as review current writing, video and other media, bringing thinkers such as Eliade, McLuhan, Mumford and Weber into dialogue with the current writing of Kurzweil, Lanier and Taylor, and look at, among other things: ethics in a Virtual World; the relationship between Burning Man, a potential new religion, and technology; the relevance of God and The Rapture in Kurzweil's Singularity; and what will become of karma when carbon-based persons merge with silicon-based entities and other advanced technologies.

Fall 2015: RELI W4815

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4815	001/24716	Th 4:10pm - 6:00pm 201 80 Claremont	David Kittay	4	27/30

RELI W4905 Religion Lab. 4 points.

Discussion Section Required

In their research, scholars of religion employ a variety of methods to analyze "texts" ranging from historical documents to objects of visual culture. This course acquaints students with both the methods and the materials utilized in the field of religious studies. Through guided exercises, they acquire research skills for utilizing sources and become familiarized with dominant modes of scholarly discourse. The class is organized around a series of research "scavenger hunts" that are due at the start of each week's class and assigned during the discussion section (to be scheduled on the first day of class). Additional class meeting on Thursdays.

Fall 2015: RELI W4905

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4905	001/03701	W 6:10pm - 8:00pm 306 Milbank Hall	Najam Haider	4	8/14

RELI W4910 Religion and International Development: Theory and Practice. 4 points.

Both the theory and the practice of international relief and development raise a host of normative as well as descriptive issues. This course will examine recent analyses of the impact of assistance programs on the social and cultural conditions in the

developing world. While the focus will be on the economic and political developments, the role of religious communities will also be considered (on both the giving and the receiving ends of the aid transactions).

Fall 2015: RELI W4910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4910	001/61470	T 2:10pm - 4:00pm 201 80 Claremont	George Rupp	4	12/20

RELI W4171 Law and Medieval Christianity. 4 points.

Prerequisites: the instructor's permission.

An introduction to the importance of Church law for the study of medieval Christianity through readings in both primary and secondary sources (all in English or English translations). Topics will be selected, as the sources permit, to illustrate the evolution of Western canon law and its impact both as a structural and as an ideological force, in medieval Christianity and in medieval society in general.

Fall 2015: RELI W4171

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4171	001/63922	F 10:10am - 12:00pm 201 80 Claremont	Robert Somerville	4	4/20

RELI W4205 Love, Translated: Hindu Bhakti. 4 points.

Hindu poetry of radical religious participation-bhakti-in translation, both Sanskrit (the Bhagavad Gita) and vernacular. How does such poetry/song translate across linguistic divisions within India and into English? Knowledge of Indian languages is welcome but not required. Multiple translations of a single text or poet bring to light the choices translators have made.

Fall 2015: RELI W4205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4205	001/07147	T 4:10pm - 6:00pm 407 Barnard Hall	John Hawley	4	6

RELI W4406 Interactions of Buddhism and Daoism in China. 4 points.

Prerequisites: one course on Buddhism or Chinese religious traditions is recommended, but not required, as background. In this course we will read English scholarship that probes the complex relationships between Buddhism and Daoism in the past two millennia. Students are required not only to be aware of the complementarity and tensions between them, but to be alert to the nature of claims to religious distinction or mixing and the ways those claims were put forward under specific religio-historical circumstances. The course is designed for advanced undergraduate and graduate students in East Asian religion, literature, history, art history and anthropology.

Fall 2015: RELI W4406

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4406	001/75506	Th 4:10pm - 6:00pm	Zhaohua Yang	4	11/20

101 80 Claremont

RELI W4508 Jewish Philosophy and Kabbalah. 4 points.

The purpose of this seminar is to study the interactions between two major intellectual trends in Jewish History, the philosophical and the mystical ones. From the medieval period to the twenty-first century, we will discuss their interactions, polemics and influences. We will compare Philosophy and Kabbalah in light of their understanding of divine representation and in light of their respective Theology and conception of God.

Fall 2015: RELI W4508

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4508	001/23348	Th 2:10pm - 4:00pm 201 80 Claremont	Clemence Boulouque	4	7/20

RELI W4715 Media and Religion. 4 points.

Typewriters, trains, electricity, telephones, telegraph, stock tickers, plate glass, shop windows, radio, television, computers, Internet, World Wide Web, cell phones, tablets, search engines, big data, social networks, GPS, virtual reality, Google glass. The technologies turn back on their creators to transform them into their own image. This course will consider the relationship between mechanical, electronic, and digital technologies and different forms of twentieth-century capitalism. The regimes of industrial, consumer, and financial shape the conditions of cultural production and reproduction in different ways. The exploration of different theoretical perspectives will provide alternative interpretations of the interplay of media, technology, and religion that make it possible to chart the trajectory from modernity to postmodernity and beyond.

Fall 2015: RELI W4715

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4715	001/97246	M 10:10am - 12:00pm 201 80 Claremont	Mark Taylor	4	9/25

RELI W4720 Religion and Pragmatism. 4 points.

An examination of the accounts of and methods for philosophical inquiry set out by Charles Peirce, William James, and John Dewey and by some contemporary representatives of the pragmatist tradition, with a focus on implications for the philosophy of religion.

Fall 2015: RELI W4720

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4720	001/19260	M 2:10pm - 4:00pm 201 80 Claremont	Wayne Proudfoot	4	5/20

RELI W4807 Divine Human Animal. 4 points.

BC: Fulfillment of General Education Requirement: Ethics and Values.

This course focuses on "thinking with" animals (Levi-Strauss) through the lens of the religious imagination. The concentration

will be primarily on "Western" religious cultures, especially Judaism and the question of Jewishness.

Fall 2015: RELI W4807

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4807	001/07495	W 12:10pm - 2:00pm 214 Milbank Hall	Beth Berkowitz	4	13

RELI W4818 Vampires. 4 points.

Do you believe in vampires? Like ghosts and zombies, vampires circulate in a secularized world and few are those who would speak of a "vampire religion." This course will attempt to do that. It will ask about the ubiquitous figure of the vampire, insofar as it evokes the ancient and the archaic, the modern and the postmodern. With Bram Stoker's *Dracula* as our guide, and with the help of film, we will explore the religious significance of vampires and what they mean for the salvation — or perdition — of the soul. We will wonder about vampires and sexuality, vampires and media, vampires and (geo-)politics, and even vampires and the economy.

Fall 2015: RELI W4818

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4818	001/71796	M 4:10pm - 6:00pm 963 Ext Schermerhorn Hall	Gil Anidjar	4	47/50

RELI W4828 Religion and the Sexual Body. 4 points.

Theoretical approaches to gender and sexualities, focusing on the articulation, cultivation, and regulation how bodily practices are within various religious traditions, including modern secularism.

Fall 2015: RELI W4828

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4828	005/29829	W 2:10pm - 4:00pm 201 80 Claremont	Katherine Pratt Ewing	4	15

SPRING 2016

RELI V1710 God. 3 points.

What is religion? And what does God have to do with it? This course will seek to engage a range of answers to these questions. The class is not a survey of all religious traditions. Rather, it will address religion as a comparative problem between traditions as well as between scholarly and methodological approaches. We will engage the issue of perspective in, for example, the construction of a conflict between religion and science, religion and modernity, as well as some of the distinctions now current in the media between religion, politics, economics and race. And we will wonder about God and gods.

Spring 2016: RELI V1710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1710	001/76397	M W 10:10am - 11:25am Sab Kraft Center	Gil Anidjar	3	62

RELI V2105 Christianity. 3 points.

Survey of Christianity from its beginnings through the Reformation. Based on lectures and discussions of readings in primary source translations, this course will cover prominent developments in the history of Christianity. The structure will allow students to rethink commonly held notions about the evolution of modern Christianity with the texture of historical influence.

Spring 2016: RELI V2105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2105	001/23679	M W 4:10pm - 5:25pm 413 Kent Hall	Robert Somerville	3	42/60

RELI V2205 Hinduism. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

The origin and development of central themes of traditional Hinduism. Emphasis on basic religious literature and relation to Indian culture. Readings include original sources in translation.

Spring 2016: RELI V2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2205	001/08735	T Th 2:40pm - 3:55pm 504 Diana Center	John Hawley	4	46/70

RELI V2405 Chinese Religious Traditions. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Development of the Three Teachings of Confucianism, Taoism, and Buddhism: folk eclecticism; the contemporary situation in Chinese cultural areas. Readings drawn from primary texts, poetry, and popular prose.

Spring 2016: RELI V2405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2405	001/76310	T Th 2:40pm - 3:55pm Ren Kraft Center	Zhaohua Yang	3	85/90

RELI V3000 Buddhist Ethics. 3 points.

Prerequisites: the instructor's permission.

An investigation of the main textual sources of the Buddhist ethical tradition, with attention to their historical operation within Buddhist societies, as well as consideration of their continuing influence on contemporary developments, Western as well as Asian.

Spring 2016: RELI V3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3000	001/72823	T Th 1:10pm - 2:25pm 602 Northwest Corner	Thomas Yarnall	3	13/30

RELI V3307 Muslims in Diaspora. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Consideration of controversies surrounding mosque-building, headscarves, honor killing, and other publicized issues that expose tensions surrounding citizenship and belonging for Muslims in North America and Europe. Exploration of film and other media representations of Muslims in the West. There will be additional meeting times for film screenings

Spring 2016: RELI V3307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3307	001/66201	T Th 10:10am - 11:25am 517 Hamilton Hall	Katherine Pratt Ewing	4	45/70

RELI V3311 Islam in the Post-Colonial World. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

This course focuses on the multiple manifestations of the Islamic vision in the modern world. It begins with a survey of core Muslim beliefs before shifting to an examination of the impact of colonization and secular modernity on contemporary formulations of Islam.

Spring 2016: RELI V3311

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3311	001/02984	T Th 10:10am - 11:25am 307 Milbank Hall	Hussein Rashid	3	26

RELI W3601 Atoms and Eve: Exploring Science and Religion in America. 3 points.

This course will explore central concepts at the intersection of science and religion, including knowledge, practice, community, agency, and the body. The course will begin by asking: What is science? What is religion? How should they be related? Students will then read a range of theoretical, anthropological, and historical texts that present points of contact, tensions, similarities, parallels, and conflicts between science and religion. There will be a special emphasis on case studies from the American context, and a final project will enable students to explore religion and science in New York City.

Spring 2016: RELI W3601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3601	001/87446	W 2:10pm - 4:00pm C01 80 Claremont	Cara Rock-Singer	3	7/15

RELI V3603 Religion in America II. 3 points.

Survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity.

Spring 2016: RELI V3603

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RELI 3603	001/07023	M W 10:10am - 11:25am 307 Milbank Hall	Shira Kohn	3	8
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RELI V3630 Religion and Black Popular Cultures. 3 points.

As an exploration of the relationship between religion, race, and popular culture, the course will begin with theoretical readings that expose students to a variety of definitions of and approaches to each of these categories. After tackling these theoretical concerns, the remainder of the course will entail a cross genre and thematic engagement with the terrain of black popular culture(s) in which students will be challenged to apply new theoretical resources in order to interpret a wide range of "religious" phenomena.

Spring 2016: RELI V3630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3630	001/23350	M W 10:10am - 11:25am 201 80 Claremont	Josef Sorett	3	11

RELI V3742 Freud and Derrida. 3 points.

From sexual difference to the difference writing makes, psychoanalysis and deconstruction have affected the way we think about reading, writing, learning. Both have become parts of cultural discourse in the form of catch phrases, categories of understanding, and political indictments. Psychoanalysis and deconstruction are also markers of a long conversation in which the meaning of subjectivity, authorship, agency, literature, culture and tradition is spelled out in detailed readings that intervene in and as dialogue and interruption. In this reading intensive class, we will attend to the basic texts and terms of psychoanalysis and deconstruction: the unconscious and sexuality, culture and religion, and more.

Spring 2016: RELI V3742

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3742	001/13247	M W 2:40pm - 3:55pm 214 Pupin Laboratories	Gil Anidjar	3	22/35

RELI V3799 Theory. 4 points.

An exploration of alternative theoretical approaches to the study of religion as well as other areas of humanistic inquiry.

The methods considered include: sociology, anthropology, philosophy, hermeneutics, psychoanalysis, structuralism, genealogy, and deconstruction. (Previous title: Juniors Colloquium)

Fall 2015: RELI V3799

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3799	001/61881	T 10:10am - 12:00pm 101 80 Claremont	Mark Taylor	4	14/25

Spring 2016: RELI V3799

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RELI 3799 001/03887 T 4:10pm - 6:00pm Elizabeth 4 23
102 Sulzberger Castelli
Annex

RELI W4011 The Lotus Sutra in East Asian Buddhism. 4 points.

Prerequisites: open to students who have taken one previous course in either Buddhism, Chinese religions, or a history course on China or East Asian.

The course examines some central Mahayana Buddhist beliefs and practices through an in-depth study of the Lotus sutra. Schools (Tiantai/Tendai, Nichiren) and cultic practices such as sutra-chanting, meditation, confessional rites, and Guanyin worship based on the scripture. East Asian art and literature inspired by it.

Spring 2016: RELI W4011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4011	001/08972	W 4:10pm - 6:00pm 225 Milbank Hall	David Moerman	4	15/20

RELI W4013 Buddhism and Neuroscience. 4 points.

With the Dalai Lama's marked interest in recent advances in neuroscience, the question of the compatibility between Buddhist psychology and neuroscience has been raised in a number of conferences and studies. This course will examine the state of the question, look at claims made on both sides, and discuss whether or not there is a convergence between Buddhist discourse about the mind and scientific discourse about the brain.

Spring 2016: RELI W4013

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4013	001/11908	W 2:10pm - 4:00pm 201 80 Claremont	Bernard Faure, Marion Dapsance	4	20/25

RELI W4015 Reincarnation and Technology. 4 points.

A seminar exploring reincarnation, resurrection, and their contemporary cyber-relatives, uploading and simulation.

We'll explore Abrahamic, Amerind, Chinese, Greek, and Indian accounts, the Tibetan Buddhist reincarnation tradition and methodology in detail, and contemporary research on reincarnation, near-death, and out-of-body experiences. We will then turn to contemporary developments in science, religion, and philosophy concerning uploading consciousness to computer media and the probability that we are living a simulation. We will investigate whether religious traditions are consistent with or expressive of simulated reality, and the application of karma to all of the above.

Spring 2016: RELI W4015

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4015	001/76497	Th 4:10pm - 6:00pm 201 80 Claremont	David Kittay	4	25/30

RELI W4160 Gnosis. 4 points.

Enrollment limited to 20.

Prerequisites: the instructor's permission. Previous work in biblical studies or early Christianity preferred. Examines the religious and social worlds of ancient Mediterranean gnosis alongside its modern remnants and appropriations. Special attention is paid to scholarly reconstructions of ancient "gnosticism" and to theoretical problems associated with the categories of orthodoxy and heresy in Christian history. Strong emphasis on reading primary sources in translation.

Spring 2016: RELI W4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4160	001/05390	W 2:10pm - 4:00pm 318 Milbank Hall	Elizabeth Castelli	4	6

RELI W4335 Shi'ism. 4 points.

This course offer a survey of Shi'ism with a particular focus on the "Twelvers" or "Imamis." It begins by examining the interplay between theology and the core historical narratives of Shi'i identity and culminates with an assessment of the jarring impact of modernity on religious institutions/beliefs.

Spring 2016: RELI W4335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4335	001/08510	Th 2:10pm - 4:00pm 214 Milbank Hall	Hussein Rashid	4	5

RELI W4524 Theories of the Unconscious and Jewish Thought. 4 points.

This survey aims to reflect on the specific dialogue between faith and theories of the mind. After an overview of pre-Freudian notions of the unconscious, the course will examine Freud's 1896 *Theory of the unconscious mind* and the key analytical concepts which display similarities between psychoanalysis and Jewish thought, from Talmudic hermeneutics to Kabbalah studies. We will explore the unconscious through readings from Leibnitz, Schelling, Goethe, von Hartmann, Freud, Jung, as well as its preludes and echoes in the Talmud and in the writings of Azriel of Gerona, the Magid of Mezrich, Krochmal, Leiner, Lou Andreas Salomé, Scholem, Idel, Wolfson.

Spring 2016: RELI W4524

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4524	001/17049	Th 2:10pm - 4:00pm 201 80 Claremont	Clemence Boulouque	4	12/25

RELI W4620 Religious Worlds of New York. 4 points.

This seminar teaches ethnographic approaches to studying religious life with a special focus on urban religion and religions of New York. Students develop in-depth analyses of religious communities using these methods. Course readings address both ethnographic methods and related ethical and epistemological issues, as well as substantive topical issues of

central importance to the study of urban religion, including transnationalism and immigration, religious group life and its relation to local community life, and issues of ethnicity, race and cosmopolitanism in pluralistic communities.

Spring 2016: RELI W4620

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4620	001/15984	M 2:10pm - 4:00pm 201 80 Claremont	John Hawley, Courtney Bender	4	18/18

RELI W4622 The Spiritual Quest of August Wilson. 4 points.

August Wilson is hailed as one of America's greatest playwrights. His *Century Cycle* of ten stage plays foregrounds unfolding shifts in African American political and cultural life in each decade of the twentieth century. Reflected in each work is a vibrant thread of spirituality and religious sensibility that continues to inform and enrich African American life. Through a close reading of Wilson's plays supplemented by readings in drama criticism, African and African American religions and the African American blues and conjure traditions, this course will explore Wilson's quest to survey the landscape of African American spirituality and seek its meaning for America today.

Spring 2016: RELI W4622

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4622	001/27599	Th 12:10pm - 2:00pm 101 80 Claremont	Obery Hendricks	4	2/15

RELI W4710 Kant and Kierkegaard on Religion. 4 points.

Examines the relationship between morality and religious faith in selected works of Immanuel Kant and Soren Kierkegaard. Examines Kant's claim that religious thought and practice arise out of the moral life, and Kierkegaard's distinction between morality and religious faith.

Spring 2016: RELI W4710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4710	001/29829	W 2:10pm - 4:00pm 101 80 Claremont	Wayne Proudfoot	4	8/20

RELI W4805 Secular and Spiritual America. 4 points.

Priority given to majors and concentrators.

Are Americans becoming more secular or more spiritual (not religious), or both? What are the connections between secularism and what is typically called non-organized religion or the spiritual in the United States? We will address these questions by looking at some of the historical trajectories that shape contemporary debates and designations (differences) between spiritual, secular and religious.

Spring 2016: RELI W4805

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RELI 4805	001/22728	W 4:10pm - 6:00pm 201 80 Claremont	Courtney Bender	4	14/20
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ALL COURSES (INCLUDING THOSE NOT OFFERED IN ACADEMIC YEAR 2015-2016)

RELI V1710 God. 3 points.

What is religion? And what does God have to do with it? This course will seek to engage a range of answers to these questions. The class is not a survey of all religious traditions. Rather, it will address religion as a comparative problem between traditions as well as between scholarly and methodological approaches. We will engage the issue of perspective in, for example, the construction of a conflict between religion and science, religion and modernity, as well as some of the distinctions now current in the media between religion, politics, economics and race. And we will wonder about God and gods.

Spring 2016: RELI V1710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1710	001/76397	M W 10:10am - 11:25am 5ab Kraft Center	Gil Anidjar	3	62

RELI V2005 Buddhism: Indo-Tibetan. 3 points.

Recitation Section Required

Historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention given to Theravada, Mahayana, and Tantric Buddhism in India, as well as selected non-Indian forms.

Fall 2015: RELI V2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2005	001/20262	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Robert Thurman	3	26/120

RELI V2008 Buddhism: East Asian. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Lecture and discussion. An introductory survey that studies East Asian Buddhism as an integral, living religious tradition. Emphasis on the reading of original treatises and historiographies in translation, while historical events are discussed in terms of their relevance to contemporary problems confronted by Buddhism.

Fall 2015: RELI V2008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2008	001/12135	M W 2:40pm - 3:55pm 310 Fayerweather	Bernard Faure	3	56/96

RELI V2105 Christianity. 3 points.

Survey of Christianity from its beginnings through the Reformation. Based on lectures and discussions of readings in

primary source translations, this course will cover prominent developments in the history of Christianity. The structure will allow students to rethink commonly held notions about the evolution of modern Christianity with the texture of historical influence.

Spring 2016: RELI V2105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2105	001/23679	M W 4:10pm - 5:25pm 413 Kent Hall	Robert Somerville	3	42/60

RELI V2110 Mormonism. 3 points.

Survey of history and theology of Mormonism: historical survey; analysis of extensive selections from the Book of Mormon; exploration of its contentious relationship with the federal government, cultural expressions. Asking the question: how Mormonism has transformed itself from essentially an outlaw religion in the nineteenth century to the embodiment of American ideals?

RELI V2205 Hinduism. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

The origin and development of central themes of traditional Hinduism. Emphasis on basic religious literature and relation to Indian culture. Readings include original sources in translation.

Spring 2016: RELI V2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2205	001/08735	T Th 2:40pm - 3:55pm 504 Diana Center	John Hawley	4	46/70

RELI V2305 Islam. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An introduction to the Islamic religion in its premodern and modern manifestations. The first half of the course concentrates on "classical" Islam, beginning with the life of the Prophet, and extending to ritual, jurisprudence, theology, and mysticism. The second half examines how Muslims have articulated Islam in light of colonization and the rise of a secular modernity. The course ends with a discussion of American and European Muslim attempts at carving out distinct spheres of identity in the larger global Muslim community.

Fall 2015: RELI V2305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2305	001/04539	M W 2:40pm - 3:55pm 323 Milbank Hall	Najam Haider	3	37/60

RELI V2405 Chinese Religious Traditions. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Development of the Three Teachings of Confucianism, Taoism, and Buddhism: folk eclecticism; the contemporary situation

in Chinese cultural areas. Readings drawn from primary texts, poetry, and popular prose.

Spring 2016: RELI V2405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2405	001/76310	T Th 2:40pm - 3:55pm Ren Kraft Center	Zhaohua Yang	3	85/90

RELI V2415 Japanese Religious Traditions. 3 points.

Study of the development of the Japanese religious tradition in the premodern period. Attention given to the thought and practices of Shinto, Buddhism, and Confucianism; the interaction among these religions in Japanese history; the first encounter with Christianity.

RELI V2505 Intro to Judaism. 3 points.

A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central concepts, religious leadership and institutions, Israel among the nations.

Fall 2015: RELI V2505

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2505	001/06829	T Th 10:10am - 11:25am 323 Milbank Hall	Beth Berkowitz	3	50

RELI V2510 Jews and Judaism in Antiquity. 3 points.

This course focuses on the varieties of Judaism in antiquity, from Cyrus the Great to the Muslim Conquest of Syria, and the emergence of rabbinic Judaism. Special emphasis is placed on hellenization, sectarianism, and the changes precipitated by the destruction of the Jerusalem temple.

RELI V2615 Religions of Harlem. 3 points.

Not offered during 2015-16 academic year.

Through a range of field exercises and classroom guests, this course will introduce students to the rich religious history of Harlem, while also challenging them to document and analyze the diversity of Harlem's contemporary religious scene.

RELI V2645 Religion in Black America: An Introduction. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

Undergraduate lecture course introducing students to the study of African American religion. While there are no required prerequisites for the course, prior coursework in religious studies or African American history is helpful. This course progresses as a historical survey and is intended to introduce students to important themes in African American (thus American) religious history (i.e. migration, urbanization, nationalism) through a rich engagement with the religious practices and traditions of black communities. Primary attention is given to Afro-Protestantism in North America; however, throughout the

course attention is directed to religious diversity and varying religious traditions/practices in different diasporic locales. While this is a lecture course, students are expected to arrive each week having completed assigned readings and prepared to make informed contributions to class discussions (as class size allows). By the end of the semester students will be expected to possess a working knowledge of major themes/figures/traditions in African American religious life, as well as key questions that have shaped the study thereof.

RELI V2801 Introduction to Western Religions. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Phenomenology of religious experience and the historical forms of religious life. The presuppositions, data, and documents of the religions of the West.

RELI V2802 Introduction to Asian Religions. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Major motifs in the religions of East and South Asia - Hindu, Buddhist, Confucian, Daoist, Shinto. Focuses on foundational "classics" and on a selection of texts, practices, and political engagements that shape contemporary religious experience in Asia.

RELI V2803 Religion 101. 3 points.

This course has been replaced by *RELI V3805*.

RELI V3000 Buddhist Ethics. 3 points.

Prerequisites: the instructor's permission.

An investigation of the main textual sources of the Buddhist ethical tradition, with attention to their historical operation within Buddhist societies, as well as consideration of their continuing influence on contemporary developments, Western as well as Asian.

Spring 2016: RELI V3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3000	001/72823	T Th 1:10pm - 2:25pm 602 Northwest Corner	Thomas Yarnall	3	13/30

RELI V3017 Buddhism and Violence. 4 points.

Studies, from a number of methodological approaches and angles, the Buddhist views on violence and non-violence, and the historical record.

RELI V3130 The Papacy: Origins to the Sixteenth-Century Reformations. 3 points.

This is a one-semester lecture course offering a historical introduction to the papacy, moving from papal origins through the age of the institution's greatest influence, i.e., the Middle Ages, down to the age of the sixteenth-century Reformations.

Reading assignments will be drawn from both primary and secondary sources in English.

RELI V3140 Early Christianity. 3 points.

Examination of different currents in early Christianity.

Discussion of gnosticism, monasticism, conflicts of gender and class, and the work of writers such as Origen and Augustine.

RELI V3205 Vedic Religions. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).

RELI V3212 Religions of the Oppressed: India. 3 points.

Prerequisites: Prior knowledge of South Asia preferred.

What are the stakes of religious identity for communities stigmatized, excluded, and oppressed? This class interrogates classic social theory by exploring the religious history of Dalits, or "untouchables," in colonial and postcolonial South Asia: from mass conversions to Buddhism, Islam, and Christianity to assertions of autonomous and autochthonous religious identities.

RELI V3307 Muslims in Diaspora. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Consideration of controversies surrounding mosque-building, headscarves, honor killing, and other publicized issues that expose tensions surrounding citizenship and belonging for Muslims in North America and Europe. Exploration of film and other media representations of Muslims in the West. There will be additional meeting times for film screenings

Spring 2016: RELI V3307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3307	001/66201	T Th 10:10am - 11:25am 517 Hamilton Hall	Katherine Pratt Ewing	4	45/70

RELI V3308 Islam in African History. 3 points.

This undergraduate lecture course surveys the spread of Islam in Sub-Saharan Africa in the last millennium, with particular reference to West Africa. It analyzes how Islam shaped and was shaped by African societies. Topics include Islamization, the growth of literacy, and the transformation of Muslim societies during colonial rule, as well as Muslim globalizations.

RELI V3314 Qu'ran in Comparative Perspective. 3 points.

This course develops an understanding of the Qu'ran's form, style, and content through a close reading of comparable religious texts. Major topics include the Qu'ranic theory of prophecy, its treatment of the biblical tradition (both the Hebrew Bible and the New Testament), and its perspective on the pre-Islamic pagan religion.

RELI V3335 History of Sufism. 3 points.

RELI V3410 Daoism. 3 points.

Philosophical ideas found in the *Daode jing*, *Zhuang zi*, hagiographies and myths of gods, goddesses and immortals, psycho-physical practices, celestial bureaucracy, and ritual of individual and communal salvation. Issues involved in the study

of Daoism, such as the problematic distinction between "elite" and "folk" traditions, and the interactions between Daoism and Buddhism.

RELI V3411 Tantra in South Asia, East Asia & the West. 3 points.

An introduction to the history, literature, and ideology of Tantra and Tantric texts, deities, rituals, and traditions, proceeding chronologically from the early centuries C.E. to current forms of Tantric practice, and primarily covering India, China, and Japan. Attention will also be given to contemporary iterations of Tantra in the West. Questions of definition, transmission, patronage, gender, and appropriation link the various sections of the course. Readings include primary texts, secondary sources, local case studies, and art historical material.

RELI V3495 Life After death. 3 points.

Western ideas of the afterlife, concentrating on ancient literature. Readings include Gilgamesh, and other ancient Near Eastern literature, the *Bible*, the *Odyssey*, Plato's *Phaedo*, Apuleius' *The Golden Ass*.

RELI V3501 Introduction To the Hebrew Bible. 3 points.

An introduction, by critical methods, to the religious history of ancient Israel against the background of the ancient Near East.

RELI V3508 Origins of Judaism. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2015-16 academic year.

Introduction to the Hellenistic period of Jewish history, with emphasis on sectarian movements and the emergence of rabbinic Judaism and Christianity as the two dominant religions of the West.

RELI V3512 The Bible and Its Interpreters. 3 points.

Not offered during 2015-16 academic year.

The Hebrew Bible (a.k.a. the Old Testament) has been one of the most repercussive texts of the Western canon. However, it comes to us mediated through its early reception history. From the first readers of the texts that came to comprise the Hebrew Bible struggled with problems of interpretation and devised creative, often ingenious, and frequently culturally charged solutions. We will focus on a few key biblical passages in translation, subjecting each to close reading and then examining their treatment by various ancient interpreters. These interpreters will include the writers of later biblical texts; ancient translations; extra-canonical texts; Qumran texts; and Hellenistic Jewish, early Christian, and rabbinic literature. Each interpretive tradition will bring us deeper into the world of the Bible as it was received and came to be read.

RELI V3514 Jewish Perspective on Non-Jews from Antiquity to the Present. 3 points.

Survey of Jewish perspectives on non-Jews from antiquity to the present, with an eye towards contextualizing these perspectives within Judaism and the situation of the Jewish

people throughout the ages. Emphasis will be placed on critical skills for analyzing any group's approach towards others.

RELI V3515 Readings in Kabbalah. 3 points.

SIPA: United States

This course will serve to provide a wide but detailed exploration of Jewish Mysticism, raising questions about its connection to other Jewish traditions, the kind of symbolism and hermeneutics at stake, and the conception of God, man and world we are dealing with, amongst other major ideas.

RELI V3516 Introduction to Talmud Text Study. 3 points.

Prerequisites: basic Hebrew grammar and vocabulary.

This course is designed for students with knowledge of Hebrew to acquire the skills for reading and interpreting the Babylonian Talmud, the classic work of Jewish law and lore, in its original language. Students will master technical skills along with theories and methods for conceptualizing the Talmud as a text. Prerequisite: basic Hebrew grammar and vocabulary.

RELI V3520 Introduction to Classical Rabbinic Literature. 3 points.

History of rabbinic interpretation throughout the ages, distinguishing between Biblical exegesis and Talmudic exegesis with some reference to both Dead Sea Scrolls and early Christian Biblical expositions.

RELI V3525 Introduction to Rabbinic Literature. 3 points.

Examines the differences between Halakha (the legal portion of the Talmud) and Aggadah (the more legal portion) with respect to both content and form. Special emphasis on selections from the Talmud and Midrash that reflect the intrinsic nature of these two basic genres of rabbinic literature.

RELI V3530 Jewish Ethics. 3 points.

Major philosophical issues concerning the nature of Jewish ethics.

RELI V3535 Introduction to Rabbinic Literature. 3 points.

Examines the differences between Halakha (the legal portion of the Talmud) and Aggadah (the more legal portion) with respect to both content and form. Special emphasis on selections from the Talmud and Midrash that reflect the intrinsic nature of these two basic genres of rabbinic literature.

RELI V3544 Jewish Family law. 3 points.

Jewish marriage and inheritance law. A survey of the legal obligations an individual owes, and the privileges he or she receives from being a member of a family.

RELI V3555 Development of the Jewish Holidays. 3 points.

Sources and historical development of Jewish holidays. An attempt to trace historically how the holidays took on their present form and, when feasible, to emphasize the different modes of observances among different groups.

RELI V3560 Jewish Liturgy. 3 points.

Survey of Jewish liturgy from the Bible to modern times, with occasional forays into Dead Sea prayer. Philosophy and theology

for prayer considered, and when possible, the social message is emphasized.

RELI V3561 Classics of Judaism: Ethics of the Fathers. 3 points.

Devoted to a close reading of a classic work of Jewish literature, Pirkei Avot, Ethics of the fathers, in English. Pirkei Avot, a collection of teachings attributed to various sages of the classical period of Rabbinic Judaism, stands as one of the most studied texts among observant Jews. It affords an excellent introduction to Judaism as a religion and culture.

RELI V3570 Women and Judaism: Folklore or Religion?. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Examines the relationship between Jewish women and religion that is both theirs and not theirs. Explores matters of law, ritual, practice, communal status, (re)reading of ancient texts, lived experiences.

RELI V3571 Judaism, Jewishness, and Modernity. 3 points.

Exploration of some of the major statements of Jewish thought and identity from the 19th century into the 21st.

Spring 2016: RELI V3571

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3571	001/88965	T Th 11:40am - 12:55pm 103c 80 Claremont	Emily Sigalow	3	2/30

RELI V3585 The Sephardic Experience. 3 points.

This course is a survey of the history and culture of the Sephardic Jews, originally from Spain and Portugal. Focus will be given to different Sephardic populations and the rich culture and variegated religious life therein.

RELI V3602 Religion in America I. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Survey of American religion from the Civil War to the present, with the emphasis on the ways religion has shaped American history, culture, identity.

Fall 2015: RELI V3602

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3602	001/06273	M W 1:10pm - 2:25pm 903 Altschul Hall	Gale Kenny	3	27

RELI V3603 Religion in America II. 3 points.

Survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity.

Spring 2016: RELI V3603

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3603	001/07023	M W 10:10am - 11:25am 307 Milbank Hall	Shira Kohn	3	8

RELI V3604 Religion in the City. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Not offered during 2015-16 academic year.

Uses the city to address and investigate a number of central concepts in the study of religion, including ritual, community, worldview, conflict, tradition, and discourse. We will explore together what we can learn about religions by focusing on place, location, and context.

RELI V3610 Religion in American Film. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Exploration of relationships between religion and popular film with particular attention to the way religious narratives and symbols in film uphold and critique norms of race, class and gender in the formation of American societal institutions (political structures, economy, family and community organization).

RELI V3630 Religion and Black Popular Cultures. 3 points.

As an exploration of the relationship between religion, race, and popular culture, the course will begin with theoretical readings that expose students to a variety of definitions of and approaches to each of these categories. After tackling these theoretical concerns, the remainder of the course will entail a cross genre and thematic engagement with the terrain of black popular culture(s) in which students will be challenged to apply new theoretical resources in order to interpret a wide range of "religious" phenomena.

Spring 2016: RELI V3630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3630	001/23350	M W 10:10am - 11:25am 201 80 Claremont	Josef Sorett	3	11

RELI V3650 Religion and the Civil Rights Movement. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2015-16 academic year.

Examination of the role of religion in the drive for civil rights during the 1950s and 1960s. The course will look at the role of activists, churches, clergy, sermons, and music in forging the consensus in favor of civil rights.

RELI V3651 Evangelicalism. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Not offered during 2015-16 academic year.

Survey of evangelicalism, "America's folk religion," in all of its various forms, including the holiness movement, fundamentalism, pentecostalism, the charismatic movement, neoevangelicalism, the sanctified tradition, and various ethnic expressions. The course will examine the origins of evangelicalism, its theology, and the cultural and political involvement of American evangelicals.

RELI V3652 Religion, Politics and the Presidency.. 3 points.

A survey of the intersections between religion and American political life, from the colonial era to the present. This course examines relevant political figures and movements, dissect the religious controversies in pivotal presidential campaigns, and study the influence of religion on various political issues.

RELI V3705 Literature, Technology, Religion. 3 points.

Digital media and electronic technologies are expanding the imagination, transforming humanity, and redefining subjectivity. The proliferation of distributed and embedded technologies is changing the way we live, think, write and create. This course will explore the complex interrelation of literature, technology and religion through an investigation of four American novels and four French critics/theorists.

RELI V3720 Religion and Its Critics. 3 points.

An examination of critiques of religious belief and practice offered by both religious and non-religious authors, and of some responses to those critiques. Readings will be taken chiefly from eighteenth and nineteenth century European thought, including Spinoza, Hume, Mendelssohn, Kant, Schleiermacher, Feuerbach, Marx, Kierkegaard, and Nietzsche.

Fall 2015: RELI V3720

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3720	001/18079	T Th 2:40pm - 3:55pm 652 Schermerhorn Hall	Wayne Proudfoot	3	17/40

RELI V3727 Psychology of Religion. 3 points.

An exploration of the psychological dimensions of religious awareness and practice that will focus on dream analysis, therapy and personal structure and development.

RELI V3742 Freud and Derrida. 3 points.

From sexual difference to the difference writing makes, psychoanalysis and deconstruction have affected the way we think about reading, writing, learning. Both have become parts of cultural discourse in the form of catch phrases, categories of understanding, and political indictments. Psychoanalysis and deconstruction are also markers of a long conversation in which the meaning of subjectivity, authorship, agency, literature, culture and tradition is spelled out in detailed readings that intervene in and as dialogue and interruption. In this reading intensive class, we will attend to the basic texts and terms

of psychoanalysis and deconstruction: the unconscious and sexuality, culture and religion, and more.

Spring 2016: RELI V3742

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3742	001/13247	M W 2:40pm - 3:55pm 214 Pupin Laboratories	Gil Anidjar	3	22/35

RELI V3760 Animal Rights: Ethical and Religious Foundations. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Critical study of the treatment of animals in modern moral philosophy and in Jewish and Christian thought in order to show that no theory of ethics in either domain can be complete or fully coherent unless the question of animal rights is confronted and satisfactorily resolved.

RELI V3770 Terror. 3 points.

Analyzes the complex relationship among religion, violence and terror by examining representations of terror in religious texts, beliefs and practices as well as in recent philosophical, literary and filmic texts. The relationship of terror to trauma and horror will also be considered.

RELI V3798 Gift and Religion. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Prerequisites: Sophomore standing or permission of instructor; preference to Religion majors.

Examines theories of gift and exchange, the sacralization of economic relationships and the economic rationalization of sacred relationships. Part I focused on classic works on "the gift" in traditional societies. Part II includes several perspectives on relationships of giving and taking in contemporary society.

RELI V3799 Theory. 4 points.

An exploration of alternative theoretical approaches to the study of religion as well as other areas of humanistic inquiry.

The methods considered include: sociology, anthropology, philosophy, hermeneutics, psychoanalysis, structuralism, genealogy, and deconstruction. (Previous title: Juniors Colloquium)

Fall 2015: RELI V3799

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3799	001/61881	T 10:10am - 12:00pm 101 80 Claremont	Mark Taylor	4	14/25

Spring 2016: RELI V3799

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3799	001/03887	T 4:10pm - 6:00pm 102 Sulzberger Annex	Elizabeth Castelli	4	23

RELI V3810 Millennium: Apocalypse and Utopia. 3 points.

A study of apocalyptic thinking and practice in the western religious tradition, with focus on American apocalyptic religious movements and their relation to contemporary cultural productions, as well as notions of history and politics.

Fall 2015: RELI V3810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3810	001/02348	M W 10:10am - 11:25am 327 Milbank Hall	Elizabeth Castelli	3	8

RELI V3811 The Holocaust I. 4 points.

Not offered during 2015-16 academic year.

The Holocaust is a major event of modern times. Its significance is at once historical, universal, global and theological, one might simply say, metaphysical. It is at the center of historical, legal, political, representational, psychological, aesthetic, and religious reflections and practices in Europe and the United States as well as in Africa and the Middle East and elsewhere. It permeates pedagogical understandings, memorial dispositions, political conceptions, and cultural expectations. Its magnitude demands a course — a demanding course — that engages with its multiple dimensions, beginning with its universal and/or global resonance. There will be an additional weekly discussion section.

RELI V3840 Graeco-Roman Religion. 3 points.

Survey of the religions of Rome and the Hellenistic East from the late 4th century B.C.E. to the early 4th century C.E. Topics will include myth and ritual, religion and the state, and mystery religions, among others.

RELI V3860 Sociology of Religion. 3 points.

Prerequisites: prior coursework in religion or sociology is highly encouraged.

This course introduces classical and contemporary theoretical and empirical approaches to the sociological study of religion, including secularization and secularity, religious identity formation, and sociological approaches to religious practice and meaning. Special focus will be on contemporary American topics, including religion and transnationalism, the role of religious actors and discourses in American politics, law and economics, and everyday religious practice.

Fall 2015: RELI V3860

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3860	001/23298	M W 4:10pm - 5:25pm 201 80 Claremont	Courtney Bender	3	13/30

RELI V3865 Comparative Mysticism. 0 points.

An introduction to the comparative study of mysticism. Students read primary texts against the backdrop of various theories on the nature of mysticism, addressing issues such as the relationship of mysticism to orthodox religion, madness, art, love, and morality.

RELI V3870 Inquisitions, New Christians, and Empire. 3 points.

Explores the Spanish and Portuguese inquisitions of the early modern era. We will investigate the inquisitions from a variety of perspectives: the history of Christianity and some of its "unauthorized" permutations; the relevant history and religious culture of Judeoconversos, Moriscos, Afroiberians, magical practitioners; normativization and control of sexuality; historical ethnography; and the anthropology and/or sociology of institutions.

RELI V3901 Guided Reading and Research. 1-3 points.

Prerequisites: the instructor's permission.

RELI V3902 Guided Reading and Research. 1-3 points.

Prerequisites: the instructor's permission.

RELI W3201 Language and Religion in South Asia. 3 points.

This interdisciplinary seminar investigates the intersections between language and religion in South Asia over the course of two millennia. From ancient debates over the proper vehicles for religious transmission to the modern construction of a postcolonial nation-state, ideologies of language have been central to South Asian intellectual, philosophical, cultural, religious, and political life. Issues covered in the course include: the language of religious devotion (and the religion of language devotion); vernacular poetry and social protest; colonial ideologies and communal identities; the politics of translation; defining "religion"; and several others. No prior knowledge of South Asian language or religion is required.

RELI W4006 Japanese Religion through Manga and Film. 4 points.

This course will examine how the depiction of certain Japanese religious ideas through such medias has both breathed new life into and at the same time considerably modified tradition religious beliefs. A study of Japanese religion through manga and film, supplemented by readings in the history of Japanese culture.

RELI W4010 Chan/Zen Buddhism. 4 points.

Prerequisites: Suggested preparation: An introduction to Buddhism by Peter Harvey (1990).

Historical introduction to Chan/Zen Buddhism: follows the historical development of Chan/Zen, with selections from the Chan classics, some of the high and low points of Japanese Zen, and examples of contemporary Zen writings.

RELI W4011 The Lotus Sutra in East Asian Buddhism. 4 points.

Prerequisites: open to students who have taken one previous course in either Buddhism, Chinese religions, or a history course on China or East Asian.

The course examines some central Mahayana Buddhist beliefs and practices through an in-depth study of the Lotus sutra. Schools (Tiantai/Tendai, Nichiren) and cultic practices such as sutra-chanting, meditation, confessional rites, and Guanyin worship based on the scripture. East Asian art and literature inspired by it.

Spring 2016: RELI W4011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4011	001/08972	W 4:10pm - 6:00pm 225 Milbank Hall	David Moerman	4	15/20

RELI W4012 Buddhist Auto/Biography. 4 points.

The goal and nature of this course is to refine our abilities to critically examine the nature of writing about the self and its position in Buddhist contexts.

RELI W4013 Buddhism and Neuroscience. 4 points.

With the Dalai Lama's marked interest in recent advances in neuroscience, the question of the compatibility between Buddhist psychology and neuroscience has been raised in a number of conferences and studies. This course will examine the state of the question, look at claims made on both sides, and discuss whether or not there is a convergence between Buddhist discourse about the mind and scientific discourse about the brain.

Spring 2016: RELI W4013

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4013	001/11908	W 2:10pm - 4:00pm 201 80 Claremont	Bernard Faure, Marion Dapsance	4	20/25

RELI W4015 Reincarnation and Technology. 4 points.

A seminar exploring reincarnation, resurrection, and their contemporary cyber-relatives, uploading and simulation.

We'll explore Abrahamic, Amerind, Chinese, Greek, and Indian accounts, the Tibetan Buddhist reincarnation tradition and methodology in detail, and contemporary research on reincarnation, near-death, and out-of-body experiences. We will then turn to contemporary developments in science, religion, and philosophy concerning uploading consciousness to computer media and the probability that we are living a simulation. We will investigate whether religious traditions are consistent with or expressive of simulated reality, and the application of karma to all of the above.

Spring 2016: RELI W4015

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4015	001/76497	Th 4:10pm - 6:00pm 201 80 Claremont	David Kittay	4	25/30

RELI W4018 Interpreting Buddhism: Hermeneutics East and West. 4 points.

A seminar exploring the 21st Century meanings of Buddhism and Buddhist Tantric Yoga through the lenses of ancient, Romantic and modern Western and traditional Buddhist hermeneutics. There will be at least one additional meeting for a trip to the Rubin Museum of Tibetan Art.

RELI W4020 Liberation and Embodiment in Indo-Tibetan Yoga Traditions. 4 points.

Prerequisites: at least one course in Asian Religions, such as *RELI V2005*, *RELI V2008*, *RELI V2205*, *RELI V2415*, *RELI V2405*, or equivalent; and the instructor's permission.

With extensive readings on the concepts and practice of the Indic category of "yoga practice", this seminar is an inquiry into the conceptualization of the "body" and its "liberation" in South and Himalayan Asia. Special attention will be given to development of contemplative yogic traditions within what come to be known as Tantric lineages of Buddhist and Hindu traditions.

RELI W4030 Topics in Tibetan Philosophy. 4 points.

Examination of topics in the religious philosophy of Tibet.

RELI W4035 Buddhist Contemplative Sciences. 4 points.

This course will explore key Buddhist contemplative sciences, including: stabilizing meditation; analytic insight meditation; the four immeasurables; form and formless trances; mind training; and the subtle body-mind states activated and transformed through advanced Tantric yoga techniques. These will be explored both within their traditional interdisciplinary frameworks, as well as in dialog with related contemporary arts and sciences.

RELI W4040 Women and Buddhism in China. 4 points.

Nuns and laywomen in Chinese Buddhism, Buddhist attitudes toward women, ideals of female sanctity; gender and sexuality, women leaders in contemporary Chinese Buddhism.

RELI W4110 Asceticism and the Rise of Christianity. 4 points.

Explores the paradox of renunciation and power in early Christianity. Traces the changing understanding of renunciation from the 1st to the 5th centuries C.E., and the changing languages by which Christians signaled their allegiance to otherworldly ideal despite increasing involvement in the secular realm.

RELI W4120 Gender In Ancient Christianity. 4 points.

Prerequisites: the instructor's permission.

The function of gender in the construction of religious identity across Christianity's formative centuries. Close attention is paid to the alternative views of male and female writers and to the alternative models of the holy life proposed to male and female Christians.

RELI W4160 Gnosis. 4 points.

Enrollment limited to 20.

Prerequisites: the instructor's permission. Previous work in biblical studies or early Christianity preferred.

Examines the religious and social worlds of ancient Mediterranean gnosis alongside its modern remnants and appropriations. Special attention is paid to scholarly reconstructions of ancient "gnosticism" and to theoretical problems associated with the categories of orthodoxy and heresy in Christian history. Strong emphasis on reading primary sources in translation.

Spring 2016: RELI W4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RELI 4160 001/05390 W 2:10pm - 4:00pm Elizabeth 4 6
318 Milbank Hall Castelli

RELI W4171 Law and Medieval Christianity. 4 points.

Prerequisites: the instructor's permission.

An introduction to the importance of Church law for the study of medieval Christianity through readings in both primary and secondary sources (all in English or English translations). Topics will be selected, as the sources permit, to illustrate the evolution of Western canon law and its impact both as a structural and as an ideological force, in medieval Christianity and in medieval society in general.

Fall 2015: RELI W4171

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4171	001/63922	F 10:10am - 12:00pm 201 80 Claremont	Robert Somerville	4	4/20

RELI W4180 Conversion in Historical Perspective. 4 points.

Boundary crossers have always challenged the way societies imagined themselves. This course explores the political, religious, economic, and social dynamics of religious conversion. The course will focus on Western (Christian and Jewish) models in the medieval and early modern periods. It will include comparative material from other societies and periods.

Autobiographies, along with legal, religious and historical documents will complement the readings.

RELI W4203 Krishna. 4 points.

Study of a single deity in the Hindu pantheon as illuminated in art, music, dance, drama, theological treatises, patterns of ritual, and texts both classic and modern. Special attention to Krishna's consort Radha, to Krishna's reception in the West, and to his portrayal on Indian television.

RELI W4205 Love, Translated: Hindu Bhakti. 4 points.

Hindu poetry of radical religious participation-bhakti-in translation, both Sanskrit (the Bhagavad Gita) and vernacular. How does such poetry/song translate across linguistic divisions within India and into English? Knowledge of Indian languages is welcome but not required. Multiple translations of a single text or poet bring to light the choices translators have made.

Fall 2015: RELI W4205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4205	001/07147	T 4:10pm - 6:00pm 407 Barnard Hall	John Hawley	4	6

RELI W4215 Hinduism Here. 4 points.

Historical, theological, social and ritual dimensions of "lived Hinduism" in the greater New York area. Sites selected for in-depth study include worshipping communities, retreat centers, and national organizations with significant local influence. Significant fieldwork component

RELI W4313 Revival and Revolution in the Muslim World. 4 points.

This class focuses on the history and development of revolutionary movement in the Muslim world. It begins by forwarding the life of the Prophet as a template (and inspiration) for subsequent movements and proceeds to examine a range of revolutions through the modern period.

RELI W4321 Islam in the 20th Century. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Prerequisites: Permission of instructor (undergrad majors, concentrators, and grad students in religion given priority). Investigates the debate around the "origins" of Arab nationalism and various strands of modernist/reformist thought in the contemporary Islamic world - with particular emphasis on developments in Egypt and Iran.

RELI W4322 Exploring the Sharia. 4 points.

The platform of every modern Islamist political party calls for the implementation of the sharia. This term is invariably (and incorrectly) interpreted as an unchanging legal code dating back to 7th century Arabia. In reality, Islamic law is an organic and constantly evolving human project aimed at ascertaining God's will in a given historical and cultural context. This course offers a detailed and nuanced look at the Islamic legal methodology and its evolution over the last 1400 years. The first part of the semester is dedicated to classical Islamic jurisprudence, concentrating on the manner in which jurists used the Qur'an, the Sunna (the model of the Prophet), and rationality to articulate a coherent legal system. The second part of the course focuses on those areas of the law that engender passionate debate and controversy in the contemporary world. Specifically, we examine the discourse surrounding Islamic family (medical ethics, marriage, divorce, women's rights) and criminal (capital punishment, apostasy, suicide/martyrdom) law. The course concludes by discussing the legal implications of Muslims living as minorities in non-Islamic countries and the effects of modernity on the foundations of Islamic jurisprudence.

RELI W4325 Sufism. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: Permission of instructor.

This is a seminar for advanced undergraduate and graduate students who wish to gain an understanding of the richness of Sufism (Islamic mysticism). We will examine the historical origins, development and institutionalization of Sufism, including long-standing debates over its place within the wider Islamic tradition. By way of a close reading of a wide range of primary and secondary sources, we will examine Sufi attitudes toward the body, Sufi understandings of lineage, power and religious authority, as well as the continued importance of Sufism in the modern world

RELI W4326 Sufism in South Asia. 4 points.

Sufism has been described as the mystical side of Islam. This seminar for advanced undergraduates and graduate students

will examine Sufism in South Asia as a spiritual, ethical and self-forming activity that has been profoundly affected by the historical, sociocultural, political, and everyday environments in which it is experienced and practiced.

RELI W4330 Seminar on Classical Sufi Texts. 4 points.

Prerequisites: the instructor's permission.

Close study of pivotal texts from the classical periods of Islamic mysticism, including works by Hallaj, Attar, Rumi, Ibn Arabi, and others (all texts in English translation).

RELI W4335 Shi'ism. 4 points.

This course offers a survey of Shi'ism with a particular focus on the "Twelvers" or "Imamis." It begins by examining the interplay between theology and the core historical narratives of Shi'i identity and culminates with an assessment of the jarring impact of modernity on religious institutions/beliefs.

Spring 2016: RELI W4335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4335	001/08510	Th 2:10pm - 4:00pm 214 Milbank Hall	Hussein Rashid	4	5

RELI W4350 Orality and Textuality in Islam. 4 points.

Prerequisites: Instructor's permission

A study of the interface between the written and oral traditions in Islam, both in the idealized religion preserved in the texts, as well as its variegated cultural expressions.

RELI W4401 Mountains and Sacred Space in Japan. 4 points.

Explores the role that mountains have played in Japanese cosmology, particularly in religion and folklore. We will examine various aspects of mountain veneration such as mountains as portals to the world of the dead, as the embodiment of the universe, as ascetic training ground, as mandalized space, as restricted ground, and as space transformed by history.

RELI W4402 Shinto in Japanese History. 4 points.

This course examines the development of Shinto in Japanese history and the historiography of Shinto. We will cover themes such as myth, syncretism, sacred sites, iconography, nativism, and religion and the state.

RELI W4403 Bodies and Spirits in East Asia. 4 points.

Prerequisites: the instructor's permission.

This seminar will focus on the role of early conceptions of both the body and demonology in the development of Chinese and Japanese religious traditions. By focusing on the development of ritual responses within these traditions to disease and spirits, the course will highlight the degree to which contemporaneous understandings of the body informed religious discourse across East Asia.

RELI W4405 Ghosts and Kami. 4 points.

Ghosts have long functioned in East Asian cultures as crucial nodal points in political and religious discourses concerning ancestors, kinship, ritual and land. By reading a small cluster of Western theoretical works on ghosts together with recent

discussions of the role of ghosts in China, Japan, Vietnam and Korea, this seminar will explore the ways that ghosts continue to haunt and inhabit a variety of conceptual and religious landscapes across East Asia.

RELI W4412 Material Culture and the Supernatural in East Asia. 4 points.

Prerequisites: the instructor's permission.

Although Protestant notions of textuality and the disjunction of matter and spirit have exerted an enduring influence over much of the study of religion, this seminar will explore the role of material objects in both representing and creating the categories and paradigms through which religion has been understood and performed in pre-modern East Asia. By focusing upon the material context for religious performance—by asking, in other words, how religious traditions are constituted through and by material objects—the course will seek to shed light on a cluster of issues concerning the relationship between art, ritual performance, and transmission.

RELI W4501 Psalms Through the Commentary of the Baal Shem Tov. 4 points.

Close reading of selected psalms along with the commentary attributed to the Ba'al Shem Tov, one of the founders of Hasidism. Offers an opportunity to gain experience in close reading of major Jewish texts in the original language (Hebrew). Provides students simultaneous exposure to a major biblical book, Psalms, which has a long and rich reception history, both textually and spiritually, as well as to a significant text of Hasidic thought. The two texts and their historical/discursive framings will be read complementarily or against one another. Additional readings will give supplementary perspectives, raising questions that include the production history of the Book of Psalms, comparative mythology, the liturgical and ritual use of psalms historically, and mystical readings of the Book of Psalms. Through the combination of perspectives we will learn about the variety of the interpretative approaches to a canonical text such as the Book of Psalms: the dense web of meanings and uses given to one biblical text over the course of Jewish history; the methods and goals of Hasidic exegesis of the Bible.

RELI W4502 Jewish Rites of Passage. 4 points.

Prerequisites: Sophomore standing.

Undertakes an interdisciplinary exploration of historical and contemporary Jewish rites of passage and life-cycle events, focusing on the interplay between ritual and gender, sexuality and power. Our examination of the tensions between tradition and modernity will encompass traditional passage, wedding ceremonies and more modern rituals.

RELI W4503 Readings from the Sephardic Diaspora. 4 points.

Prerequisites: the instructor's permission.

Close readings of some canonical 15th- and 16th-century works (in translation) from the Sephardic diaspora that touch on theology, philosophy, ethics and mysticism.

RELI W4504 Reading the Patriarchal and Matriarchal Stories in Genesis. 4 points.

Aims to clarify the intellectual assumptions governing how different individuals conceive of their conversion experiences. Through the study of classic and lesser known accounts we will examine some common metaphors and images (rebirth, awakening, being lost and found) and how they shape narratives of one's life.

RELI W4505 The Beginnings of Jewish Mysticism. 4 points.

Study of biblical and Hellenistic foundations for Western mysticism - scriptural visions of God, apocalyptic literature, Graeco-Roman magic, and the merkabah mystical movement in Judaism.

RELI W4506 Jewish Martyrdom. 4 points.

Prerequisites: Permission of instructor. Sophomore Standing. Enrollment limited to 20.

Utilizes major episodes of Jewish martyrdom as a basis for discussion of some of the key problems in the study of martyrdom. Among the questions it will raise: How have major scholars analyzed the origins of a martyrdom ideal in late antiquity? What questions do social scientists raise concerning the phenomenology of martyrdom, and how have these questions been addressed with respect to Jewish martyrdom? How do ancient and medieval traditions of martyrdom, despite their drastic tendency to draw strict boundaries, betray the influence of other (even hostile) traditions? And how do traditions of martyrdom undergo mutation in response to new historical and cultural realities?

RELI W4507 Readings in Hasidism. 4 points.

Prerequisites: at least one previous course on Judaism or familiarity from elsewhere with the normative, traditional Judaism.

An exploration of Hasidism, the pietist and mystical movement that arose in eastern Europe at the beginning of the eighteenth century. Hasidism stands as perhaps *the* most influential and significant movement within modern Judaism.

RELI W4508 Jewish Philosophy and Kabbalah. 4 points.

The purpose of this seminar is to study the interactions between two major intellectual trends in Jewish History, the philosophical and the mystical ones. From the medieval period to the twenty-first century, we will discuss their interactions, polemics and influences. We will compare Philosophy and Kabbalah in light of their understanding of divine representation and in light of their respective Theology and conception of God.

Fall 2015: RELI W4508

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4508	001/23348	Th 2:10pm - 4:00pm 201 80 Claremont	Clemence Boulouque	4	7/20

RELI W4509 Crime and Punishment in Jewish Culture. 4 points.

Explores ethical, cultural, and political dimensions of Jewish criminal punishment from the Bible through modernity, with focus on death penalty and running reference to Foucault's *Discipline and Punish*. Topics include: interaction between law and narrative; Jewish power to punish; Sanhedrin trial of Jesus; ritualization of execution; prison; torture; martyrdom.

RELI W4510 The Thought of Maimonides. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Close examination of Maimonides' major ideas, with emphasis on the relationship between law and philosophy; biblical interpretation; the nature of God; creation and providence; human nature; ethics and law; and human perfection.

RELI W4511 Jewish Ethics. 4 points.

This course is divided into two parts-- theoretical and practical. In the first part we will examine major philosophical issues concerning the nature and basis of Jewish ethics; in the second, we will examine a selected group of practical ethical issues. All assignments will be in English, and any Hebrew phrases used in course discussion will be translated.

RELI W4513 Homelands, Diasporas, Promised Lands. 4 points.

This seminar will explore religious, political and philosophical aspects of homelands, collective exile from homelands and the question of whether or not return is possible or desirable.

RELI W4515 Jews in the Later Roman Empire. 4 points.

Explores the background and examines some of the manifestations of the first Jewish cultural explosion after 70 CE. Among the topics discussed: the Late Roman state and the Jews, the rise of the synagogue, the redaction of the Palestinian Talmud and midrashim, the piyyut and the Hekhalot.

RELI W4520 Patriarchal and Rabbinic Authority in Antiquity. 4 points.

Tries to solve the problem of the origins and roles of the rabbis in antiquity through careful study of rabbinic, Christian, and Roman sources.

RELI W4524 Theories of the Unconscious and Jewish Thought. 4 points.

This survey aims to reflect on the specific dialogue between faith and theories of the mind. After an overview of pre-Freudian notions of the unconscious, the course will examine Freud's 1896 *Theory of the unconscious mind* and the key analytical concepts which display similarities between psychoanalysis and Jewish thought, from Talmudic hermeneutics to Kabbalah studies. We will explore the unconscious through readings from Leibnitz, Schelling, Goethe, von Hartmann, Freud, Jung, as well as its preludes and echoes in the Talmud and in the writings of Azriel of Gerona, the Magid of Mezrich, Krochmal, Leiner, Lou Andreas Salomé, Scholem, Idel, Wolfson.

Spring 2016: RELI W4524

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4524	001/17049	Th 2:10pm - 4:00pm 201 80 Claremont	Clemence Boulouque	4	12/25

RELI W4535 Ancient Jewish Texts. 4 points.

May be repeated.

Prerequisites: the instructor's permission.

Close reading in the original languages of ancient Jewish texts including Aristees, 1 and 2 Maccabees, selections from Philo and Josephus, selected tractates from Mishnah, Tosefta, Palestinian Talmud and early midrash collections.

RELI W4537 Talmudic Narrative. 4 points.

Prerequisites: the instructor's permission. Background in Talmud and Hebrew is encouraged.

This course examines the rich world of Talmudic narrative and the way it mediates between conflicting perspectives on a range of topics: life and death; love and sexuality; beauty and superficiality; politics and legal theory; religion and society; community and non-conformity; decision-making and the nature of certainty. While we examine each text closely, we will consider different scholars' answers – and our own answers – to the questions, how are we to view Talmudic narrative generally, both as literature and as cultural artifact?

RELI W4538 Re-reading the Talmud. 4 points.

Prerequisites: basic knowledge or previous study of Talmud.

In the past century, advances in theories of how to read the Babylonian Talmud, the Bavli, and in the models of its formation and redaction have opened up new avenues for understanding what the text says and, more importantly, how it works. This course will examine in-depth several demonstrative literary units, sugyot, through the lens of the evolution of the major critical schools of the past century and contrast them with the interpretation approach of selected medieval scholars, the rishonim. All texts will be read in the original but translations will be provided.

RELI W4560 Political Theology. 4 points.

This reading-intensive course will engage the notion of "political theology," a notion that emerges within the Western tradition (Varro, Augustine) and has become instrumental in thinking and institutionalizing the distinction between religion and politics over the course of the twentieth century. We will take our point of departure the key texts that have revived this notion (Schmitt, Kantorowicz), engage their interpretation of the Bible and of Augustine and medieval followers. We will then examine the role of Spinoza and Moses Mendelsohn, the extension of the notion of religion to "the East" (Said, Grosrichard, Asad), and conclude with some of the current debates over secularization in the colonizing and colonized world.

RELI W4610 Science, Nature, and Religion in 20th Century America. 4 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Not offered during 2015-16 academic year.

Examination of the relationship between scientific and religious ideas, with particular reference to American culture in the twentieth century. Explores the impact of such events as the Scopes trial and the popular faith in science and technology of the religious attitudes and beliefs of 20th-century Americans.

RELI W4611 Alterities of Religion in American Culture. 4 points.

An interdisciplinary exploration of some of the many ways that religion in America has been mutually constituted in opposition to various entities identified as being *the opposite* of religion. Counterparts explored include the marketplace, fraudulence, atheistic rationalism, the secular, the state, totalitarianism and the study of religion.

RELI W4612 Religion and Humanitarianism. 4 points.

This seminar examines the role of religion in the antislavery movement, foreign missions, and women's rights in the nineteenth century, and its relevance to contemporary humanitarian activism.

RELI W4614 Defining Marriage: A History of Marriage in the United States. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2015-16 academic year.

This seminar examines the changing purpose and meaning of marriage in the history of the United States from European colonization through contemporary debates over gay marriage. Topics include religious views of marriage, interracial marriage, and the political uses of the institution.

RELI W4620 Religious Worlds of New York. 4 points.

This seminar teaches ethnographic approaches to studying religious life with a special focus on urban religion and religions of New York. Students develop in-depth analyses of religious communities using these methods. Course readings address both ethnographic methods and related ethical and epistemological issues, as well as substantive topical issues of central importance to the study of urban religion, including transnationalism and immigration, religious group life and its relation to local community life, and issues of ethnicity, race and cosmopolitanism in pluralistic communities.

Spring 2016: RELI W4620

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4620	001/15984	M 2:10pm - 4:00pm 201 80 Claremont	John Hawley, Courtney Bender	4	18/18

RELI W4622 The Spiritual Quest of August Wilson. 4 points.

August Wilson is hailed as one of America's greatest playwrights. His *Century Cycle* of ten stage plays foregrounds unfolding shifts in African American political and cultural life in each decade of the twentieth century. Reflected in each work is a vibrant thread of spirituality and religious sensibility that continues to inform and enrich African American life. Through a close reading of Wilson's plays supplemented by readings in drama criticism, African and African American religions and the African American blues and conjure traditions, this course will explore Wilson's quest to survey the landscape of African American spirituality and seek its meaning for America today.

Spring 2016: RELI W4622

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4622	001/27599	Th 12:10pm - 2:00pm 101 80 Claremont	Obery Hendricks	4	2/15

RELI W4625 Contemporary Mormonism: Mediating Religious Identity in the 21st Century City. 4 points.

The seminar will give students first-hand experience with Mormonism as it is lived in New York City today. The aim of the course is to understand how Mormons adapt or cast off their religion in the modern city. Experiential learning as opposed to text learning will be emphasized. There will be additional meeting times to visit Mormon sites.

RELI W4630 African-American Religion. 4 points.

Not offered during 2015-16 academic year.

Explores a range of topics in African-American Religion, which may include the African background and the transmission of African cultures, religion under slavery, independent black churches, religion and race relations, and modern theological movements. In Spring 2008, the course will focus on the religious lives of African immigrants to the US, emphasizing field and documentary methods.

RELI W4640 Religion in the American Public Sphere. 4 points.

Not offered during 2015-16 academic year.

Introduction to questions surrounding the relationships between religion and the public sphere in the United States. Approaches topics of civil religion, church-state relations, religious pluralism in the public sphere, and the role of congregations in local communities using sociological theories and methods.

RELI W4645 American Protestant Thought. 4 points.

Not offered during 2015-16 academic year.

Looks at the relation between inquiry and imagination in selected religious writers and writers on religion in the American Protestant tradition. How does imagination serve inquiry? What are the objects of inquiry in these writings? Most of these authors reflect explicitly on imagination and inquiry, in addition to providing examples of both at work on religious topics.

RELI W4650 Religion and Region in North America. 4 points.

Prerequisites: RELI V3502 or V3503.

Examination of some of the regional variations of religions in North America, with an emphasis on the interaction of religious communities with their surrounding cultures.

RELI W4655 The African American Prophetic Political Tradition from David Walker to Barack Obama. 4 points.

Through a wide range of readings and classroom discussions, this course will introduce students to the crucial role that the unique African-American appropriation of the Judeo-Christian prophetic biblical tradition has played -- and continues to play -- in the lives of black people in America.

RELI W4660 Religious History of New York. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2015-16 academic year.

Survey of religious life in New York City, from the English conquest of 1684 through changes to the immigration laws in 1965.

RELI W4670 Native American Religions. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: Permission of the instructor. Limited to 20 students.

Examines the varieties of Native American religions and spirituality, from contact to the present, including a look at the effects of European religions on Native American traditions.

RELI W4708 Last Works. 4 points.

Intended for advanced undergraduates and graduate students.

What does a writer's last work tell us about his or her other works? About his or her life? About the lives of others? What is the relation between a writer's life and work? What is the relationship between the work and the life of the reader? Special attention will be given to the way psychological and religious preoccupation intersect to create the sense of an ending. The last works of the following writers will be read: Edward Said, Soren Kierkegaard, Friedrich Nietzsche, Henry David Thoreau, Sigmund Freud, Samuel Beckett, Maurice Blanchot, Jacques Derrida, Virginia Woolf, Ernest Hemingway, Philip Roth, and David Foster Wallace.

RELI W4710 Kant and Kierkegaard on Religion. 4 points.

Examines the relationship between morality and religious faith in selected works of Immanuel Kant and Soren Kierkegaard. Examines Kant's claim that religious thought and practice arise out of the moral life, and Kierkegaard's distinction between morality and religious faith.

Spring 2016: RELI W4710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RELI 4710 001/29829 W 2:10pm - 4:00pm Wayne 4 8/20
101 80 Claremont Proudfoot

RELI W4712 Recovering Place. 4 points.

This seminar will reexamine the question of place and locality in an era characterized by virtualization and delocalization brought by digital media, electronic technology, and globalization. Readings will include theoretical as well as literary and artistic texts. Special attention will be given to the question of sacred places through a consideration of forests, deserts, gardens, mountains, caves, seas, and cemeteries.

RELI W4720 Religion and Pragmatism. 4 points.

An examination of the accounts of and methods for philosophical inquiry set out by Charles Peirce, William James, and John Dewey and by some contemporary representatives of the pragmatist tradition, with a focus on implications for the philosophy of religion.

Fall 2015: RELI W4720

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4720	001/19260	M 2:10pm - 4:00pm 201 80 Claremont	Wayne Proudfoot	4	5/20

RELI W4721 Religion and Social Justice. 4 points.
Not offered during 2015-16 academic year.

Prerequisites: Permission of the instructor. Sophomore standing. Examines current debates on three topics (religious reasons in public discourse, human rights, and democracy). Also looks briefly at some uses of the Exodus story, focusing on Michael Walzer's study of its political uses, Edward Said's criticism of Walzer's use of it in connection with contemporary Israel, and its role in debates among African Americans in the nineteenth century.

RELI W4722 Nothing, God, Freedom. 4 points.

Prerequisites: Students in Religion and Philosophy will be given preference.

Focuses on three interrelated issues that lie at the heart of various religious, literary and artistic traditions. The approach will introduce students to rigorous cross-cultural and multi-disciplinary analysis. The aim of the inquiry will be to explore the similarities and differences of contrasting considerations of the problems of nothing, God and freedom in different religious traditions as well as alternative modes of interpretation and expression.

RELI W4725 Religion and Modern Western Individualism. 4 points.

Intended for advanced undergraduates and graduate students.

Over the course of the past three centuries, individualism has become more or less institutionalized in Europe and North America. At the same time, it is deeply opposed to dominant patterns in the pre-modern West and in virtually all of the rest of human history. The focus of this course is to understand the complex relationship of religion to individualism as it has arisen initially in the West and in recent decades also become influential

globally, with the aim of appreciating both the power and the limitations of this set of developments.

RELI W4730 Exodus and Politics: Religious Narrative as a Source of Revolution. 4 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Examination of the story of the Israelite exodus from Egypt, as it has influenced modern forms of political and social revolution, with emphasis on political philosopher Michael Walzer. Examination of the variety of contexts this story has been used in: construction of early American identity, African-American religious experience, Latin American liberation ideology, Palestinian nationalism, and religious feminism.

RELI W4732 Job and Ecclesiastes. 4 points.

Prerequisites: Permission of instructor. Graduate students, undergraduate majors and minors given priority. Examines Pascal's claim that to the extent that the Bible can be said to have a philosophy, it is contained in the Books of Job and Ecclesiastes. Examines this claim critically by reading these Biblical books against the history of their philosophical interpretation. Among the authors to be considered will be Gregory the Great, Aquinas, Maimonides, Calvin, Hobbes, Kant, Kierkegaard, Jung, Barth, and Rene Girard.

RELI W4734 Religious Concepts: Conversion. 4 points.

Examines critically the concept of 'conversion' as it appears in Western thought through an examination of religious, philosophical, and political texts.

RELI W4735 Ideology and Masses. 4 points.

Considers Marxian conceptions of religion--the sigh of the oppressed, heart of a heartless world, halo of the vale of tears, and beyond--and critically examine theories of knowledge, interpretation, agency, and culture that are associated with them.

The inquiry will be directed at defining and prescribing the role of religion in social analysis, as well as examining the use of Marxian concepts such as illusion, alienation, and fetishism. Texts include writings by Marx, Engels, Lukacs, Gramsci, Adorno & Horkheimer, Marcuse, Bataille, Althusser, Foucault, and Zizek.

RELI W4736 Time, Event, Rupture. 4 points.

Investigates theories of temporality, paying particular attention to the concept of an 'event' and the causes and implications of irruptions in consciousness. The inquiry will consider the relationships between time and truth, knowledge, subject/object, transcendence, origin, history, memory, and spirit, as well as approaches to temporal cohesion and rupture. Readings include texts by Husserl, Schelling, Benjamin, Heidegger, Lacan, Ricoeur, Blanchot, Derrida, Stiegler, Foucault, and Badiou.

RELI W4740 Genealogy, Pragmatism and the Study of Religion. 4 points.

Topics include: knowledge, truth, concepts of self and God, religious experience and practice. Works by Nietzsche, C. S.

Peirce, William James, Dewey, Rorty, Bernard Williams and others.

RELI W4800 The Science-Religion Encounter in Contemporary Context. 4 points.

Prerequisites: Permission of instructor.

Focuses on differing models for understanding the relationship between religion and science, with emphasis on how the models fare in light of contemporary thinking about science, philosophy, and religion.

RELI W4801 World Religions: Idea and Enactment. 4 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Prerequisites: Permission of the instructor; some prior work in religion.

Historical and contemporary investigation of the concept of "world religions" - its origin, production, and entailments. Topics include the Chicago World's Parliament of Religions (1893); the choice and numbering of the "great religions;" several major comparativists; and the life of "world religions" in museums, textbooks, encyclopedia, and departmental curricula today.

RELI W4805 Secular and Spiritual America. 4 points.

Priority given to majors and concentrators.

Are Americans becoming more secular or more spiritual (not religious), or both? What are the connections between secularism and what is typically called non-organized religion or the spiritual in the United States? We will address these questions by looking at some of the historical trajectories that shape contemporary debates and designations (differences) between spiritual, secular and religious.

Spring 2016: RELI W4805

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4805	001/22728	W 4:10pm - 6:00pm 201 80 Claremont	Courtney Bender	4	14/20

RELI W4806 Religious Studies at Columbia. 4 points.

This course will draw on the rich expertise represented by the Religion faculty. Each week, a faculty member will present his or her field of specialization and methodological/theoretical approach to it. Students will read representative samples of this faculty's scholarship and will discuss them with the instructor during a follow-up session.

RELI W4807 Divine Human Animal. 4 points.

BC: Fulfillment of General Education Requirement: Ethics and Values.

This course focuses on "thinking with" animals (Levi-Strauss) through the lens of the religious imagination. The concentration will be primarily on "Western" religious cultures, especially Judaism and the question of Jewishness.

Fall 2015: RELI W4807

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4807	001/07495	W 12:10pm - 2:00pm 214 Milbank Hall	Beth Berkowitz	4	13

RELI W4810 Mysticism. 4 points.

Introduction to the comparative study of mysticism. Primary texts read against the backdrop of various theories of the nature of mysticism, addressing issues such as relationship of mysticism and tradition and the function of gender in descriptions of mystical experiences.

RELI W4811 Mystical and Dimensions of Islam and Judaism. 4 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Prerequisites: Instructor's permission (undergrad majors, concentrators and grad students in religion given priority). Explores mystical dimensions that have evolved in Judaism and Islam in a comparative perspective with the aim of pointing to similarities and differences between the two major religions of Abraham. Topics include: mystical experience and the possibility of union in a theistic tradition and the sanctity of scriptural language and the limits of speech.

RELI W4812 Angels and Demons. 4 points.

Angels and demons -- and similar intermediary beings -- comprise a prominent and ubiquitous feature of the cultures influenced by the three major monotheisms, as well as of the cultures influenced by other spiritual traditions. With a focus on Jewish, Christian and post-religious environments of "The West," this seminar explores the history of angels and demons, and their changing theological meanings, psychological and cultural roles.

RELI W4814 Migration and Religious Change in Comparative and Historical Perspective. 4 points.

Looking at various forms of migration (voluntary and forced displacement) and religious communities (African, Muslim, Jewish), this seminar will explore two critical issues in relation to mobility and religion. The first is how does geographic mobility affect immigrant faith, and the second is how does migration influence the development of religion in the sending and receiving countries of migrants or diasporas?

RELI W4815 Technology, Religion, Future. 4 points.

This seminar will examine the history of the impact of technology and media on religion and vice versa before bringing into focus the main event: religion today and in the future. We'll read the classics as well as review current writing, video and other media, bringing thinkers such as Eliade, McLuhan, Mumford and Weber into dialogue with the current writing of Kurzweil, Lanier and Taylor, and look at, among other things: ethics in a Virtual World; the relationship between Burning Man, a potential new religion, and technology; the relevance of God and The Rapture in Kurzweil's Singularity; and what will become

of karma when carbon-based persons merge with silicon-based entities and other advanced technologies.

Fall 2015: RELI W4815

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4815	001/24716	Th 4:10pm - 6:00pm 201 80 Claremont	David Kittay	4	27/30

RELI W4816 Law and Religion. 4 points.

A seminar introducing the past, present, and future of law and religion, exploring U.S. and Indian Supreme Court and Beth Din decisions, Moslem Shari'a, Hindu and Buddhist dharma and karma, the influence of advanced technology, civil and criminal liability compared with heterodoxy and heresy, originalism and fundamentalism, and the ethics of compassionate lawyering. Reading includes Buddhist Sutras, the Qur'an, the Bible, Hindu Dharmashastra, and works by Dostoyevsky, Isaac Singer, Holmes, Dworkin, Plato, Posner, Scalia, al-Shafi'a, and Google's Chief Engineer.

RELI W4824 Gender and Religion. 4 points.

Examination of the categories and intersections of gender and religion in understanding of religious origins, personal identities, religious experience, agency, body images and disciplines, sexuality, race relations, cultural appropriations, and power structures.

RELI W4826 Religion, Race and Slavery. 0 points.

Not offered during 2015-16 academic year.

This course explores the religious aspects of race and slavery from the Bible through the abolition of slavery in and around the Enlightenment, ending in the post-colonial era. The focus is mostly on the Atlantic World.

RELI W4828 Religion and the Sexual Body. 4 points.

Theoretical approaches to gender and sexualities, focusing on the articulation, cultivation, and regulation how bodily practices are within various religious traditions, including modern secularism.

Fall 2015: RELI W4828

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4828	005/29829	W 2:10pm - 4:00pm 201 80 Claremont	Katherine Pratt Ewing	4	15

RELI W4905 Religion Lab. 4 points.

Discussion Section Required

In their research, scholars of religion employ a variety of methods to analyze "texts" ranging from historical documents to objects of visual culture. This course acquaints students with both the methods and the materials utilized in the field of religious studies. Through guided exercises, they acquire research skills for utilizing sources and become familiarized with dominant modes of scholarly discourse. The class is organized around a series of research "scavenger hunts" that are due at the start of each week's

class and assigned during the discussion section (to be scheduled on the first day of class). Additional class meeting on Thursdays.

Fall 2015: RELI W4905

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4905	001/03701	W 6:10pm - 8:00pm 306 Milbank Hall	Najam Haider	4	8/14

RELI W4910 Religion and International Development: Theory and Practice. 4 points.

Both the theory and the practice of international relief and development raise a host of normative as well as descriptive issues. This course will examine recent analyses of the impact of assistance programs on the social and cultural conditions in the developing world. While the focus will be on the economic and political developments, the role of religious communities will also be considered (on both the giving and the receiving ends of the aid transactions).

Fall 2015: RELI W4910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4910	001/61470	T 2:10pm - 4:00pm 201 80 Claremont	George Rupp	4	12/20

SLAVIC LANGUAGES

Departmental Office: 708 Hamilton; 212-854-3941
<http://www.columbia.edu/cu/slavic/>

Director of Undergraduate Studies:

Prof. Irina Reyfman, 712 Hamilton Hall; 212-854-5696;
ir2@columbia.edu

Language Coordinator:

Prof. Alla Smysova, 708 Hamilton; 212-854-8155;
as2157@columbia.edu

The Department of Slavic Languages and Literatures is devoted to the study of the cultures, literatures, and languages of Russia and other Slavic peoples and lands. We approach our study and teaching of these cultures with an eye to their specificity and attention to their interaction with other cultures, in history and in the contemporary global context. We focus not only on the rich literary tradition, but also on the film, theater, politics, art, music, media, religious thought, critical theory, and intellectual history of Russians and other Slavs. Our approach is interdisciplinary.

Students who take our courses have different interests. Many of our courses are taught in English with readings in English and have no prerequisites. As a consequence, our majors and concentrators are joined by students from other literature departments, by students of history and political science who have a particular interest in the Slavic region, and by others who are drawn to the subject matter for a variety of intellectual and practical reasons.

We provide instruction in Russian at all levels (beginning through very advanced), with a special course for heritage speakers. To improve the proficiency of Russian learners and speakers, we offer a number of literature and culture courses in which texts are read in the original and discussion is conducted in Russian. We offer three levels of other Slavic languages: Bosnian-Croatian-Serbian, Czech, Polish, and Ukrainian (with additional courses in culture in English). All language courses in the Slavic Department develop the four basic language skills (speaking, listening, reading, and writing) and cultural understanding.

Our department prides itself on the intellectual vitality of its program and on the sense of community among students and faculty. As they explore Russian and Slavic languages, literatures, and cultures, students develop not only their specific knowledge and cultural understanding, but also the capacity for critical thought, skills in analyzing literary and other texts, and the ability to express their ideas orally and in writing. Our graduates have used their knowledge and skills in different ways: graduate school, Fulbright and other fellowships, journalism, publishing, law school, NGO work, public health, government work, and politics. Our faculty is proud of its students and graduates.

MAJORS AND CONCENTRATIONS

Guided by the director of undergraduate studies and other faculty members, students majoring in Slavic create a program that suits their intellectual interests and academic goals. They choose from three tracks: Russian Language and Culture (for those with a strong interest in mastering the language), Russian Literature and Culture (for those who want to focus on literary and cultural studies), and Slavic Studies (a flexible regional studies major for those interested in one or more Slavic cultures). In each major, students may count related courses in other departments among their electives.

In addition to its majors, the department offers five concentrations. Three are analogous to the major tracks (Russian Language and Culture, Russian Literature and Culture, and Slavic Studies). There is also a concentration in Russian Literature that does not require language study and another concentration in Slavic Cultures that allows students to focus on a Slavic language and culture other than Russian.

Motivated seniors are encouraged but not required to write a senior thesis. Those who write a thesis enroll in the Senior Seminar in the fall term and work individually with a thesis adviser. Students have written on a wide range of topics in literature, culture, media, and politics.

SLAVIC CULTURE AT COLUMBIA OUTSIDE OF THE CLASSROOM

All interested students are welcome to take part in departmental activities, such as conversation hours, Slavic student organizations, the department's various film series (Russian, East Central European, Central Asian, and Ukrainian), and the country's first undergraduate journal of Eastern European and Eurasian Culture, *The Birch*. The Slavic Department has close ties to the Harriman Institute and the East Central European Center, which sponsor lectures, symposia, performances, and conferences.

STUDY AND RESEARCH ABROAD

The department encourages its students to enrich their cultural knowledge and develop their language skills by spending a semester or summer studying in Russia, the Czech Republic, Poland, Ukraine, or the countries of the former Yugoslavia. The department helps students find the program that suits their needs and interests. Undergraduates may apply to the Harriman Institute for modest scholarships for research during winter/spring breaks or the summer.

FACULTY PROFESSORS

- Boris Gasparov
- Cathy Popkin
- Irina Reyfman
- Alan Timberlake

ASSOCIATE PROFESSORS

- Valentina Izmirlieva (Chair)
- Liza Knapp

VISITING ASSISTANT PROFESSORS

- Edward Tyerman (Barnard)

SENIOR LECTURERS

- Anna Frajlich-Zajac
- Alla Smyslova

LECTURERS

- Aleksandar Boskovic
- Anna Dvigubski (Barnard)
- Christopher Harwood
- Nataliya Kun
Yuri Shevchuk

ON LEAVE

- Prof. Timberlake (2015-2016)
- Prof. Gasparov (Spring 2016)
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REQUIREMENTS

GUIDELINES FOR ALL SLAVIC MAJORS AND CONCENTRATORS

Senior Thesis

A senior thesis is not required for any Slavic major. Students who wish to undertake a thesis project should confer with the director of undergraduate studies during the registration period in April of their junior year and register to take RUSS V3595 Senior Seminar in the fall term of their senior year. Students can opt to expand the thesis into a two-semester project register for RUSS W3998 Supervised Individual Research, with their thesis adviser, in the spring term of their senior year. *Senior Seminar* may satisfy one elective requirement; the optional second semester of thesis work adds one course to the 15 required for the major.

Grading

Courses in which a grade of D has been received do not count toward major or concentration requirements.

MAJOR IN RUSSIAN LANGUAGE AND CULTURE

This major is intended for students who aim to attain maximal proficiency in the Russian language. Intensive language training is complemented by an array of elective courses in Russian culture that allow students to achieve critical understanding of contemporary Russian society and of Russian-speaking communities around the world. Since this major emphasizes

language acquisition, it is not appropriate for native Russian speakers.

The program of study consists of 15 courses, distributed as follows:

Eight semesters of coursework in Russian language (from first-through fourth-year Russian) or the equivalent

Select two of the following surveys; at least one of these should be a Russian culture survey (RUSS V3223, RUSS V3228, or SLCL W3001):

RUSS V3220	Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]
RUSS V3221	Literature & Revolution [In English]
RUSS V3223	Magical Mystery Tour: The Legacy of Old Rus'
RUSS V3228	
SLCL W3001	Slavic Cultures
CLRS W4022	Russia and Asia: Orientalism, Eurasianism, Internationalism
CLRS W4431	Theatricality and Spectacle in the History of Russian Culture

Five additional courses in Russian culture, history, literature, art, film, music, or in linguistics, chosen in consultation with the director of undergraduate studies. At least one of the selected courses should be taught in Russian

MAJOR IN RUSSIAN LITERATURE AND CULTURE

The goal of this major is to make students conversant with a variety of Russian literary, historical and theoretical texts in the original, and to facilitate a critical understanding of Russian literature, culture, and society. It is addressed to students who would like to complement serious literary studies with intensive language training, and is especially suitable for those who intend to pursue an academic career in the Slavic field.

The program of study consists of 15 courses, distributed as follows:

Six semesters of coursework in Russian language (from first-through third-year Russian) or the equivalent.

Select three of the following surveys:

RUSS V3220	Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]
RUSS V3221	Literature & Revolution [In English]
RUSS V3223	Magical Mystery Tour: The Legacy of Old Rus'
RUSS V3228	
SLCL W3001	Slavic Cultures
CLRS W4022	Russia and Asia: Orientalism, Eurasianism, Internationalism

CLRS W4431 Theatricality and Spectacle in the
History of Russian Culture

Six additional courses in Russian literature, culture, history, film, art, music, or in advanced Russian language, chosen in consultation with the director of undergraduate studies. At least one course should be taught in Russian

Students considering graduate study in Russian literature are strongly advised to complete four years of language training.

MAJOR IN SLAVIC STUDIES

This flexible major provides opportunities for interdisciplinary studies within the Slavic field. Students are encouraged to choose one target language (Bosnian-Croatian-Serbian, Czech, Polish, Russian, or Ukrainian), though there are possibilities for studying a second Slavic language as well. Generally, the major has one disciplinary focus in history, political science, economics, religion, anthropology, sociology, art, film, or music. In addition, this program allows students to focus on a particular Slavic (non-Russian) literature and culture or to do comparative studies of several Slavic literatures, including Russian. Students should plan their program with the director of undergraduate studies as early as possible, since course availability varies from year to year.

The program of study consists of 15 courses, distributed as follows:

Six semesters of coursework in one Slavic language (from first-through third-year Russian, Bosnian-Croatian-Serbian, Czech, Polish, or Ukrainian) or the equivalent.

Two relevant courses in Russian, East/Central European or Eurasian history.

Two relevant literature or culture courses in Slavic, preferably related to the target language.

Five additional courses with Slavic content in history, political science, economics, literature, religion, anthropology, sociology, art, film, or music, chosen in consultation with the director of undergraduate studies. Two of these electives may be language courses for students who opt to include a second Slavic language in their program.

Altogether students should complete four courses in a single discipline, including, if appropriate, the required history or literature/culture courses.

CONCENTRATION IN RUSSIAN LANGUAGE AND CULTURE

This program is intended for students who aim to attain proficiency in the Russian language. Intensive language training is complemented by an array of elective courses in Russian culture that allow students to achieve critical understanding of contemporary Russian society and of Russian-speaking communities around the world. Since this concentration emphasizes language acquisition, it is not appropriate for native Russian speakers.

The program of study consists of 10 courses, distributed as follows:

Six semesters of coursework in Russian language (from first-through third-year Russian) or the equivalent.

Select one of the following surveys:

RUSS V3223 Magical Mystery Tour: The Legacy
of Old Rus'

RUSS V3228

SLCL W3001 Slavic Cultures

CLRS W4022 Russia and Asia: Orientalism,
Eurasianism, Internationalism

CLRS W4431 Theatricality and Spectacle in the
History of Russian Culture

Three additional courses in Russian culture, history, literature, art, film, music, or in linguistics, chosen in consultation with the director of undergraduate studies; at least one of the selected courses should be taught in Russian.

CONCENTRATION IN SLAVIC (NON-RUSSIAN) LANGUAGE AND CULTURE

This program is intended for students who aim to attain proficiency in a Slavic language other than Russian. Intensive language training is complemented by an array of elective courses in Slavic cultures that allow students to achieve critical understanding of the communities that are shaped by the Slavic language of their choice. Since this concentration emphasizes language acquisition, it is not appropriate for native speakers of the target language.

The program of study consists of 10 courses, distributed as follows:

Six semesters of coursework in one Slavic language (from first-through third-year Bosnian-Croatian-Serbian, Czech, Polish, or Ukrainian) or the equivalent.

Four additional courses in Slavic literature, culture or history, or in linguistics, chosen in consultation with the director of undergraduate studies; at least two should be directly related to the target language of study.

CONCENTRATION IN RUSSIAN LITERATURE AND CULTURE

The goal of this concentration is to make students conversant with a variety of Russian literary texts and cultural artifacts that facilitate a critical understanding of Russian culture. It is addressed to students who would like to combine language training with study of the Russian literary tradition.

The program of study consists of 10 courses, distributed as follows:

Four semesters of coursework in Russian language (first- and second-year Russian) or the equivalent.

Select two of the following surveys:

RUSS V3220	Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]
RUSS V3221	Literature & Revolution [In English]
RUSS V3223	Magical Mystery Tour: The Legacy of Old Rus'
RUSS V3228	
SLCL W3001	Slavic Cultures
CLRS W4022	Russia and Asia: Orientalism, Eurasianism, Internationalism
CLRS W4431	Theatricality and Spectacle in the History of Russian Culture

Four additional courses in Russian literature, culture, and history, chosen in consultation with the director of undergraduate studies.

CONCENTRATION IN SLAVIC STUDIES

This flexible concentration provides opportunities for interdisciplinary studies within the Slavic field. Students are encouraged to choose one target language (Bosnian-Croatian-Serbian, Czech, Polish, Russian, or Ukrainian), and one disciplinary focus in history, political science, economics, religion, anthropology, sociology, art, film, or music. In addition, this program allows students to focus on a particular Slavic (non-Russian) literature and culture, or to do comparative studies of several Slavic literatures, including Russian.

The program of study consists of 10 courses, distributed as follows:

Four semesters of coursework in one Slavic language (first- and second-year Bosnian-Croatian-Serbian, Czech, Polish, Russian, or Ukrainian) or the equivalent.

One relevant courses in Russian, East/Central European or Eurasian history.

One relevant literature or culture course in Slavic, preferably related to the target language.

Four additional courses with Slavic content in history, political science, economics, literature, religion, anthropology, sociology, art, film, or music, chosen in consultation with the director of undergraduate studies

Altogether students should complete three courses in a single discipline, including, if appropriate, the required history or literature/culture courses.

CONCENTRATION IN RUSSIAN LITERATURE

This concentration is addressed to serious literature students who would like to pursue Russian literature but have no training in Russian. It allows students to explore the Russian literary

tradition, while perfecting their critical skills and their techniques of close reading in a variety of challenging courses in translation.

The program of study consists of 8 courses, with no language requirements, distributed as follows:

Select two of the following Russian literature surveys (in translation):

RUSS V3220	Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]
RUSS V3221	Literature & Revolution [In English]
RUSS V3228	

Six additional courses, focused primarily on Russian literature, culture, and history, though courses in other Slavic literatures are also acceptable if approved by the director of undergraduate studies.

Relevant literature courses from other departments may count toward the concentration only if approved by the director of undergraduate studies.

COURSES

BOSNIAN/CROATIAN/SERBIAN LANGUAGE AND LITERATURE

BCRS W1101 Elementary Bosnian/Croatian/Serbian I. 4 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year.

Fall 2015: BCRS W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 1101	001/66812	M W F 10:10am - 11:25am 351c International Affairs Bldg	Aleksandar Boskovic	4	6

BCRS W1102 Elementary Bosnian/Croatian/Serbian II. 4 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year.

Spring 2016: BCRS W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 1102	001/11659	M W F 10:10am - 11:25am 352c International Affairs Bldg	Aleksandar Boskovic	4	2

BCRS W1201 Intermediate Bosnian/Croatian/Serbian I. 3 points.

Prerequisites: *BCRS W1102* or the equivalent.

Readings in Serbian/Croatian/Bosnian literature in the original, with emphasis depending upon the needs of individual students.

Fall 2015: BCRS W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 1201	001/23898	M W F 11:40am - 12:55pm 352b International Affairs Bldg	Aleksandar Boskovic	3	3

BCRS W1202 Intermediate Bosnian/Croatian/Serbian II. 3 points.

Prerequisites: *BCRS W1102* or the equivalent.

Readings in Serbian/Croatian/Bosnian literature in the original, with emphasis depending upon the needs of individual students.

Spring 2016: BCRS W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 1202	001/17220	M W F 11:40am - 12:55pm 352c International Affairs Bldg	Aleksandar Boskovic	3	2

BCRS W4002 (Dis)integration in Frames: Race, Ethnicity and gender Issues in Yugoslav and Post Yugoslav Cinemas. 3 points.

Not offered during 2015-16 academic year.

This course investigates the complex relationship between aesthetics and ideology in Yugoslav and post-Yugoslav cinema. Specifically, it examines the variety of ways in which race, ethnicity, gender inequality, and national identity are approached, constructed, promoted, or contested and critically dissected in film texts from the Socialist Federative Republic of Yugoslavia (SFRY) and its successor states (Bosnia, Croatia, Serbia, FYR Macedonia). The course has four thematic units and is organized chronologically.

BCRS W4331 Advanced Bosnian/Croatian/Serbian I. 3 points.

Prerequisites: *BCRS W1202*.

Further develops skills in speaking, reading, and writing, using essays, short stories, films, and fragments of larger works. Reinforces basic grammar and introduces more complete structures.

Fall 2015: BCRS W4331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 4331	001/22550	M W 1:10pm - 2:25pm Room TBA	Aleksandar Boskovic	3	1

BCRS W4332 Advanced Bosnian/Croatian/Serbian II. 3 points.

Prerequisites: *BCRS W1202*.

Further develops skills in speaking, reading, and writing, using essays, short stories, films, and fragments of larger works. Reinforces basic grammar and introduces more complete structures.

Spring 2016: BCRS W4332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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BCRS 4332	001/22186	M W 1:10pm - 2:15pm Room TBA	Aleksandar Boskovic	3	0
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COMPARATIVE LITERATURE - CZECH

CLCZ W4020 Czech Culture Before Czechoslovakia. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: sophomore standing or the instructor's permission. An interpretive cultural history of the Czechs from earliest times to the founding of the first Czechoslovak republic in 1918. Emphasis on the origins, decline, and resurgence of Czech national identity as reflected in the visual arts, architecture, music, historiography, and especially the literature of the Czechs.

CLCZ W4030 Postwar Czech Literature [in English]. 3 points.

A survey of postwar Czech fiction and drama. Knowledge of Czech not necessary. Parallel reading lists available in translation and in the original.

Spring 2016: CLCZ W4030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCZ 4030	001/27830	T Th 2:40pm - 3:55pm 408 Hamilton Hall	Christopher Harwood	3	7

CLCZ W4035 The Writers of Prague. 3 points.

Not offered during 2015-16 academic year.

A survey of the Czech, German, and German-Jewish literary cultures of Prague from 1910 to 1920. Special attention to Hašek, Čapek, Kafka, Werfel, and Rilke. Parallel reading lists available in English and in the original.

CLCZ W4038 Prague Spring of '68 in Film and Literature [In English]. 3 points.

Not offered during 2015-16 academic year.

The course explores the unique period in Czech film and literature during the 1960s that emerged as a reaction to the imposed socialist realism. The new generation of writers (Kundera, Skvorecky, Havel, Hrabal) in turn had an influence on young emerging film makers, all of whom were part of the Czech new wave.

COMPARATIVE LITERATURE - POLISH

CLPL V3235 Imagining the Self. 3 points.

Not offered during 2015-16 academic year.

Examines the literary construction of the self by comparing autobiographical and fictional texts from antiquity to the present. Focus on how the narrating self is masked, illusory, ventriloquized, or otherwise problematic. Works include Homer,

Vergil, Rousseau, Wordsworth, Dostoevsky, Nabokov, and theoretical texts.

CLPL W4020 North America in the Mirror of Polish Literature. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: A knowledge of Polish is not required and all lectures are available in English.

Considers the reflections of American culture in Polish literature. All aspects of American life viewed through the lenses of the Polish writers, bringing into focus their perceptions of a different political, historical, and aesthetic experience

CLPL W4040 Mickiewicz. 3 points.

Not offered during 2015-16 academic year.

The Polish literary scene that in this particular period stretched from Moscow, Petersburg, and Odessa, to Vilna, Paris, Rome. The concept of exile, so central to Polish literature of the 19th-century and world literature of the 20th will be introduced and discussed. The course will offer the opportunity to see the new Romantic trend initially evolving from classicism, which it vigorously opposed and conquered. We will examine how the particular literary form - sonnet, ballad, epic poem and the romantic drama developed on the turf of the Polish language. Also we will see how such significant themes as madness, Romantic suicide, Romantic irony, and elements of Islam and Judaism manifested themselves in the masterpieces of Polish poetry. The perception of Polish Romanticism in other, especially Slavic, literatures will be discussed and a comparative approach encouraged. Most of the texts to be discussed were translated into the major European languages. Mickiewicz was enthusiastically translated into Russian by the major Russian poets of all times; students of Russian may read his works in its entirety in that language. The class will engage in a thorough analysis of the indicated texts; the students' contribution to the course based on general knowledge of the period, of genres, and/or other related phenomena is expected.

CLPL W4120 The Polish Short Story in a Comparative Context. 3 points.

CLPL W4300 Unbound and Post Dependent: The Polish Novel After 1989. 3 points.

Not offered during 2015-16 academic year.

This seminar is designed to offer an overview of Post-1989 Polish prose. The literary output of what is now called post-dependent literature demonstrates how political transformations influenced social and intellectual movements and transformed the narrative genre itself. The aesthetic and formal developments in Polish prose will be explored as a manifestation of a complex phenomenon bringing the reassessment of national myths, and cultural aspirations. Works by Dorota Masłowska, Andrzej Stasiuk, Paweł Huelle, Olga Tokarczuk, Magdalena Tulli and others will be read and discussed. Knowledge of Polish not required.

COMPARATIVE LITERATURE - SLAVIC

RMAN W4002 Romanian Culture, Identity and Complexes. 3 points.

This course addresses the main problems that contribute to the making of Romanian identity, as fragmented or as controversial as it may seem to those who study it. The aim is to become familiar with the deepest patterns of Romanian identity, as we encounter it today, either in history, political studies, fieldwork in sociology or, simply, when we interact with Romanians. By using readings and presentations produced by Romanian specialists, we aim to be able to see the culture with an "insider's eye", as much as we can. This perspective will enable us to develop mechanisms of understanding the Romanian culture and mentality independently, at a more profound level and to reason upon them.

Fall 2015: RMAN W4002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 4002	001/17346	M W 11:40am - 12:55pm Room TBA	Mona Momescu	3	3

CLSL W4003 Central European Drama in the Twentieth Century. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT).

Not offered during 2015-16 academic year.

Focus will be on the often deceptive modernity of modern Central and East European theater and its reflection of the forces that shaped modern European society. It will be argued that the abstract, experimental drama of the twentieth-century avant-garde tradition seems less vital at the century's end than the mixed forms of Central and East European dramatists.

CLSL W4004 Introduction to Twentieth-Century Central European Fiction. 3 points.

Not offered during 2015-16 academic year.

This course introduces students to works of literature that offer a unique perspective on the tempestuous twentieth century, if only because these works for the most part were written in "minor" languages (Czech, Polish, Hungarian, Serbian), in countries long considered part of the European backwaters, whose people were not makers but victims of history. Yet the authors of many of these works are today ranked among the masters of modern literature. Often hailing from highly stratified, conservative societies, many Eastern and Central European writers became daring literary innovators and experimenters. To the present day, writers from this "other" Europe try to escape history, official cultures, politics, and end up redefining them for their readers. We will be dealing with a disparate body of literature, varied both in form and content. But we will try to pinpoint subtle similarities, in tone and sensibility, and focus, too, on the more

apparent preoccupation with certain themes that may be called characteristically Central European.

CLSL G4008 Slavic Avant-Garde Surfaces. 3 points.

This lecture course will provide a punctual survey of the major trends and figures in the interwar visual culture and avant-garde poetry of the Soviet Russia and East Central Europe (Poland, Czechoslovakia, Hungary, and Yugoslavia), including the opulent field of their intersection. Topics include various interfaces of visual culture and graphic arts, such as public spaces, walls, propaganda trains, windows, postcards, posters, books, and screens. The course will address the innovative use of typography and photography, typophoto and photomontage, as well as the short written and hybrid genres such as manifesto, cinépoetry, photo essay, and photo frescoes. We will discuss poets and artists such as Mayakovsky, Lissitsky, Rodchenko, Klutis, Vertov, Teige, Nezval, Sutnar, Štirsky, Szczuka, Stern, Themersons, Kassák, Kertész, Moholy-Nagy, Goll, MiciÅž, VuÅžo, MatiÅž. Each session will include a lecture followed by discussion.

Spring 2016: CLSL G4008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4008	001/75782	M 4:10pm - 6:00pm 709 Hamilton Hall	Aleksandar Boskovic	3	10

CLSL W4075 Soviet and Post-Soviet, Colonial and Post Colonial Film. 3 points.

The course will discuss how filmmaking has been used as an instrument of power and imperial domination in the Soviet Union as well as on post-Soviet space since 1991. A body of selected films by Soviet and post-Soviet directors which exemplify the function of filmmaking as a tool of appropriation of the colonized, their cultural and political subordination by the Soviet center will be examined in terms of postcolonial theories. The course will focus both on Russian cinema and often overlooked work of Ukrainian, Georgian, Belarusian, Armenian, etc. national film schools and how they participated in the communist project of fostering a «new historic community of the Soviet people» as well as resisted it by generating, in hidden and, since 1991, overt and increasingly assertive ways their own counter-narratives. Close attention will be paid to the new Russian film as it re-invents itself within the post-Soviet imperial momentum projected on the former Soviet colonies.

Fall 2015: CLSL W4075

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4075	001/61320	T 6:10pm - 10:00pm 511 Hamilton Hall	Yuri Shevchuk	3	9

CLSL W4995 Central European Jewish Literature: Assimilation and Its Discontents. 3 points. **Not offered during 2015-16 academic year.**

Examines prose and poetry by writers generally less accessible to the American student written in the major Central European languages: German, Hungarian, Czech, and Polish. The problematics of assimilation, the search for identity, political

commitment and disillusionment are major themes, along with the defining experience of the century: the Holocaust; but because these writers are often more removed from their Jewishness, their perspective on these events and issues may be different. The influence of Franz Kafka on Central European writers, the post-Communist Jewish revival, defining the Jewish voice in an otherwise disparate body of works.

COMPARATIVE LITERATURE - RUSSIAN

CLRS V3304 How To Read Violence: The Literature of Power, Force and Brutality from 20th Century Russia and America. 3 points.

This course seeks to understand how authors and filmmakers in the 20th century communicate the experience of violence to their audiences. We will discuss how fragmentation, montage, language breakdown and other techniques not only depict violence, but reflect that violence in artistic forms. We will also ask what representing violence does to the artistic work. Can the attempt to convey violence become an act of violence in itself? We will consider texts from Vladimir Mayakovsky, John Dos Passos, Andrei Platonov, Vasilij Grossman, Allen Ginsberg, Anna Akhmatova, Richard Wright, Cormac McCarthy, Vladimir Sorokin, as well as films from Sergei Eisenstein, Alexei Balabanov and Quentin Tarantino. Full course description and syllabus available at readingviolence.weebly.com (<http://readingviolence.weebly.com>).

CLRS V3224 Nabokov. 3 points.

Not offered during 2015-16 academic year.

This course examines the writing (including major novels, short stories, essays and memoirs) of the Russian-American author Vladimir Nabokov. Special attention to literary politics and gamesmanship and the author's unique place within both the Russian and Anglo-American literary traditions. Knowledge of Russian not required.

CLRS V3501 How to Tell a War Story: Narratives About War from Leo Tolstoy to the Present. 3 points.

We will read a range of works about war, from Tolstoy's war stories to contemporary American war fiction, reporting, memoirs, and essays. Each author attempts to capture and convey the truth about war, subject matter that challenges language, narrative, memory, and understanding. What means do the authors use to tell their war stories? What truths do they reveal about war, death, love, responsibility, and the human condition? Authors include: Leo Tolstoy, William Russell, Ambrose Pierce, Stephen Crane, Henri Barbusse, Isaac Babel, Erich Maria Remarque, Virginia Woolf, Ernest Hemingway, Philip Caputo, Tim O'Brien, Kevin Powers, Siobhan Fallon, Phil Klay, and others. (All readings in English.)

Fall 2015: CLRS V3501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 3501	001/93629	M W 2:40pm - 3:55pm	Liza Knapp	3	23

703 Hamilton Hall

CLRS W4011 Dostoevsky, Tolstoy, and the English Novel [in English]. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT).

A close reading of works by Dostoevsky (*Netochka Nezvanova*; *The Idiot*; "A Gentle Creature") and Tolstoy (*Childhood*, *Boyhood*, *Youth*; "Family Happiness"; *Anna Karenina*; "The Kreutzer Sonata") in conjunction with related English novels (Bronte's *Jane Eyre*, Eliot's *Middlemarch*, Woolf's *Mrs. Dalloway*). No knowledge of Russian is required.

CLRS W4022 Russia and Asia: Orientalism, Eurasianism, Internationalism. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course explores the formation of Russian national and imperial identity through ideologies of geography, focusing on a series of historical engagements with the concept of "Asia." How has the Mongol conquest shaped a sense of Russian identity as something distinct from Europe? How has Russian culture participated in Orientalist portrayals of conquered Asian lands, while simultaneously being Orientalized by Europe and, indeed, Orientalizing itself? How do concepts of Eurasianism and socialist internationalism, both arising in the early 20th century, seek to redraw the geography of Russia's relations with East and West? We will explore these questions through a range of materials, including: literary texts by Russian and non-Russian writers (Pushkin, Lermontov, Tolstoy, Solovyov, Bely, Blok, Pilnyak, Khlebnikov, Planotov, Xiao Hong, Kurban Said, Aitmatov, Iskander, Borsky); films (Eisenstein, Tarkovsky, Kalatozov, Paradjanov, Mikhalkov); music and dance (the Ballets Russes); visual art (Vereshchagin, Roerich); and theoretical and secondary readings by Chaadaev, Said, Bassin, Trubetskoy, Leontiev, Lenin, and others.

Fall 2015: CLRS W4022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4022	001/05167	M W 11:40am - 12:55pm 324 Milbank Hall	Edward Tyerman	3	28/40

CLRS W4016 Petersburg Texts. 3 points.
Not offered during 2015-16 academic year.

This course will explore the concept of the Petersburg Text, its origins, development, and continuations. We will read classic, nineteenth-century Petersburg texts by Pushkin ("The Bronze Horseman," "The Queen of Spades"), Gogol (the Petersburg tales), and Dostoevsky ("White Nights," "The Double, Crime and Punishment") Leskov's parody of the tradition ("Apparition at the Engineer's Castle"), Bely's Petersburg, Daniil Kharm's 'old women' stories, Vladimir Nabokov's *Lolita*, and some contemporary Petersburg noir stories. No knowledge of Russian required.

CLRS W4017 Chekhov [English]. 3 points.

A close reading of Chekhov's best work in the genres on which he left an indelible mark (the short story and the drama) on the subjects that left an indelible imprint on him (medical science, the human body, identity, topography, the nature of news, the problem of knowledge, the access to pain, the necessity of dying, the structure of time, the self and the world, the part and the whole) via the modes of inquiry (diagnosis and deposition, expedition and exegesis, library and laboratory, microscopy and materialism, intimacy and invasion) and forms of documentation (the itinerary, the map, the calendar, the photograph, the icon, the Gospel, the Koan, the lie, the love letter, the case history, the obituary, the pseudonym, the script) that marked his era (and ours). No knowledge of Russian required.

Spring 2016: CLRS W4017

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4017	001/15652	M W 2:40pm - 3:55pm 703 Hamilton Hall	Cathy Popkin	3	35

CLRS W4190 Race, Ethnicity, and Narrative, in the Russian/Soviet Empire. 3 points.CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

This course examines the literary construction of ethnic and cultural identity in texts drawn from the literatures of ethnic minorities and non-Slavic nationalities that coexist within the Russian and Soviet imperial space, with attention to the historical and political context in which literary discourses surrounding racial, ethnic, and cultural particularity develop. Organized around three major regions -- the Caucasus, Central Asia, and the Russian Far East -- readings include canonical "classics" by Aitmatov, Iskander, and Rytkheu as well as less-known texts, both "official" and censored.

CLRS W4431 Theatricality and Spectacle in the History of Russian Culture. 3 points.**Not offered during 2015-16 academic year.**

A survey of Russian Cultural History from the late 17th Century to the present day, focused on the problems of Theater and Performance, their place in the system of power and in the structure of everyday life. Alongside with the history of Russian Theater, various manifestations of theatricality, from the 18th century Court Festivals to the Moscow Olympiad of 1980, will be studied. Readings will include milestones of Russian drama (plays by Pushkin, Gogol, Ostrovski, Chekhov, Bulgakov), theater manifestos by Stanislavski, Meierhold, Evreinov, as well as selected issues in contemporary cultural, architectural and visual theory (works by R. Barthes, M. Carlson, A. Vidler, M. Fried). All readings will be in English.

CZECH LANGUAGE AND LITERATURE

CZCH W1101 Elementary Czech I. 4 points.

Essentials of the spoken and written language. Prepare students to read texts of moderate difficulty by the end of the first year.

Fall 2015: CZCH W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1102	001/12632	T Th F 10:10am - 11:25am 406 Hamilton Hall	Christopher Harwood	4	1/18

CZCH W1102 Elementary Czech II. 4 points.

Essentials of the spoken and written language. Prepare students to read texts of moderate difficulty by the end of the first year.

Spring 2016: CZCH W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1102	001/23538	T Th F 10:10am - 11:25am 716a Hamilton Hall	Christopher Harwood	4	1/20

CZCH W1201 Intermediate Czech I. 4 points.

Prerequisites: *CZCH W1102* or the equivalent.

Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students.

Fall 2015: CZCH W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1202	001/60416	T Th F 11:40am - 12:55pm 406 Hamilton Hall	Christopher Harwood	4	3/18

CZCH W1202 Intermediate Czech II. 4 points.

Prerequisites: *CZCH W1102* or the equivalent.

Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students.

Spring 2016: CZCH W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1202	001/19467	T Th F 11:40am - 12:55pm 716a Hamilton Hall	Christopher Harwood	4	1/20

CZCH W4333 Readings in Czech Literature, I. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: two years of college Czech or the equivalent.

A close study in the original of representative works of Czech literature. Discussion and writing assignments in Czech aimed at developing advanced language proficiency.

CZCH W4334 Readings in Czech Literature, II. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: two years of college Czech or the equivalent.

A close study in the original of representative works of Czech literature. Discussion and writing assignments in Czech aimed at developing advanced language proficiency.

HISTORY - SLAVIC

HSSL W3224 Cities and Civilizations: an Introduction To Eurasian Studies. 3 points.

Not offered during 2015-16 academic year.

An introduction to the study of the region formerly occupied by the Russian and Soviet Empires focusing on cities as the space of self-definition, encounter, and tension among constituent peoples. Focus on incorporating and placing in dialogue diverse disciplinary approaches to the study of the city through reading and analysis of historical, literary, and theoretical texts as well as film, music, painting, and architecture. *Group(s): B*

HSSL W4860 Post-Socialist Cities of Eurasia. 4 points.

Not offered during 2015-16 academic year.

Beginning with the Bolshevik Revolution in Russia, the reorganization of urban life was a central goal of Marxist-Leninist state socialism. Despite its claim to be making a radical break with the past, however, this new vision of the city was realized in practice through interaction with earlier urban forms, and the legacy of socialist urbanity continues to be felt in the physical spaces and daily lives of current post-Soviet and post-communist metropolises. This course examines the "socialist city" from its origins in the early USSR, through its transformations across time and space in Eastern Europe and East Asia, down to the present day. Our definition of "Eurasia" therefore extends beyond the former Soviet space to include cities in socialist and post-socialist societies such as China, East Germany, Poland, Mongolia, and North Korea. The course will also venture as far afield as Havana, Brasilia, Mexico City, and New York, considering the socialist city as an experiment in urban living carried out in various times and places well outside the former socialist "bloc." These cities will be studied through a variety of sources across several disciplines, including history, literature, film, art and architecture, anthropology and geography. The spring course continues with the Global Scholars Program Summer Workshop 2014, "Contemporary Cities of Eurasia: Berlin, Moscow, Ulan Bator, Beijing." Students are expected to enroll in both courses.

POLISH LANGUAGE AND LITERATURE

POLI W1101 Elementary Polish I. 4 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year.

Fall 2015: POLI W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 1102	001/14580	M W F 10:10am - 11:25am 408 Hamilton Hall	Anna Frąjlich-Zajac	4	4/18

POLI W1102 Elementary Polish II. 4 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year.

Spring 2016: POLI W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 1102	001/21452	M W F 10:10am - 11:25am 408 Hamilton Hall	Anna Frąjlich-Zajac	4	2/15

POLI W1201 Intermediate Polish I. 4 points.

Prerequisites: *POLI W1102* or the equivalent.

Rapid review of grammar; readings in contemporary nonfiction or fiction, depending on the interests of individual students.

Fall 2015: POLI W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 1202	001/16684	M W F 1:10pm - 2:25pm 716a Hamilton Hall	Anna Frąjlich-Zajac	4	3/18

POLI W1202 Intermediate Polish II. 4 points.

Prerequisites: *POLI W1102* or the equivalent.

Rapid review of grammar; readings in contemporary nonfiction or fiction, depending on the interests of individual students.

Spring 2016: POLI W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 1202	001/10062	M W F 1:10pm - 2:25pm 716a Hamilton Hall	Anna Frąjlich-Zajac	4	4/20

POLI W3997 Supervised Individual Research. 2-4 points.

Prerequisites: the department's permission.

POLI W3998 Supervised Individual Research. 2-4 points.

Prerequisites: Departmental approval.

POLI W4050 Contemporary Polish Poetry. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: A knowledge of Polish is not required.

POLI W4101 Advanced Polish I. 4 points.

Prerequisites: two years of college Polish or the instructor's permission.

Extensive readings from 19th- and 20th-century texts in the original. Both fiction and nonfiction, with emphasis depending on the interests and needs of individual students.

Fall 2015: POLI W4101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 4102	001/13032	T Th 1:00pm - 2:15pm 351a International Affairs Bldg	Stephane Charitos, Krystyna Illakowicz	4	1/18

POLI W4102 Advanced Polish II. 4 points.

Prerequisites: two years of college Polish or the instructor's permission.

Extensive readings from 19th- and 20th-century texts in the original. Both fiction and nonfiction, with emphasis depending on the interests and needs of individual students.

Spring 2016: POLI W4102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 4102	001/67323	T Th 1:00pm - 2:15pm 704 Hamilton Hall	Anna Frąjlich-Zajac	4	1/18

ROMANIAN LANGUAGE AND LITERATURE

RMAN W4002 Romanian Culture, Identity and Complexes. 3 points.

This course addresses the main problems that contribute to the making of Romanian identity, as fragmented or as controversial as it may seem to those who study it. The aim is to become familiar with the deepest patterns of Romanian identity, as we encounter it today, either in history, political studies, fieldwork in sociology or, simply, when we interact with Romanians. By using readings and presentations produced by Romanian specialists, we aim to be able to see the culture with an "insider's eye", as much as we can. This perspective will enable us to develop mechanisms of understanding the Romanian culture and mentality independently, at a more profound level and to reason upon them.

Fall 2015: RMAN W4002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 4002	001/17346	M W 11:40am - 12:55pm Room TBA	Mona Momescu	3	3

RUSSIAN LANGUAGE

RUSS V1101 First-year Russian I. 5 points.

Grammar, reading, composition, and conversation.

Fall 2015: RUSS V1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1102	001/68458	M T W Th 8:50am - 9:55am 709 Hamilton Hall	Molly Avila	5	10/12
RUSS 1102	002/28123	M T W Th 8:50am - 9:55am 315 Hamilton Hall	Thomas Davis	5	6/12
RUSS 1102	003/26340	M T W Th 11:40am - 12:45pm 709 Hamilton Hall	Nataliya Kun	5	12/12
RUSS 1102	004/14737	M T W Th 1:10pm - 2:15pm 709 Hamilton Hall	William Hanlon	5	4/12
RUSS 1102	005/75307	M T W Th 2:40pm - 3:45pm 709 Hamilton Hall	Christopher Harwood	5	10/12
RUSS 1102	006/24590	M T W Th 6:10pm - 7:30pm 709 Hamilton Hall	Mie Mortensen	5	8/12

RUSS V1102 First-year Russian II. 5 points.

Grammar, reading, composition, and conversation.

Spring 2016: RUSS V1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1102	001/22799	M T W Th 8:50am - 9:55am 709 Hamilton Hall	Molly Avila	5	11/12
RUSS 1102	003/68967	M T W Th 11:40am - 12:45pm 709 Hamilton Hall	Nataliya Kun	5	9/12
RUSS 1102	004/72385	M T W Th 1:10pm - 2:15pm 709 Hamilton Hall	William Hanlon	5	9/12
RUSS 1102	005/29961	M T W Th 2:40pm - 3:45pm 709 Hamilton Hall	Thomas Davis	5	6/12
RUSS 1102	006/16186	M T W Th 6:10pm - 7:30pm 709 Hamilton Hall	Mie Mortensen	5	7/12

RUSS V1201 Second-year Russian I. 5 points.

Prerequisites: *RUSS V1102* or the equivalent.

Drill practice in small groups. Reading, composition, and grammar review.

Fall 2015: RUSS V1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1202	001/08119	M T W Th 8:50am - 9:55am 707 Hamilton Hall	Inna Kapilevich	5	10/12
RUSS 1202	002/61912	M T W Th 11:40am - 12:45pm 307 Milbank Hall	Illya Kun	5	10/12
RUSS 1202	003/63339	M T W Th 1:10pm - 2:15pm 707 Hamilton Hall	Illya Kun	5	11/12

RUSS V1202 Second-year Russian II. 5 points.

Prerequisites: *RUSS V1102* or the equivalent.

Drill practice in small groups. Reading, composition, and grammar review.

Spring 2016: RUSS V1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1202	001/05672	M T W Th 8:50am - 9:55am 307 Milbank Hall	Illya Kun	5	8/12
RUSS 1202	002/21810	M T W Th 11:40am - 12:45pm 318 Hamilton Hall	Illya Kun	5	10/12
RUSS 1202	003/23167	M T W Th 1:10pm - 2:15pm 707 Hamilton Hall	Illya Kun	5	12/12

RUSS V3101 Third-year Russian I. 4 points.

Limited enrollment.

Prerequisites: *RUSS 1202* or the equivalent, and the instructor's permission.

Recommended for students who wish to improve their active command of Russian. Emphasis on conversation

and composition. Reading and discussion of selected texts and videotapes. Lectures. Papers and oral reports required. Conducted entirely in Russian.

Fall 2015: RUSS V3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3102	001/05440	M W F 1:10pm - 2:25pm 116 Knox Hall	Nataliya Kun	4	7/12
RUSS 3102	002/15846	M W F 10:10am - 11:25am 707 Hamilton Hall	Alla Smyslova	4	13/12

RUSS V3102 Third-year Russian II. 4 points.

Limited enrollment.

Prerequisites: *RUSS V3101* or the equivalent.

Recommended for students who wish to improve their active command of Russian. Emphasis on conversation and composition. Reading and discussion of selected texts and videotapes. Lectures. Papers and oral reports required. Conducted entirely in Russian.

Spring 2016: RUSS V3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3102	001/93096	M W F 1:10pm - 2:25pm 408 Hamilton Hall	Nataliya Kun	4	7
RUSS 3102	002/27691	M W F 10:10am - 11:25am 707 Hamilton Hall	Alla Smyslova	4	17/17

RUSS V3430 Russian for Heritage Speakers I. 3 points.

Prerequisites: *RUSS V3430* or the instructor's permission.

This course is designed to help students who speak Russian at home, but have no or limited reading and writing skills to develop literary skills in Russian. THIS COURSE, TAKEN WITH RUSS V3431, MEET A TWO YEAR FOREIGN LANGUAGE REQUIREMENT. Conducted in Russian.

Fall 2015: RUSS V3430

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3431	001/68749	M W 2:40pm - 3:55pm 707 Hamilton Hall	Alla Smyslova	3	12/15

RUSS V3431 Russian for Heritage Speakers II. 3 points.

Prerequisites: *RUSS V3430* or the instructor's permission.

This course is designed to help students who speak Russian at home, but have no or limited reading and writing skills to develop literary skills in Russian. THIS COURSE, TAKEN WITH RUSS V3430, MEET A TWO YEAR FOREIGN LANGUAGE REQUIREMENT. Conducted in Russian.

Spring 2016: RUSS V3431

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3431	001/74065	M W 2:40pm - 3:55pm	Alla Smyslova	3	9/15

707 Hamilton Hall

RUSS W4344 Chteniia po russkoi kul'ture: Advanced Russian Through History. 3 points.

Prerequisites: three years of college Russian or the equivalent.
A language course designed to meet the needs of those foreign learners of Russian as well as heritage speakers who want to develop further their reading, speaking, and writing skills and be introduced to the history of Russia.

Spring 2016: RUSS W4344

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4344	001/66083	T Th 10:10am - 11:25am 709 Hamilton Hall	Vasily Lvov	3	6

RUSS W4333 Fourth-year Russian I. 4 points.

Prerequisites: Three years of college Russian and the instructor's permission.
Systematic study of problems in Russian syntax; written exercises, translations into Russian, and compositions. Conducted entirely in Russian.

RUSS W4334 Fourth-year Russian II. 4 points.

Prerequisites: three years of college Russian and the instructor's permission.
Discussion of different styles and levels of language, including word usage and idiomatic expression; written exercises, analysis of texts, and compositions. Conducted entirely in Russian.

RUSS W4345 Chteniia po russkoi kul'ture: Advanced Russian Through History. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: three years of Russian.

This is a language course designed to meet the needs of those foreign learners of Russian as well as heritage speakers who want to further develop their reading, listening, speaking, and writing skills and be introduced to the history of Russia.

RUSS W4351 Moving to Advanced-Plus: Language, Culture, Society in Russian Today. 3 points.

Prerequisites: eight semesters of college Russian and the instructor's permission.
The course is designed to provide advanced and highly-motivated undergraduate and graduate students of various majors with an opportunity to develop professional vocabulary and discourse devices that will help them to discuss their professional fields in Russian with fluency and accuracy. The course targets all four language competencies: speaking, listening, reading and writing, as well as cultural understanding. Conducted in Russian.

RUSS W4433 Specific Problems in Mastering Russian. 3 points.

Prerequisites: four years of college Russian and the instructor's permission.

The Russian verb (basic stem system, aspect, locomotion); prefixes; temporal, spatial, and causal relationships; word order; word formation.

Fall 2015: RUSS W4433

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4433	001/19480	T Th 2:40pm - 3:55pm 408 Hamilton Hall	Frank Miller	3	6

RUSS W4432 Contrastive Phonetics and Grammar of Russian and English. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: *RUSS W4334* or the equivalent and the instructor's permission.
Comparative phonetic, intonational, and morphological structures of Russian and English, with special attention to typical problems for American speakers of Russian.

RUSS W4434 Practical Stylistics [in Russian]. 3 points.

Prerequisites: *RUSS W4334* or the equivalent or the instructor's permission.
Focuses on theoretical matters of style and the stylistic conventions of Russian expository prose, for advanced students of Russian who wish to improve their writing skills.

Fall 2015: RUSS W4434

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4434	001/66488	M W 1:10pm - 2:25pm 408 Hamilton Hall	Irina Reyfman	3	5/18

RUSSIAN LITERATURE (IN ENGLISH)**RUSS V3220 Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]. 3 points.**

Explores the aesthetic and formal developments in Russian prose, especially the rise of the monumental 19th-century novel, as one manifestation of a complex array of national and cultural aspirations, humanistic and imperialist ones alike. Works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov. Knowledge of Russian not required.

Fall 2015: RUSS V3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3220	001/67873	T Th 1:10pm - 2:25pm 703 Hamilton Hall	Cathy Popkin	3	30

RUSS V3221 Literature & Revolution [In English]. 3 points.

Survey of Russian literature from symbolism to the culture of high Stalinism and post-Socialist realism of the 1960-70s, including major works by Andrei Bely, Blok, Olesha, Babel, Bulgakov, Platonov, Zoshchenko, Kharmis, Kataev, Pasternak, Venedikt Erofeev. Knowledge of Russian not required.

Spring 2016: RUSS V3221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3221	001/07073	T Th 1:10pm - 2:25pm 302 Milbank Hall	Edward Tyerman	3	10

RUSS V3222 Tolstoy and Dostoevsky [In English]. 3 points.

Two epic novels, Tolstoy's *War and Peace* and Dostoevsky's *The Brothers Karamazov*, will be read along with selected shorter works. Other works by Tolstoy include his early *Sebastopol Sketches*, which changed the way war is represented in literature; *Confession*, which describes his spiritual crisis; the late stories "Kreutzer Sonata" and "Hadji Murad"; and essays on capital punishment and a visit to a slaughterhouse. Other works by Dostoevsky include his fictionalized account of life in Siberian prison camp, *The House of the Dead*; *Notes from the Underground*, his philosophical novella on free will, determinism, and love; "A Gentle Creature," a short story on the same themes; and selected essays from *Diary of a Writer*. The focus will be on close reading of the texts. Our aim will be to develop strategies for appreciating the structure and form, the powerful ideas, the engaging storylines, and the human interest in the writings of Tolstoy and Dostoevsky. No knowledge of Russian is required.

Spring 2016: RUSS V3222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3222	001/66234	M W 10:10am - 11:25am 702 Hamilton Hall	Liza Knapp	3	58/86

RUSS V3223 Magical Mystery Tour: The Legacy of Old Rus'. 3 points.

Winston Churchill famously defined Russia as "a riddle wrapped in a mystery inside an enigma." This course aims at demystifying Russia by focusing on the core of its "otherness" in the eyes of the West: its religious culture. We will explore an array of texts, practices and pragmatic sites of Russian religious life across such traditional divides as medieval and modern, popular and elite, orthodox and heretical. Icons, liturgical rituals, illuminated manuscripts, magic amulets, religious sects, feasting and fasting, traveling practices from pilgrimages to tourism, political myths and literary mystification, decadent projects of life-creation, and fervent anticipation of the End are all part of the tour that is as illuminating as it is fun. No knowledge of Russian required.

RUSS V3305 The Poetics of Censorship After the Thaw. 3 points.

This course will explore Russian culture after Stalin and after Khrushchev's Thaw, focusing on the evolution of censorship and the ways in which writers responded to different types of censorship over time. While the course will deal mainly with literature and writers, it will also touch on film, television, art, and music, including popular culture. Students will analyze the categories of "official" and "dissident" culture, moving beyond a black and white understanding of censorship, conformity, and dissidence in the Soviet Union and contemporary Russia. Readings will include works that were published or shown

though official channels as well as those written "for the drawer" or for small circle of friends, or published in samizdat or abroad. Artistic texts will be supplemented with secondary readings that will provide historical context and theoretical grounding, with sampling of different approaches (literary, historical, anthropological. All readings will be in English; no knowledge of Russian is required.

Spring 2016: RUSS V3305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3305	001/25504	M W 4:10pm - 5:25pm 707 Hamilton Hall	Sophie Pinkham	3	8/15

RUSS V3595 Senior Seminar. 3 points.

A research and writing workshop designed to help students plan and execute a major research project, and communicate their ideas in a common scholarly language that crosses disciplinary boundaries. Content is determined by students' thesis topics, and includes general sessions on how to formulate a proposal and how to generate a bibliography. Students present the fruits of their research in class discussions, culminating in a full-length seminar presentation and the submission of the written thesis.

Fall 2015: RUSS V3595

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3595	001/03342	T 4:10pm - 6:00pm 237 Milbank Hall	Edward Tyerman	3	4

RUSS G4104 Behind the Nylon Curtain: Space Race, Architecture and Cinematography During the Cold War. 0 points.

This seminar explores space race, architecture and cinematography of the Cold War in a bi-polarized world with special emphasis on cultural memories, curatorial practices, and object-based learning. Being extracted from literature and journalism, tested on the territory of mass media and popular culture, Cold War phenomenon operates with the illusionary nature of canonic cultural codes, empowering visual metaphors with the military instrumental and vocabulary of forms. Operating with the concept of synthetic, anti-biological and quasi-transparent Nylon Curtain versus the solidity of the iron barrio might allow us to look at the Cold War phenomenon even more critically and to contextualize it within the broader fabric of contemporary arts and its transcultural agenda.

RUSS W4107 Russian Literature & Culture in the New Millennium. 3 points.

Not offered during 2015-16 academic year.

Survey of Russian literature and culture from the late 1970s until today. Works by Petrushevskaya, Pelevin, Tolstaya, Sorokin, Ulitskaya, Senchin, Akunin, Rubinshtein, Prigov, Vasilenko and others. Literature, visual art, and film are examined in social and political context. Knowledge of Russian not required.

RUSS W4108 The Great Experiment: Russian Media in the Long 20th Century. 3 points.

Not offered during 2015-16 academic year.

The course will examine key events of Russian cultural history from the 1870s until today from the point of view of the concept of medium. It will begin with some theoretical definitions and proceed with a closer look at optical, audio and print media and their role in promoting mass culture, avant-garde experiments of the 1920s and 1930s, Soviet propaganda and dissident practices, and post-Soviet uses artistic and political uses of new media. Works by Mayakovsky, Il'f and Petrov, Erenburg, Shklovsky. Critical readings by Marshall McLuhan, Lev Manovich, Katherine Hayles, and Boris Groys.

RUSS W4451 The Cultural Cold War. 3 points.

Not offered during 2015-16 academic year.

This course will examine major developments in Soviet society after WWII through the prism of the Cold War. Organized thematically and chronologically, it will focus selectively on specific episodes of Soviet-American relations by drawing on a variety of media. Students will read, discuss and evaluate a broad range of primary and secondary sources and think critically about historical writing, the relationship between art and politics, mass culture and propaganda, spy novels, memoirs and travelogues. Films by Sergei Eisenstein, Andrei Tarkovsky, Stanley Kubrick, and John Frankenheimer. Prose and poetry by Andrei Voznesensky, Viktor Pelevin, Svetlana Alexievich, Vasily Aksyonov, Viktor Nekrasov and others.

RUSS W4452 Russian Modernism Through the Lens of Music. 3 points.

Not offered during 2015-16 academic year.

A historical survey of trends of Russian musical modernism in the context of Russian cultural history of the first half of the twentieth century. Works by Chaikovsky, Rimsky-Korsakov, Scriabin, Stravinsky, Prokofiev, Mosolov, Shostakovich and Schnittke will be considered alongside notable events of contemporary literature, visual art, and aesthetic theory. Knowledge of Russian not required.

RUSS W4676 Russian Art between East and West: The Search for National Identity. 3 points.

Open to undergraduate and graduate students. **Not offered during 2015-16 academic year.**

Aims to be more than a basic survey that starts with icons and ends with the early modernists. Taking an interdisciplinary approach, it aims to highlight how the various cultural transmissions interacted to produce, by the 1910s, an original national art that made an innovative contribution to world art. It discusses the development of art not only in terms of formal, aesthetic analysis, but also in the matrix of changing society, patronage system, economic life and quest for national identity. Several guest speakers will discuss the East-West problematic in their related fields—for example, in literature and ballet. Some

familiarity with Russian history and literature will be helpful, but not essential. Assigned readings in English.

RUSS W4910 Literary Translation. 3 points.

Prerequisites: Four years of college Russian or the equivalent. Workshop in literary translation from Russian into English focusing on the practical problems of the craft. Each student submits a translation of a literary text for group study and criticism. The aim of the class is to produce translation of publishable quality.

RUSSIAN LITERATURE

RUSS V3339 Masterpieces of Russian Literature: 19th Century. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT).

Not offered during 2015-16 academic year.

Prerequisites: Native or near-native knowledge of Russian and permission of the instructor.

A close study, in the original, of representative works by Pushkin, Lermontov, Gogol, Turgenev, Goncharov, Tolstoy, Dostoevsky, Leskov, and Chekhov.

RUSS V3340 Masterpieces of Russian Literature: 20th Century. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Native or near-native knowledge of Russian and permission of the instructor.

A close study, in the original, of representative works by Bunin, Tsvetaeva, Mayakovsky, Babel, Pasternak, Bulgakov, Nabokov, Mandelstam, Anna Akhmatova, Solzhenitsyn, Brodsky, and Pelevin.

RUSS V3332 Vvedenie v russkuiu literaturu: Scary Stories. 3 points.

For non-native speakers of Russian. **Not offered during 2015-16 academic year.**

Prerequisites: two years of college Russian or the instructor's permission.

The course is devoted to the reading, analysis, and discussion of a number of Russian prose fiction works from the eighteenth to twentieth century. Its purpose is to give students an opportunity to apply their language skills to literature. It will teach students to read Russian literary texts as well as to talk and write about them. Its goal is, thus, twofold: to improve the students' linguistic skills and to introduce them to Russian literature and literary history. A close study in the original of the "scary stories" in Russian literature from the late eighteenth century. Conducted in Russian.

RUSS V3333 Vvedenie v russkuiu literaturu: Poor Liza, Poor Olga, Poor Me. 3 points.

For non-native speakers of Russian.

Prerequisites: two years of college Russian or the instructor's permission.

The course is devoted to the reading, analysis, and discussion of a number of Russian prose fiction works from the eighteenth to twentieth century. Its purpose is to give students an opportunity to apply their language skills to literature. It will teach students to read Russian literary texts as well as to talk and write about them. Its goal is, thus, twofold: to improve the students' linguistic skills and to introduce them to Russian literature and literary history. In 2007-2008: A close study in the original of the "fallen woman" plot in Russian literature from the late eighteenth century. Conducted in Russian.

Fall 2015: RUSS V3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3334	001/12362	M W 4:10pm - 5:25pm 707 Hamilton Hall	Irina Reyfman	3	7

RUSS V3997 Supervised Individual Research. 2-4 points.

Prerequisites: Open to senior majors, and permission of the instructor.

Supervised research culminating in a critical paper.

RUSS W4014 Introduction to Russian Poetry and Poetics. 3 points.

Not offered during 2015-16 academic year.

An introduction to Russian poetry, through the study of selected texts of major poets of the nineteenth and twentieth centuries, primarily: Pushkin, Lermontov, Pavlova, Tiutchev, Blok, Mandel'shtam, Akhmatova, Mayakovsky, Prigov and Brodsky. Classes devoted to the output of a single poet will be interspersed with classes that draw together the poems of different poets in order to show the reflexivity of the Russian poetic canon. These classes will be organized according either to types of poems or to shared themes. The course will teach the basics of versification, poetic languages (sounds, tropes), and poetic forms. Classes in English; poetry read in Russian.

RUSS W4200 Russian Theatre--Hands On. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: Three years of college Russian and permission of the instructor.

The study and staging in the original of a Russian play. Detailed textual analysis, including character development, dramatic style, and language usage. Oral presentations and recitations with focus on pronunciation and intonation

RUSS W4331 Chteniia po russkoi literaturu: Turgenev. 3 points.

Not offered during 2015-16 academic year.

The course is devoted to reading shorter prose works by Ivan Turgenev. The reading list includes stories from his collection Sketches of a Hunter as well as such masterpieces as The Diary of a Superfluous Man, First Love, and Asia. Classes are conducted entirely in Russian.

RUSS W4332 Chteniia po russkoi literaturu: Gogol. 3 points. **Not offered during 2015-16 academic year.**

The course is devoted to reading shorter works by Nikolai Gogol. The syllabus includes selections from his collection Sketches of a Hunter as well as such masterpieces as the Diary of a Superfluous Man, First Love, and Asia. Classes are conducted entirely in Russian.

RUSS W4338 Chteniia po russkoi literature: Poetry. 3 points.

Reading and discussion of poetry. Classes conducted entirely in Russian

Spring 2016: RUSS W4338

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4338	001/81096	M W 1:10pm - 2:25pm 313 Hamilton Hall	Irina Reyfman	3	13

RUSS W4339 Chteniia po russkoi literature: Pushkin. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: three years of college Russian and the instructor's permission.

A survey of Alexander Pushkin's poetry and prose in the original. Emphasis on the emergence of a new figure of the Poet in Russian in the 1820-1830s. Linguistic analysis of the poetic texts (vocabulary, metrics, versification) will be combined with the study of Russian History and Culture as reflected in Pushkin's writings.

RUSS W4346 Chteniia po russkoi kul'ture: Russian Folklore and the Folkloric Tradition. 3 points.

The purpose of this course is to acquaint structure with traditional folk beliefs that are part of Russian life today. Readings will include descriptions of character ritual folk beliefs as well as narratives about personal experiences concerning superstition, sorcery and the supernatural. Also included will be folktales that most Russians know and contemporary Russian folk narratives.

RUSS W4347 Chteniia po russkoi kul'ture: Contemporary Social Sciences. 3 points.

Not offered during 2015-16 academic year.

Prerequisites: five semesters of college level Russian, or four semesters of college level Russian and participation in a study abroad program in a Russian speaking country, and the instructor's permission.

This course is designed to meet the needs of advanced undergraduate and graduate students across several fields--the natural sciences, social sciences, humanities, fine arts, business, law and others-- who wish to focus on acquisition of high proficiency reading skills that will allow them to conduct research using written Russian-language academic sources.

RUSS W4348 Chteniia po russkoi kul'ture: Advanced Russian Through the Media. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: three years of college Russian or the equivalent. This course is designed to meet the needs of advanced students of Russian across several fields - the humanities, social sciences, law, arts, and others - who want to further develop their speech, comprehension, reading, and writing and be introduced to the contemporary Russian media. This addition to our series of courses in Advanced Russian through cultural content provides training for research and professional work in Russian.

RUSS W4349 Chteniia po russkoi kul'ture: Advanced Russian Through Song. 3 points.

Prerequisites: three years of college Russian or the equivalent. This is a content-based language course that is designed to develop students' ability to understand fluent Russian speech and express their opinions on various social and cultural topics in both oral and written form.

RUSS W4354 Chteniia po Russkoi Literature: A Hero of Our Time and Other Superfluous People. 3 points.
Not offered during 2015-16 academic year.

This course focuses on the study and analysis of Mikhail Lermontov's, "A Hero of Our Time" - one of the most influential Russian novels of the 19th century - in its broader social, artistic, and intellectual context. Students will trace the development of the so-called "superfluous man," a strikingly ubiquitous character type whose recurrent appearance throughout the broader history of Russian literature makes him one of the most recognizable national characters.

RUSS G4034 Literature, Politics, and Tradition after Socialist Realism. 4 points.
Not offered during 2015-16 academic year.

The major writers and trends in Russian literature from the death of Stalin to the present. Emphasis on the rethinking of the role of literature in society and on formal experimentation engendered by relaxation of political controls over literature. A knowledge of Russian is not required.

RUSS G4110 Russian Formalism & Structuralism. 4 points.
Not offered during 2015-16 academic year.

Evaluation of the contributions of Russian Formalism and Structuralism to modern critical thought. Tracing of the characteristic features of both movements in comparison with kindred critical developments in the West.

SLAVIC CULTURE

SLCL W3001 Slavic Cultures. 3 points.
 CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2015-16 academic year.

The history of Slavic peoples - Russians, Czechs, Poles, Serbs, Croats, Ukrainians, Bulgarians - is rife with transformations,

some voluntary, some imposed. Against the background of a schematic external history, this course examines how Slavic peoples have responded to and have represented these transformations in various modes: historical writing, hagiography, polemics, drama and fiction, folk poetry, music, visual art, and film. Activity ranges over lecture (for historical background) and discussion (of primary sources).

HNGR W4050 The Hungarian New Wave: Cinema in Kadarist Hungary [In English]. 3 points.

Hungarian cinema, like film-making in Czechoslovakia, underwent a renaissance in the 1960's, but the Hungarian new wave continued to flourish in the 70's and film remained one of the most important art forms well into the 80's. This course examines the cultural, social and political context of representative Hungarian films of the Kadarist period, with special emphasis on the work of such internationally known filmmakers as Miklos Jancso, Karoly Makk, Marta Meszaros, and Istvan Szabo. In addition to a close analysis of individual films, discussion topics will include the "newness" of the new wave in both form and content (innovations in film language, cinematic impressionism, allegorical-parabolic forms, auteurism, etc.), the influence of Italian, French, German and American cinema, the relationship between film and literature, the role of film in the cultures of Communist Eastern Europe, the state of contemporary Hungarian cinema. The viewing of the films will be augmented by readings on Hungarian cinema, as well as of relevant Hungarian literary works.

Spring 2016: HNGR W4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 4050	001/27008	T Th 6:10pm - 7:25pm 707 Hamilton Hall	Ivan Sanders	3	4

HNGR W4028 Modern Hungarian Prose in Translation: Exposing Naked Reality. 3 points.

This course introduces students to representative examples of an essentially robust, reality-bound, socially aware literature. In modern Hungarian prose fiction, the tradition of nineteenth-century "anecdotal realism" remained strong and was further enlivened by various forms of naturalism. Even turn-of-the-century and early twentieth-century modernist fiction is characterized by strong narrative focus, psychological realism, and an emphasis on social conditions and local color. During the tumultuous decades of the century, social, political, national issues preoccupied even aesthetics-conscious experimenters and ivory-tower dwellers. Among the topics discussed will be "populist" and "urban" literature in the interwar years, post-1945 reality in fiction, literary memoirs and reportage, as well as late-century minimalist and postmodern trends.

Fall 2015: HNGR W4028

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 4028	001/75281	T Th 6:10pm - 7:25pm 707 Hamilton Hall	Ivan Sanders	3	1

SLAVIC LITERATURE

SLLT W4015 Ideology, History, Identity: South Slavic Writers from Modernism to Postmodernism and Beyond. 3 points.

Not offered during 2015-16 academic year.

Explores the issue of Yugoslav identity through the representative texts of major Serbian writers, such as Milos Crnjanski, Ivo Andric, Danilo Kis, Milorad Pavic, and Borislav Pekic.

UKRAINIAN LANGUAGE AND LITERATURE

UKRN W1101 Elementary Ukrainian I. 3 points.

Designed for students with little or no knowledge of Ukrainian. Basic grammar structures are introduced and reinforced, with equal emphasis on developing oral and written communication skills. Specific attention to acquisition of high-frequency vocabulary and its optimal use in real-life settings.

Fall 2015: UKRN W1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1102	001/68452	M W F 8:40am - 9:55am 352b International Affairs Bldg	Yuri Shevchuk	3	1/18

UKRN W1102 Elementary Ukrainian II. 3 points.

Designed for students with little or no knowledge of Ukrainian. Basic grammar structures are introduced and reinforced, with equal emphasis on developing oral and written communication skills. Specific attention to acquisition of high-frequency vocabulary and its optimal use in real-life settings.

Spring 2016: UKRN W1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1102	001/28513	M W F 8:40am - 9:55am 352b International Affairs Bldg	Yuri Shevchuk	3	2/15

UKRN W1201 Intermediate Ukrainian I. 3 points.

Prerequisites: *UKRN W1102* or the equivalent.

Reviews and reinforces the fundamentals of grammar and a core vocabulary from daily life. Principal emphasis is placed on further development of communicative skills (oral and written). Verbal aspect and verbs of motion receive special attention.

Fall 2015: UKRN W1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1202	001/23313	M W F 10:10am - 11:25am 352b International Affairs Bldg	Yuri Shevchuk	3	4/18

UKRN W1202 Intermediate Ukrainian II. 3 points.

Prerequisites: *UKRN W1102* or the equivalent.

Reviews and reinforces the fundamentals of grammar and a core vocabulary from daily life. Principal emphasis is placed on further

development of communicative skills (oral and written). Verbal aspect and verbs of motion receive special attention.

Spring 2016: UKRN W1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1202	001/13394	M W F 10:10am - 11:25am 352b International Affairs Bldg	Yuri Shevchuk	3	4/20

UKRN W4001 Advanced Ukrainian I. 3 points.

Prerequisites: *UKRN W1202* or the equivalent.

The course is for students who wish to develop their mastery of Ukrainian. Further study of grammar includes patterns of word formation, participles, gerunds, declension of numerals, and a more in-depth study of difficult subjects, such as verbal aspect and verbs of motion. The material is drawn from classical and contemporary Ukrainian literature, press, electronic media, and film. Taught almost exclusively in Ukrainian.

Fall 2015: UKRN W4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 4002	001/21096	M W 1:10pm - 2:25pm 1231 International Affairs Bldg	Yuri Shevchuk	3	3/18

UKRN W4002 Advanced Ukrainian II. 3 points.

Prerequisites: *UKRN W1202* or the equivalent.

The course is for students who wish to develop their mastery of Ukrainian. Further study of grammar includes patterns of word formation, participles, gerunds, declension of numerals, and a more in-depth study of difficult subjects, such as verbal aspect and verbs of motion. The material is drawn from classical and contemporary Ukrainian literature, press, electronic media, and film. Taught almost exclusively in Ukrainian.

Spring 2016: UKRN W4002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 4002	001/11326	M W 1:10pm - 2:25pm 255 International Affairs Bldg	Yuri Shevchuk	3	4/20

UKRN W4021 Introduction to Ukrainian Literature and Culture: Beginnings Through the 19th Century. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: Some familiarity with at least one Slavic language.

UKRN W4033 Early Modernism in Ukrainian Literature. 3 points.
Not offered during 2015-16 academic year.

The course focuses on the rise of modernism in Ukrainian literature in the late 19th century and early 20th century, a period marked by a vigorous, often biting polemic between the populist Ukrainian literary establishment and young Ukrainian writers who were inspired by their European counterparts. Students will read prose, poetry, and drama written by Ivan

Franko, the writers of the Moloda Musa, Olha Kobylianska, Lesia Ukrainka, and Volodymyr Vynnychenko among others. The course will trace the introduction of urban motifs and settings, as well as decadence, into Ukrainian literature and analyze the conflict that ensued among Ukrainian intellectuals as they forged the identity of the Ukrainian people. The course will be supplemented by audio and visual materials reflecting this period in Ukrainian culture. Entirely in English with a parallel reading list for those who read Ukrainian.

UKRN W4037 The Aura of Soviet Ukrainian Modernism. 3 points.

Not offered during 2015-16 academic year.

This course studies the renaissance in Ukrainian culture of the 1920s - a period of revolution, experimentation, vibrant expression and polemics. Focusing on the most important developments in literature, as well as on the intellectual debates they inspired, the course will also examine the major achievements in Ukrainian theater, visual art and film as integral components of the cultural spirit that defined the era. Additionally, the course also looks at the subsequent implementation of the socialist realism and its impact on Ukrainian culture and on the cultural leaders of the renaissance. The course treats one of the most important periods of Ukrainian culture and examines its lasting impact on today's Ukraine. This period produced several world-renowned cultural figures, whose connections with the 1920s Ukraine have only recently begun to be discussed. The course will be complemented by film screenings, presentations of visual art and rare publications from this period. Entirely in English with a parallel reading list for those who read Ukrainian.

UKRN W4040 Twentieth Century Ukrainian Prose. 3 points.
Not offered during 2015-16 academic year.

Prerequisites: A reading knowledge of Ukrainian or fluency in another Slavic language.

SOCIOLOGY

Department Office: 501A Knox; 212-854-4226
<http://www.sociology.columbia.edu>

Director of Undergraduate Studies: Prof. Josh Whitford, 618 Knox; 212-854-3593; jw2212@columbia.edu

Academic Department Administrator: Jacqueline Pineda-Vega, 501B Knox; 212-854-9890; jp2280@columbia.edu

Undergraduate Program Assistant: Dora Arenas, 501A Knox; 212-854-4226; da9@columbia.edu

Sociology is the study of associational life. In examining patterns of association, sociologists explore the interactions of people, communities, and organizations. In this sense, sociology is not the study of people; it is the study of the relationships among people. This study includes the associations between people and the products of human interaction, such as organizations, technologies, economies, cities, culture, media, and religion. In the kinds of questions it asks, sociology is a deeply humanist discipline and sociologists demand the analytic rigor of scientific investigation.

In training students in our department, we encourage them to ask big questions and we work to give them the tools to provide answers. These tools might mean ethnographic observation, pouring through historical archives, looking at census data, analyzing social networks, or interviewing people in various walks of life.

As a bridging discipline that seeks the scientific exploration of questions that matter to human communities, such as inequality and social injustice, sociology addresses many of the same areas of life as our neighboring social science disciplines. Yet we often approach these areas quite differently. For example, problems of economic and political life are a central concern to sociologists. Rather than explore these as independent or particular features of society, we seek to embed them within the complex whole of the social world. Students will find the Department of Sociology to be a broad, demanding department that provides its students with the conceptual and methodological tools to make sense of the opportunities and social problems of the global communities in which we live.

GRADING

A letter grade of C- or better is needed in all Sociology courses in order to satisfy the program requirements.

DEPARTMENTAL HONORS

In order to be considered for departmental honors, majors must have a minimum GPA of 3.6 overall and 3.8 in courses in the Department of Sociology. In addition, students must produce an exceptional honors thesis in the two-semester

Senior Seminar (SOCI W3995-SOCI W3996 (<http://bulletin.columbia.edu/search/?P=SOCI%20W3996>)).

In order to register for the *Senior Seminar*, students must have completed SOCI W3010 Methods for Social Research and have had their research project accepted by the faculty member teaching the Senior Seminar. Submissions of research projects are due by May 1 preceding the seminar. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

FACULTY PROFESSORS

- Karen Barkey
- Peter Bearman
- Courtney Bender (Religion)
- Yinon Cohen
- Jonathan R. Cole
- Thomas A. DiPrete
- Gil Eyal (Chair)
- Priscilla Ferguson (*emerita*)
- Todd Gitlin (Journalism)
- Bruce Kogut (Business)
- Bruce Link (School of Public Health)
- Debra C. Minkoff (Chair, Barnard)
- Alondra Nelson
- Aaron Pallas (Teachers College)
- Jonathan Rieder (Barnard)
- Saskia Sassen
- Seymour Spilerman
- David Stark (also School of International and Public Affairs)
- Julien Teitler (Social Work)
- Diane Vaughan
- Sudhir Alladi Venkatesh
- Amy Stuart Wells (Teachers College)
- Andreas Wimmer

ASSOCIATE PROFESSORS

- Elizabeth Bernstein (Barnard)
- Shamus Khan (Director of Graduate Studies)
- Jennifer Lena (Teachers College)
- Emmanuelle Saada (French and Romance Philology)
- Josh Whitford

ASSISTANT PROFESSORS

- Debbie Becher (Barnard)
- Christel Kesler (Barnard)
- Yao Lu
- Adam Reich
- Carla Shedd

- Van Tran
- Dan Wang (Business School)

LECTURERS

- Denise Milstein
- Teresa Sharpe

ON LEAVE

- Prof. Barkey (2015-2016)
- Prof. DiPrete (Fall 2015)
- Profs. Cohen, Spilerman, Stark (Spring 2016)

REQUIREMENTS

MAJOR IN SOCIOLOGY

The major in sociology requires a minimum of 30-31 points as follows:

Core Courses

The following three courses are required (10 points):

SOCI W1000	The Social World
SOCI W3000	Social Theory
SOCI W3010	Methods for Social Research

Elective Courses

Select six courses (20-21 points) in the Department of Sociology, to include at least three lecture courses (2000- or 3000-level, 3 points each) and at least two seminars (4 points each). The sixth course could be either a lecture course (to a total of 30 points) or a seminar (to a total of 31 points). For students taking the two-semester Senior Seminar, the sixth course must be a seminar. Some examples of electives include:

SOCI W3296	Paris: The Making of a Modern City
SOCI W3324	Global Urbanism
SOCI V3235	Social Movements: Collective Action
SOCI W3490	Mistake, Misconduct, Disaster
SOCI W3671	Media, Culture, & Society in the Age of the Internet
SOCI W3675	Organizing Innovation
SOCI W3900	Societal Adaptations to Terrorism
SOCI W3930	Immigration and Ethnicity in Israel
SOCI W3980	Immigrant New York: The Changing American City
SOCI W3995 - SOCI W3996	Senior Seminar and Senior Seminar
SOCI G4138	Ethno-Religious Identity and Politics in the Middle East and South Asia

* These may include the two-semester *Senior Seminar* (SOCI W3995-SOCI W3996).

CONCENTRATION IN SOCIOLOGY

The concentration in sociology requires a minimum of 20 points as follows:

Core Courses

The following three courses are required (10 points):

SOCI W1000	The Social World
SOCI W3000	Social Theory
SOCI W3010	Methods for Social Research

Elective Courses

Select three courses (10 points) in the Department of Sociology, one of which must be a seminar. Some examples of electives include:

SOCI W3296	Paris: The Making of a Modern City
SOCI W3324	Global Urbanism
SOCI V3235	Social Movements: Collective Action
SOCI W3490	Mistake, Misconduct, Disaster
SOCI W3671	Media, Culture, & Society in the Age of the Internet
SOCI W3675	Organizing Innovation
SOCI W3900	Societal Adaptations to Terrorism
SOCI W3930	Immigration and Ethnicity in Israel
SOCI W3980	Immigrant New York: The Changing American City
SOCI W3995	Senior Seminar
SOCI G4138	Ethno-Religious Identity and Politics in the Middle East and South Asia

COURSES

FALL 2015

SOCI W1000 The Social World. 3 points.

Identification of the distinctive elements of sociological perspectives on society. Readings confront classical and contemporary approaches with key social issues that include power and authority, culture and communication, poverty and discrimination, social change, and popular uses of sociological concepts.

Fall 2015: SOCI W1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/71128	M W 10:10am - 11:25am 501 Schermerhorn Hall	Gil Eyal	3	114/150

Spring 2016: SOCI W1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/19461	M W 10:10am - 11:25am 417 International Affairs Bldg	Shamus Khan	3	225/400

SOCI W3000 Social Theory. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Prerequisites: Sophomore standing.

Required for all sociology majors. Prerequisite: at least one sociology course of the instructor's permission. Theoretical accounts of the rise and transformations of modern society in the 19th and 20th centuries. Theories studied include those of Adam Smith, Tocqueville, Marx, Durkheim, Max Weber, Roberto Michels. Selected topics: individual, society, and polity; economy, class, and status; organization and ideology; religion and society; moral and instrumental action.

Fall 2015: SOCI W3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/72524	T Th 11:40am - 12:55pm 702 Hamilton Hall	Teresa Sharpe	3	84/86

Spring 2016: SOCI W3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/07492	M W 10:10am - 11:25am 328 Milbank Hall	Deborah Becher	3	46

SOCI W3010 Methods for Social Research. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: SOCI W1000 The Social World or Instructor Permission

Required for all Sociology majors. Introductory course in social scientific research methods. Provides a general overview of the ways sociologists collect information about social phenomena, focusing on how to collect data that are reliable and applicable to our research questions.

Fall 2015: SOCI W3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/06191	M W 1:10pm - 2:25pm 324 Milbank Hall	Christel Kesler	4	27

Spring 2016: SOCI W3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/63922	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	Jacob Boersema	4	78

SOCI W3285 Israeli Society and the Israeli-Palestinian Conflict. 3 points.

The purpose of the course is to acquaint students with Israeli society through the lens of the Israeli- Palestinian conflict. The underlying assumption in this course is that much of the social, economic, political, and cultural processes in contemporary

Israel have been shaped by the 100-year Israeli- Arab/Palestinian conflict.

Fall 2015: SOCI W3285

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3285	001/64506	T Th 4:10pm - 5:25pm 103 Knox Hall	Yinon Cohen	3	24/62

SOCI W3324 Global Urbanism. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

Using classical texts about cities (do they still work for us?) and on the diverse new literatures on cities and larger subjects with direct urban implications, we will use a variety of data sets to get a detailed empirical information, and draw on two large ongoing research projects involving major and minor global cities around the world (a total of over 60 cities are covered in detail as of 2008).

Fall 2015: SOCI W3324

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3324	001/12916	M W 6:10pm - 7:25pm 417 International Affairs Bldg	Saskia Sassen	3	393/400

SOCI W3675 Organizing Innovation. 3 points.

This course examines major innovations in organizations and asks whether innovation itself can be organized. We study a range of forms of organizing (e.g., bureaucratic, post-bureaucratic, and open architecture network forms) in a broad variety of settings: from fast food franchises to the military-entertainment complex, from airline cockpits to Wall Street trading rooms, from engineering firms to mega-churches, from scientific management at the turn of the twentieth century to collaborative filtering and open source programming at the beginning of the twenty-first. Special attention will be paid to the relationship between organizational forms and new digital technologies.

Fall 2015: SOCI W3675

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3675	001/70739	T Th 10:10am - 11:25am 717 Hamilton Hall	David Stark	3	68/75

SOCI W3900 Societal Adaptations to Terrorism. 4 points.

Prerequisites: Junior or Senior standing

Examines how countries have adjusted to the threat of terrorism. How the adaptation reflects the pattern of terrorist attacks, as well as structural and cultural features of the society. Adaptations by individuals, families, and organizational actors.

Fall 2015: SOCI W3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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SOCI 3900 001/23962 W 4:10pm - 6:00pm Seymour 4 30/28
602 Northwest Spilerman
Corner

SOCI W3913 Race and Ethnicity in a Global World. 4 points.

This course covers five sections. First, students will explore sociological, historical, biological and anthropological approaches to the study of race and ethnicity. The historical roots of race theory and how race and ethnicity have changed over time in different places will be analyzed. Second, students will explore the role of race and ethnicity during colonialism. Students will read anti-colonial texts on race and racism such as Aime Cesaire, Frantz Fanon, and Steve Biko, but also Western sociologists such as Pierre Bourdieu and George Steinmetz to understand the racial and ethnic dynamic in the various European empires and their colonies. Third, students will explore the construction of self-styled white men's countries—from South Africa, to North America and Australia—in the 18th, 19th, and early 20th century to the final collapse of the last white supremacist regime in South Africa. Fourth, students will examine immigration and race; how the global flow of people impacts on racial hierarchies in countries and the process of racial integration. In particular, the case of Latinos in the United States and beyond will be studied. Finally, the fifth section is about anti-racism. Students will analyze the global movements to end racism and how we can conceptualize and study this process and its progress.

Fall 2015: SOCI W3913

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3913	001/09383	T 8:10am - 10:00am 214 Milbank Hall	Jacob Boersema	4	11

SOCI W3920 Social Networks. 3 points.

This seminar is intended as a theoretical and methodological introduction to social network analysis. Though network analysis is an interdisciplinary endeavor, its roots can be found in classical anthropology and sociology. Network analysis focuses on patterns of relations between actors. Both relations and actors can be defined in many ways, depending on the substantive area of inquiry.

Fall 2015: SOCI W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3920	001/22498	W 4:10pm - 6:00pm 509 Knox Hall	Peter Bearman	3	13/20

SOCI W3980 Immigrant New York: The Changing American City. 4 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

How has immigration transformed New York City? What are the major ethnic groups in the city? How are immigrants and their U.S.-born children incorporated into the city's schools, workplaces and neighborhoods? How will their integration reshape patterns of ethnic and racial inequality in the city? This course will focus on New York City as a case study to highlight

how immigration has transformed the city's demographic, political, socioeconomic and spatial landscape.

Fall 2015: SOCI W3980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3980	001/74208	W 10:10am - 12:00pm 402 Hamilton Hall	Van Tran	4	24/20

SOCI W3995 Senior Seminar. 4 points.

Prerequisites: required methods and theory courses for the major, and the instructor's permission.

Students wishing to qualify for departmental honors must take W3996y. Students carry out individual research projects and write a senior thesis under the supervision of the instructor and with class discussion. Written and oral progress reports.

Fall 2015: SOCI W3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3996	001/12033	M 10:10am - 12:00pm 401 Hamilton Hall	Adam Reich	4	13/20

SPRING 2016

SOCI W1000 The Social World. 3 points.

Identification of the distinctive elements of sociological perspectives on society. Readings confront classical and contemporary approaches with key social issues that include power and authority, culture and communication, poverty and discrimination, social change, and popular uses of sociological concepts.

Fall 2015: SOCI W1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/71128	M W 10:10am - 11:25am 501 Schermerhorn Hall	Gil Eyal	3	114/150

Spring 2016: SOCI W1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/19461	M W 10:10am - 11:25am 417 International Affairs Bldg	Shamus Khan	3	225/400

SOCI W2240 Economy and Society. 3 points.

An introduction to economic sociology. Economic sociology is built around the claim that something fundamental is lost when markets are analyzed separately from other social processes.

We will look especially at how an analysis of the interplay of economy and society can help us to understand questions of efficiency, questions of fairness, and questions of democracy.

Spring 2016: SOCI W2240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 2240	001/72146	M W 1:10pm - 2:25pm	Joshua Whitford	3	130/125

417 International
Affairs Bldg

SOCI W3000 Social Theory. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Prerequisites: Sophomore standing.

Required for all sociology majors. Prerequisite: at least one sociology course of the instructor's permission. Theoretical accounts of the rise and transformations of modern society in the 19th and 20th centuries. Theories studied include those of Adam Smith, Tocqueville, Marx, Durkheim, Max Weber, Roberto Michels. Selected topics: individual, society, and polity; economy, class, and status; organization and ideology; religion and society; moral and instrumental action.

Fall 2015: SOCI W3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/72524	T Th 11:40am - 12:55pm 702 Hamilton Hall	Teresa Sharpe	3	84/86

Spring 2016: SOCI W3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/07492	M W 10:10am - 11:25am 328 Milbank Hall	Deborah Becher	3	46

SOCI W3009 Contemporary Social Theory. 3 points.

This is a survey class that will familiarize students with the most important theoretical developments in post-war sociology.

Spring 2016: SOCI W3009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3009	001/87247	M W 10:10am - 11:25am 707 Knox Hall	Andreas Wimmer	3	7

SOCI W3010 Methods for Social Research. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: SOCI W1000 The Social World or Instructor Permission

Required for all Sociology majors. Introductory course in social scientific research methods. Provides a general overview of the ways sociologists collect information about social phenomena, focusing on how to collect data that are reliable and applicable to our research questions.

Fall 2015: SOCI W3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/06191	M W 1:10pm - 2:25pm 324 Milbank Hall	Christel Kesler	4	27

Spring 2016: SOCI W3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/63922	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	Jacob Boersema	4	78

SOCI W3265 Sociology of Work and Gender. 3 points.

This course examines gender as a flexible but persistent boundary that continues to organize our work lives and our home lives, as well as the relationship between the two spheres. We will explore the ways in which gender affects how work is structured; the relationship between work and home; the household as a place of paid (and unpaid) labor; and how changes in the global economy affect gender and work identities.

Spring 2016: SOCI W3265

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3265	001/60704	T Th 11:40am - 12:55pm 203 Mathematics Building	Teresa Sharpe	3	86/100

SOCI W3490 Mistake, Misconduct, Disaster. 3 points.

How Organizations Fail - the fundamental principles of organizations, examining how and why organizations fail, producing harmful outcomes. Studying failures opens up parts of organizations for public view that are seldom seen; studying the dark side is especially revealing. Students will examine cases to identify the causes of failures and think about what kind of strategies can be developed that prevent failure.

Spring 2016: SOCI W3490

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3490	001/19260	T Th 4:10pm - 5:25pm 310 Fayerweather	Diane Vaughan	3	55/70

SOCI W3909 Deviance and Social Control. 4 points.

In this seminar, we will trace the historic shifts in causal theories of deviance and their significance for the societal response. The readings are classics of social research that have been of great historical impact. They range from the early focus on individual pathologies to sociological explanations, the most recent being attempts to understand deviance as a product of organization factors that result in harmful outcomes. Examples are Katrina, the 2008 financial crisis, and school shootings.

Spring 2016: SOCI W3909

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3909	001/66899	W 4:10pm - 6:00pm 509 Knox Hall	Diane Vaughan	4	16/15

SOCI W3914 Seminar in Inequality, Poverty, and Mobility. 4 points.

This is an undergraduate senior seminar in social stratification. The course focuses on the current American experience with socioeconomic inequality and mobility. The goals of the course are to understand how inequality is conceptualized and measured in the social sciences, to understand the structure of inequality

in the contemporary U.S., to learn the principal theories and evidence for long term trends in inequality, to understand the persistence of poverty and the impact of social policies on American rates of poverty, and to understand the forces that both produce and inhibit intergenerational social mobility in the U.S. Given the nature of the subject matter, a minority of the readings will sometimes involve quantitative social science material. The course does not presume that students have advanced training in statistics, and any readings sections that contain mathematical or statistical content will be explained in class in nontechnical terms as needed. In these instances, our focus will not be on the methods, but rather on the conclusions reached by the author concerning the research question that is addressed in the text.

Spring 2016: SOCI W3914

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3914	001/88046	T 2:10pm - 4:00pm 201 80 Claremont	Thomas DiPrete	4	6/18

SOCI W3915 Stigma and Discrimination. 4 points.

This course considers stigma and discrimination as general processes that apply to a broad range of phenomena, from mental illness to obesity to HIV/AIDS to racial groups. We will use a conceptual framework that considers power and social stratification to be central to stigma and discrimination. We will focus on both macro- and micro-level social processes and their interconnections, and we will draw on literature from both sociology and psychology.

Spring 2016: SOCI W3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3915	001/17041	T 10:10am - 12:00pm 501d Knox Hall	Mark Hatzenbuehler	4	19/20

SOCI W3942 Contemporary Theory and Methods in Historical Sociology. 3 points.

New methods from network analysis and natural language processing are opening up new and exciting opportunities in historical sociology. This course presents the current state of the field through an exploration of its central theoretical themes, its main methodological challenges, and its more representative empirical work, in order to expose students to the way in which these new new approaches are providing new solutions to the old challenges of explanation in historical perspective.

Spring 2016: SOCI W3942

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3942	001/81758	M 12:10pm - 2:00pm 201d Philosophy Hall	Jose Tomas Atria	3	5/15

SOCI W3960 Law, Science, and Society. 4 points.

This course addresses basic contemporary social issues from several angles of vision: from the perspective of scientists, social scientists, legal scholars, and judges. Through the use of case studies, students will examine the nature of theories, evidence,

"facts," proof, and argument as found in the work of scientists and scholars who have engaged the substantive issues presented in the course.

Spring 2016: SOCI W3960

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3960	001/96996	T 10:10am - 12:00pm 546 Green Hall Law Building	Jonathan Cole	4	22/22

SOCI W3962 State-Society Relations in Post-Socialist China: Through the Lens of Social Theory. 3 points.

The course aims to both examine the interplay And interface between state and society in contemporary China, and look at Mechanisms that communicate information across this (at times blurry) boundary.

Spring 2016: SOCI W3962

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3962	001/97948	Th 2:10pm - 4:00pm 613 Hamilton Hall	Abigail Coplin	3	6/15

SOCI W3996 Senior Seminar. 4 points.

Prerequisites: required methods and theory courses for the major, and the instructor's permission.

Students wishing to qualify for departmental honors must take W3996y. Students carry out individual research projects and write a senior thesis under the supervision of the instructor and with class discussion. Written and oral progress reports.

Spring 2016: SOCI W3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3996	001/24748	M 12:10pm - 2:00pm 652 Schermerhorn Hall	Adam Reich	4	10/20

OF RELATED INTEREST

African American Studies

AFAS W4032	Image and Identity in Contemporary Advertising
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Colloquia, Interdepartmental Seminars, and Professional School Offerings

INSM W3950	Friendship in Asian and Western Civilization
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Sociology (Barnard)

SOCI W3010	Methods for Social Research
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Women's and Gender Studies

WMST V1001	Introduction to Women's and Gender Studies
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STATISTICS

Statistics Department Office:

1005 School of Social Work (1255 Amsterdam Avenue);
212-851-2132
<http://www.stat.columbia.edu>

Statistics Major and Concentration Advising:

Daniel Rabinowitz, 1014 School of Social Work; 212-851-2141;
dan@stat.columbia.edu

Economics-Statistics Major Advising:

Economics: Susan Elmes, 1006 International Affairs Building;
212-854-9124; se5@columbia.edu
Statistics: Daniel Rabinowitz, 1014 School of Social Work;
212-851-2141; dan@stat.columbia.edu

Mathematics-Statistics Major Advising:

Mathematics: Ioannis Karatzas, 619 Mathematics; 212-854-3177;
ik@math.columbia.edu
Statistics: Daniel Rabinowitz, 1014 School of Social Work;
212-851-2141; dan@stat.columbia.edu

Political Science—Statistics Major Advising:

Political Science: Robert Shapiro, 726 International Affairs
Building; 212-854-3944; rys2@columbia.edu
Statistics: Daniel Rabinowitz, 1014 School of Social Work;
212-851-2141; dan@stat.columbia.edu

Department Administrator:

Dood Kalicharan, 1003 School of Social Work; 212-851-2130;
dk@stat.columbia.edu

The department offers introductory survey courses, a concentration in applied statistical methods, a major in statistics, and interdepartmental majors with the Departments of Computer Science, Economics, Mathematics, and Political Science.

The three survey courses serve as an introduction for consumers of statistics, as prerequisites in other departments, and for students considering going on to the concentration or the major. They vary in their mathematical sophistication: *STAT W1001 Introduction to Statistical Reasoning* is designed for students who have taken a pre-calculus course—and the emphasis is on general principles; *STAT W1111 Introduction to Statistics* (without calculus) is designed for students with some mathematical maturity but who would prefer not to exercise their calculus—and the emphasis is on practical issues; and *STAT W1211 Introduction to Statistics* (with calculus) is designed for students who have taken some calculus—and the emphasis is on theory.

Four courses, *STAT W2024 Applied Linear Regression Analysis*, *STAT W2025 Applied Statistical Methods*, *STAT W2026 Statistical Applications and Case Studies*, and *STAT W3026 Applied Data Mining*, together with any one of the introductory survey courses and one semester of research experience form a concentration in applied statistics appropriate for students

preparing for a career or future study where skills in data analysis are valued.

The statistics major augments the practical training of the concentration with a comprehensive introduction to the mathematical and theoretical foundations of probability theory and statistical inference. The foundation courses include prerequisites in mathematics, *STAT W3105 Introduction to Probability*, *STAT W3107 Introduction to Statistical Inference*, and *STAT W3315 Linear Regression Models*.

Students interested in careers as statisticians or careers in finance or in actuarial science choose to major in statistics.

ADVANCED PLACEMENT

The department grants 3 credits for a score of 5 on the AP Statistics exam. Students who are required to take an introductory statistics course for their major should check with their major adviser to determine if this credit provides exemption from their requirement.

DEPARTMENTAL HONORS

Students are considered for departmental honors on the basis of GPA and the comprehensiveness and difficulty of the study program. For departmental honors in an interdisciplinary major, students must also meet the standard in the other department. Normally no more than 10% of graduating majors receive departmental honors in a given academic year.

SUMMER INTERNSHIP IN APPLIED STATISTICS

Columbia College, Barnard College, SEAS, and General Studies students may apply to the department's summer internship program. The internship provides summer housing and a stipend. Students work with Statistics Department faculty mentors on applications of statistics. Applicants should send statement of interest and a transcript to Ms. Dood Kalicharan in the Statistics Department office by the first of April.

FACULTY PROFESSORS

- David Blei (Computer Science)
- Mark Brown
- Richard R. Davis
- Victor H. de la Peña
- Andrew Gelman (Political Science)
- Shaw-Hwa Lo
- David Madigan
- Ioannis Karatzas (Mathematics)
- Liam Paninski
- Philip Protter
- Michael Sobel
- Daniel Rabinowitz

- Zhiliang Ying

ASSOCIATE PROFESSORS

- Jose Blanchet (Industrial Engineering and Operations Research)
- Jingchen Liu
- Bodhisattva Sen
- Tian Zheng

ASSISTANT PROFESSORS

- John Cunningham
- Yang Feng
- Lauren Hannah
- Arian Maleki
- Rahul Mazumder
- Sumit Mukherjee
- Marcel Nutz
- Peter Orbanz

TERM ASSISTANT PROFESSORS

- Emanuel Ben-David
- Giovanni Motta
- Hongzhong Zhang

ADJUNCT PROFESSORS

- Demissie Alemayehu
- Flavio Bartmann
- Guy Cohen
- Regina Dolgoarshinnykh
- Anthony Donoghue
- Hammou Elbarmi
- Birol Emir
- Irene Hueter
- James Landwehr
- Ha Nguyen

LECTURERS IN DISCIPLINE

- Banu Baydil
- Ronald Neath
-

REQUIREMENTS

MAJOR IN STATISTICS

The requirements for this program were modified in February 2015. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

The major should be planned with the director of undergraduate studies as early as possible. Courses in which the grade of D has

been received do not count toward the major. The requirements for the major are as follows:

Introductory Courses

Select one of the following courses:

STAT W1001	Introduction to Statistical Reasoning
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

Required Courses

MATH V1101	Calculus I
STAT W3103	Mathematical Methods for Statistics
STAT W3105	Introduction to Probability
STAT W3107	Introduction to Statistical Inference
STAT W3315	Linear Regression Models

And select one of the following courses:

COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1005	Introduction to Computer Science and Programming in MATLAB
ENGI E1006	Introduction to Computing for Engineers and Applied Scientists
COMS W1007	Honors Introduction to Computer Science

Five Electives (chosen from the Statistics Department offerings)

Electives Example 1: For students preparing for a career in actuarial science:

STAT W4440	Linear Regression and Time Series Methods
STAT W4543	Survival Analysis
ACTU K4821	Actuarial Methods
ACTU K4830	Stochastic Processes for Actuarial Science
STAT W4840	Theory of Interest

Electives Example 2: For students preparing for a career in finance:

STAT W4290	Statistical Methods in Finance
STAT W4437	Time Series Analysis
STAT W4635	Stochastic Processes for Finance
STAT G6505	Stochastic Methods In Finance
STAT G6503	Statistical Inference and Time-Series Modelling

Electives Example 3: For students preparing for a career in the health sciences, five of:

STAT W4240	Data Mining
STAT W4325	Generalized Linear Models
STAT W4330	Multilevel Models
STAT W4335	Sample Surveys
STAT W4413	Nonparametric Statistics
STAT W4543	Survival Analysis

Electives Example 4: For students preparing for quantitative research in the social sciences, five of:

STAT W2025	Applied Statistical Methods
STAT W3026	Applied Data Mining
STAT W4325	Generalized Linear Models
STAT W4330	Multilevel Models
STAT W4335	Sample Surveys
STAT W4413	Nonparametric Statistics

Electives Example 5: For students preparing for quantitative research in the biological sciences, five of:

STAT W2024	Applied Linear Regression Analysis
STAT W2025	Applied Statistical Methods
STAT W2026	Statistical Applications and Case Studies
STAT W3026	Applied Data Mining
STAT W4325	Generalized Linear Models
STAT W4330	Multilevel Models
STAT W4543	Survival Analysis
STAT W4606	Elementary Stochastic Processes

Electives Example 6: For students preparing for graduate study in statistics:

MATH W4061 - MATH W4062	Introduction To Modern Analysis I and Introduction To Modern Analysis II
STAT W4606	Elementary Stochastic Processes

And select two or more of the following courses:

STAT W4240	Data Mining
STAT W4330	Multilevel Models
STAT W4335	Sample Surveys
STAT W4437	Time Series Analysis
STAT W4543	Survival Analysis
STAT W4413	Nonparametric Statistics

Electives Example 7: For students seeking training in applied statistics and data mining

STAT W2024	Applied Linear Regression Analysis
STAT W2025	Applied Statistical Methods
STAT W2026	Statistical Applications and Case Studies

STAT W4240 Data Mining

And select one of the following courses:

STAT W4325	Generalized Linear Models
STAT W4330	Multilevel Models
STAT W4335	Sample Surveys
STAT W4413	Nonparametric Statistics
STAT W4437	Time Series Analysis
STAT W4543	Survival Analysis

Approved variations of the major requirements include the following:

- Students may replace STAT W1001 Introduction to Statistical Reasoning, STAT W1111 Introduction to Statistics (without calculus), or STAT W1211 Introduction to Statistics (with calculus) with *PSYC W1610* ([http://](http://bulletin.columbia.edu/search/?P=PSYC%20W1610)

bulletin.columbia.edu/search/?P=PSYC%20W1610) *Introductory Statistics for Behavioral Scientists*.

- Students may replace STAT W3103 Mathematical Methods for Statistics with MATH V1102 Calculus II and *MATH V2010* (<http://bulletin.columbia.edu/search/?P=MATH%20V2010>) *Linear Algebra*. MATH V1201 Calculus III also is recommended.
- Students may replace STAT W3105 Introduction to Probability with *STAT W4105* (<http://bulletin.columbia.edu/search/?P=STAT%20W4105>) *Introduction to Probability*; *STAT W3107* (<http://bulletin.columbia.edu/search/?P=STAT%20W3107>) *Introduction to Statistical Inference* with *STAT W4107* (<http://bulletin.columbia.edu/search/?P=STAT%20W4107>) *Introduction to Statistical Inference*; and STAT W3315 Linear Regression Models with STAT W4315 Linear Regression Models. Students may also replace STAT W3105 Introduction to Probability and *STAT W3107 Introduction to Statistical Inference* with the six point course *STAT W4109* (<http://bulletin.columbia.edu/search/?P=STAT%20W4109>) *Introduction to Probability and Statistics*.
- Students preparing for a career in actuarial science may replace *STAT W3315* (<http://bulletin.columbia.edu/search/?P=STAT%20W3315>) *Linear Regression Models* with STAT W4440 Linear Regression and Time Series Methods, and should discuss with the director of undergraduate studies how to include in their study plan additional courses approved for Validation by Educational Experience by the Society of Actuaries.
- Students may replace up to two statistics electives with approved advanced mathematics electives.
- Students preparing for doctoral study in statistics should consider *MATH W4061* (<http://bulletin.columbia.edu/search/?P=MATH%20W4061>) *Introduction To Modern Analysis* and *MATH W4062* (<http://bulletin.columbia.edu/search/?P=MATH%20W4062>) *Introduction To Modern Analysis* and may wish to enroll in doctoral level courses in statistics.

CONCENTRATION IN STATISTICS

Courses in which the grade of D has been received do not count towards the concentration. The requirements for the concentration are as follows.

Introductory Courses

Select one of the following courses:

STAT W1001	Introduction to Statistical Reasoning
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

Required Courses

STAT W2024	Applied Linear Regression Analysis
STAT W2025	Applied Statistical Methods

STAT W2026	Statistical Applications and Case Studies
STAT W3026	Applied Data Mining
STAT W3997	Independent Research

- Students may replace courses required for the concentration by approved Statistics Department offerings numbered above 4200. *MATH V1101* (<http://bulletin.columbia.edu/search/?P=MATH%20V1101>) *Calculus I* and one of COMS W1004 Introduction to Computer Science and Programming in Java, COMS W1005 Introduction to Computer Science and Programming in MATLAB, ENGI E1006 Introduction to Computing for Engineers and Applied Scientists, or COMS W1007 Honors Introduction to Computer Science are recommended.

MAJOR IN COMPUTER SCIENCE-STATISTICS

In response to the ever growing importance of "big data" in scientific and policy endeavors, the last few years have seen an explosive growth in theory, methods, and applications at the interface between computer science and statistics. The Statistics Department and the Department of Computer Science have responded with a joint-major that emphasizes the interface between the disciplines.

Prerequisites

MATH V1101	Calculus I
MATH V1102	Calculus II
MATH V1201	Calculus III
MATH V2010	Linear Algebra

Statistics

Introductory Courses

Select one of the following courses:

STAT W1001	Introduction to Statistical Reasoning
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

Required Courses

STAT W3105 or STAT W4105	Introduction to Probability
STAT W3107 or STAT W4107	Introduction to Statistical Inference
STAT W3315 or STAT W4315	Linear Regression Models
STAT W4400 or COMS W4771	Statistical Machine Learning Machine Learning

Computer Science

Introductory Courses

Select one of the following courses:

COMS W1004	Introduction to Computer Science and Programming in Java
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COMS W1005	Introduction to Computer Science and Programming in MATLAB
ENGI E1006	Introduction to Computing for Engineers and Applied Scientists
COMS W1007	Honors Introduction to Computer Science

And select one of the following courses:

COMS W3134	Data Structures in Java
COMS W3136	Data Structures with C/C++
COMS W3137	Honors Data Structures and Algorithms

Required Courses

COMS W3203	Discrete Mathematics: Introduction to Combinatorics and Graph Theory
COMS W3210	Scientific Computation
CSOR W4231	Analysis of Algorithms I

Electives

Statistics

Select two of the following courses:

STAT W3026	Applied Data Mining
STAT W4240	Data Mining
STAT W4199	Statistical Computing in SAS
STAT W4242	Introduction to Data Science
STAT W4606	Elementary Stochastic Processes
STAT W4249	Applied Data Science

Computer Science

Select one of the following courses:

COMS W3261	Computer Science Theory
COMS W4236	Introduction to Computational Complexity
COMS W4252	Introduction to Computational Learning Theory
COMS W4111	Introduction to Databases
COMS W4130	Principles and Practice of Parallel Programming

Any COMS W47xx course

MAJOR IN ECONOMICS-STATISTICS

Please read *Requirements for all Economics Majors, Concentrators, and Interdepartmental Majors* in the Economics (p. 379) section of this Bulletin.

The major in Economics-Statistics provides students with a grounding in economic theory comparable to that of the general economics major, but also exposes students to a more rigorous and extensive statistics training. This program is recommended for students with strong quantitative skills and for those contemplating graduate studies in economics.

Two advisers are assigned for the interdepartmental major, one in the Department of Economics and one in the Department of Statistics. The economics adviser can only advise on economics

requirements and the statistics adviser can only advise on statistics requirements.

Students who declare prior to Spring 2014:

The economics-statistics major requires a total of 53 points: 23 in economics, 15 points in statistics, 12 points in mathematics, and 3 points in computer science, as follows:

Economics Core Courses

Complete the Economics core courses.

Economics Electives

Select three electives at the 3000-level or above, of which no more than one may be a Barnard course.

Mathematics

Select one of the following sequences:

MATH V1101	Calculus I
- MATH V1102	and Calculus II
- MATH V1201	and Calculus III
- MATH V2010	and Linear Algebra

MATH V1207	Honors Mathematics A
- MATH V1208	and Honors Mathematics B

Statistics

STAT W1211	Introduction to Statistics (with calculus)
STAT W3105	Introduction to Probability
STAT W3107	Introduction to Statistical Inference
STAT W4315	Linear Regression Models

Select one elective (excluding STAT W1001, STAT W1111, STAT W2110, and SIEO W4150).

Computer Science

Select one of the following courses:

COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1005	Introduction to Computer Science and Programming in MATLAB
COMS W1007	Honors Introduction to Computer Science

Seminar

ECON W4918	Seminar In Econometrics
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Students who declare in Spring 2014 or beyond:

In addition to the above requirements, students are required to take three ECON electives at the 3000-level or above.

MAJOR IN MATHEMATICS-STATISTICS

The program is designed to prepare the student for: (1) a career in industries such as finance and insurance that require a high level of mathematical sophistication and a substantial knowledge of probability and statistics; and (2) graduate study in quantitative disciplines. Students choose electives in finance, actuarial science, operations research, or other quantitative fields

to complement requirements in mathematics, statistics, and computer science.

Mathematics

Select one of the following sequences:

MATH V1101	Calculus I
- MATH V1102	and Calculus II
- MATH V1201	and Calculus III
- MATH V2010	and Linear Algebra
- MATH V2500	and Analysis and Optimization

MATH V1207	Honors Mathematics A
- MATH V1208	and Honors Mathematics B
- MATH V2500	and Analysis and Optimization

Statistics

Introductory Courses

Select one of the following courses:

STAT W1001	Introduction to Statistical Reasoning
STAT W1111	Introduction to Statistics (without calculus)
STAT W1211	Introduction to Statistics (with calculus)

Required Courses

STAT W3105	Introduction to Probability
STAT W3107	Introduction to Statistical Inference
STAT W3315	Linear Regression Models
And select one of the following courses:	
STAT W4606	Elementary Stochastic Processes
STAT W4635	Stochastic Processes for Finance
STAT G6505	Stochastic Methods In Finance

Computer Science

Select one of the following courses:

COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1005	Introduction to Computer Science and Programming in MATLAB
ENGI E1006	Introduction to Computing for Engineers and Applied Scientists
COMS W1007	Honors Introduction to Computer Science

An advanced Computer Science offering in programming

Electives

An approved selection of three advanced courses in mathematics, statistics, applied mathematics, industrial engineering and operations research, computer science, or approved mathematical methods courses in a quantitative discipline. At least one elective must be a Mathematics Department course numbered 3000 or above.

- Students interested in modeling applications are recommended to take *MATH V3027* (<http://bulletin.columbia.edu/search/?P=MATH%20V3027>) *Ordinary Differential Equations* and *MATH V3028* (<http://bulletin.columbia.edu/search/?P=MATH%20V3028>) *Partial Differential Equations*.

- Students interested in finance are recommended to take MATH W4071 Introduction to the Mathematics of Finance, STAT W4290 Statistical Methods in Finance, and STAT W4437 Time Series Analysis.
- Students interested in graduate study in mathematics or in statistics are recommended to take MATH W4061 Introduction To Modern Analysis I and MATH W4062 Introduction To Modern Analysis II.
- Students interested in actuarial sciences should discuss with the Statistics Department adviser how to include courses approved for the Society of Actuaries' Validation by Educational Experience requirements, and how to prepare for the Actuaries' exams. Students must obtain approval for their elective selection from both the mathematics and statistics advisers.
- Students may replace *STAT W3105* (<http://bulletin.columbia.edu/search/?P=STAT%20W3105>) *Introduction to Probability* with *STAT W4105* (<http://bulletin.columbia.edu/search/?P=STAT%20W4105>) *Introduction to Probability*, *STAT W3107* Introduction to Statistical Inference with *STAT W4107* (<http://bulletin.columbia.edu/search/?P=STAT%20W4107>) *Introduction to Statistical Inference*, *STAT W3315* (<http://bulletin.columbia.edu/search/?P=STAT%20W3315>) *Linear Regression Models* with *STAT W4315* Linear Regression Models or *STAT W4440* (<http://bulletin.columbia.edu/search/?P=STAT%20W4440>) *Linear Regression and Time Series Methods*, and students may replace *STAT W3105* (<http://bulletin.columbia.edu/search/?P=STAT%20W3105>) *Introduction to Probability* and *STAT W3107* (<http://bulletin.columbia.edu/search/?P=STAT%20W3107>) *Introduction to Statistical Inference* with the combined course *STAT W4109* (<http://bulletin.columbia.edu/search/?P=STAT%20W4109>) *Introduction to Probability and Statistics*.

MAJOR IN POLITICAL SCIENCE–STATISTICS

The interdepartmental major of political science–statistics is designed for students who desire an understanding of political science to pursue advanced study in this field and who also wish to have at their command a broad range of sophisticated statistical tools to analyze data related to social science and public policy research.

Students should be aware of the rules regarding the use of the Pass/D/Fail option. Courses in which a grade of D has been received do not count toward the major requirements.

Political science–statistics students are eligible for all prizes reserved for political science majors.

Students take courses in mathematics and 31 or 34 points in political science, statistics, and computer science.

Political Science

Select one of the following introductory courses in one of the major subfields:

American Politics:

POLS W1201	Introduction to American Government Politics
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Comparative Politics:

POLS V1501	Introduction to Comparative Politics
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International Relations:

POLS V1601	Introduction to International Politics
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Political Theory:

POLS V1013	Political Theory
POLS W4133	Political Thought - Classical and Medieval

POLS W4134	Modern Political Thought
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Select 6 points in the same subfield as the introductory course.

Select a 4-point seminar in the same subfield.

POLS W4910 - POLS W4911	Principles of Quantitative Political Research and Analysis of Political Data
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Statistics

Select one of the following introductory courses:

STAT W1001	Introduction to Statistical Reasoning
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STAT W1111	Introduction to Statistics (without calculus)
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STAT W1211	Introduction to Statistics (with calculus)
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Select one of the following sequences:

STAT W3103 - STAT W3105 - STAT W3107 - STAT W3315	Mathematical Methods for Statistics and Introduction to Probability and Introduction to Statistical Inference and Linear Regression Models
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STAT W2024 - STAT W2025 - STAT W2026 - STAT W3026	Applied Linear Regression Analysis and Applied Statistical Methods and Statistical Applications and Case Studies and Applied Data Mining
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Select an approved elective in a statistics or a quantitatively oriented course in a social science.

Computer Science

Select one of the following courses:

COMS W1004	Introduction to Computer Science and Programming in Java
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COMS W1005	Introduction to Computer Science and Programming in MATLAB
------------	--

ENGI E1006	Introduction to Computing for Engineers and Applied Scientists
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COMS W1007	Honors Introduction to Computer Science
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Students may substitute *STAT W4105* (<http://bulletin.columbia.edu/search/?P=STAT%20W4105>) *Introduction*

to *Probability* for *STAT W3105* (<http://bulletin.columbia.edu/search/?P=STAT%20W3105>) *Introduction to Probability*, *STAT W4107* (<http://bulletin.columbia.edu/search/?P=STAT%20W4107>) *Introduction to Statistical Inference* for *STAT W3107* *Introduction to Statistical Inference*, and *STAT W4315* (<http://bulletin.columbia.edu/search/?P=STAT%20W4315>) *Linear Regression Models* for *STAT W3315* (<http://bulletin.columbia.edu/search/?P=STAT%20W3315>) *Linear Regression Models*.

Students preparing for advanced study in statistics should take the *STAT W3105* *Introduction to Probability*, *STAT W3107* *Introduction to Statistical Inference*, *STAT W3315* (<http://bulletin.columbia.edu/search/?P=STAT%20W3315>) *Linear Regression Models* sequence and should consider substituting *MATH V1101* (<http://bulletin.columbia.edu/search/?P=MATH%20V1101>) *Calculus I*, *MATH V1102* (<http://bulletin.columbia.edu/search/?P=MATH%20V1102>) *Calculus II*, and *MATH V2010* (<http://bulletin.columbia.edu/search/?P=MATH%20V2010>) *Linear Algebra* for *STAT W3103* (<http://bulletin.columbia.edu/search/?P=STAT%20W3103>) *Mathematical Methods for Statistics*.

Students preparing to apply statistical methods should take the *STAT W2024* (<http://bulletin.columbia.edu/search/?P=STAT%20W2024>) *Applied Linear Regression Analysis*, *STAT W2025* (<http://bulletin.columbia.edu/search/?P=STAT%20W2025>) *Applied Statistical Methods*, *STAT W2026* (<http://bulletin.columbia.edu/search/?P=STAT%20W2026>) *Statistical Applications and Case Studies*, *STAT W3026* (<http://bulletin.columbia.edu/search/?P=STAT%20W3026>) *Applied Data Mining* sequence.

Students may replace the *POLS V1013* (<http://bulletin.columbia.edu/search/?P=POLS%20V1013>) *Political Theory*, *POLS W4133* *Political Thought - Classical and Medieval*, or *POLS W4134* (<http://bulletin.columbia.edu/search/?P=POLS%20W4134>) *Modern Political Thought* requirement with *COCI C1101* (<http://bulletin.columbia.edu/search/?P=COCI%20C1101>) *Introduction To Contemporary Civilization* and *COCI C1102* (<http://bulletin.columbia.edu/search/?P=COCI%20C1102>) *Introduction To Contemporary Civilization* (CC students) or *COCI F1101* *Contemporary Civilization* and *COCI F1102* *Contemporary Civilization* (GS students).

COURSES

INTRODUCTORY COURSES

STAT W1001 Introduction to Statistical Reasoning. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: some high school algebra.

A friendly introduction to statistical concepts and reasoning with emphasis on developing statistical intuition rather than on mathematical rigor. Topics include design of experiments,

descriptive statistics, correlation and regression, probability, chance variability, sampling, chance models, and tests of significance.

Fall 2015: STAT W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/12458	M W 10:10am - 11:25am 517 Hamilton Hall	Anthony Donoghue	3	59/86
STAT 1001	002/19909	T Th 10:10am - 11:25am 517 Hamilton Hall	Ronald Neath	3	75/86
STAT 1001	003/72879	F 11:40am - 2:25pm 417 Mathematics Building	Guy Cohen	3	48/54

Spring 2016: STAT W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/25430	T Th 6:10pm - 7:25pm 413 Kent Hall	Anthony Donoghue	3	42/90
STAT 1001	002/76197	M W 10:10am - 11:25am 517 Hamilton Hall	Guy Cohen	3	83/86

STAT W1111 Introduction to Statistics (without calculus). 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: intermediate high school algebra.

Designed for students in fields that emphasize quantitative methods. Graphical and numerical summaries, probability, theory of sampling distributions, linear regression, analysis of variance, confidence intervals and hypothesis testing. Quantitative reasoning and data analysis. Practical experience with statistical software. Illustrations are taken from a variety of fields. Data-collection/analysis project with emphasis on study designs is part of the coursework requirement.

Fall 2015: STAT W1111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1111	001/27287	M W 11:40am - 12:55pm 207 Mathematics Building	Banu Baydil	3	119/152
STAT 1111	002/26194	T Th 11:40am - 12:55pm 614 Schermerhorn Hall	Banu Baydil	3	91/120
STAT 1111	003/72481	T Th 6:10pm - 7:25pm 517 Hamilton Hall	David Rios	3	60/86

Spring 2016: STAT W1111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1111	001/63988	M W 8:40am - 9:55am 517 Hamilton Hall	Banu Baydil	3	66/86
STAT 1111	002/16318	T Th 8:40am - 9:55am	Banu Baydil	3	75/150

STAT 1111 003/27544	207 Mathematics Building	Banu Baydil 3	51/86
	T Th 6:10pm - 7:25pm		
	702 Hamilton Hall		

STAT W1211 Introduction to Statistics (with calculus). 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: one semester of calculus.

Designed for students who desire a strong grounding in statistical concepts with a greater degree of mathematical rigor than in *STAT W1111*. Random variables, probability distributions, pdf, cdf, mean, variance, correlation, conditional distribution, conditional mean and conditional variance, law of iterated expectations, normal, chi-square, F and t distributions, law of large numbers, central limit theorem, parameter estimation, unbiasedness, consistency, efficiency, hypothesis testing, p-value, confidence intervals, maximum likelihood estimation. Serves as the pre-requisite for *ECON W3412*.

Fall 2015: STAT W1211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1211	001/17270	M W 8:40am - 9:55am 207 Mathematics Building	Birol Emir	3	78/120
STAT 1211	002/68112	T Th 8:40am - 9:55am 310 Fayerweather	Frank Caridi	3	39/96
STAT 1211	003/26680	M W 6:10pm - 7:25pm 517 Hamilton Hall	Ha Nguyen	3	82/86
STAT 1211	004/70688	F 11:40am - 2:25pm 304 Hamilton Hall	Yang Kang	3	40/42

Spring 2016: STAT W1211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1211	001/62942	M W 11:40am - 12:55pm 517 Hamilton Hall	Frank Caridi	3	26/86
STAT 1211	002/28135	T Th 11:40am - 12:55pm 309 Havemeyer Hall	Ronald Neath	3	146/160
STAT 1211	003/66199	T Th 6:10pm - 7:25pm 310 Fayerweather	Ha Nguyen	3	87/96
STAT 1211	004/22815	M W 6:10pm - 7:25pm 517 Hamilton Hall	Sheela Kolluri	3	57/86

SIEO W4150 Introduction to Probability and Statistics. 3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1101* and *MATH V1102* or the equivalent.

A quick calculus-based tour of the fundamentals of probability theory and statistical inference. Probability models, random variables, useful distributions, expectations, law of large numbers, central limit theorem, point and confidence interval estimation, hypothesis tests, linear regression. Students seeking a more thorough introduction to probability and statistics should consider *STAT W3105* and *W3107*.

Fall 2015: SIEO W4150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SIEO 4150	001/23640	T Th 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Philip Protter	3	101/120
SIEO 4150	002/25922	M W 4:10pm - 5:25pm 833 Seeley W. Mudd Building	Antonius Dieker	3	113/100

Spring 2016: SIEO W4150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SIEO 4150	001/11720	M W 7:40pm - 8:55pm 417 International Affairs Bldg	Irene Hueter	3	236/200

COURSES FOR UNDERGRADUATES

STAT W2024 Applied Linear Regression Analysis. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one of *STAT W1001*, *W1111*, or *W1211*.

Develops critical thinking and data analysis skills for regression analysis in science and policy settings. Simple and multiple linear regression, non-linear and logistic models, random-effects models, penalized regression methods. Implementation in a statistical package. Optional computer-lab sessions. Emphasis on real-world examples and on planning, proposing, implementing, and reporting.

Fall 2015: STAT W2024

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2024	001/76861	M W 2:40pm - 3:55pm 517 Hamilton Hall	Yang Feng	3	62/86

STAT W2025 Applied Statistical Methods. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *STAT W2024*.

Classical nonparametric methods, permutation tests; contingency tables, generalized linear models, missing data, causal inference, multiple comparisons. Implementation in statistical software. Emphasis on conducting data analyses and reporting the results. Optional weekly computer-lab sessions.

Spring 2016: STAT W2025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2025	001/22273	M W 1:10pm - 2:25pm	James Landwehr	3	46/60

903 School Of
Social Work

STAT W2026 Statistical Applications and Case Studies. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *STAT W2025*.

A sample of topics and application areas in applied statistics. Topic areas may include: Markov processes and Queuing theory; Meta-Analysis of clinical trial research; Receiver-Operator Curves in Medical Diagnosis; Spatial statistics with applications in geology, astronomy, and epidemiology; Multiple comparisons in bio-informatics; Causal modeling with missing data; statistical methods in genetic epidemiology; Stochastic analysis of neural spike train data; Graphical models for computer and social network data.

Fall 2015: STAT W2026

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2026	001/16756	T Th 2:40pm - 3:55pm 503 Hamilton Hall	Susanna Makela	3	22/54

STAT W3026 Applied Data Mining. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Data Mining is a dynamic and fast growing field at the interface of Statistics and Computer Science. The emergence of massive datasets containing millions or even billions of observations provides the primary impetus for the field. Such datasets arise, for instance, in large-scale retailing, telecommunications, astronomy, computational and statistical challenges. This course will provide an overview of current practice in data mining. Specific topics covered with include databases and data warehousing, exploratory data analysis and visualization, descriptive modeling, predictive modeling, pattern and rule discovery, text mining, Bayesian data mining, and causal inference. The use of statistical software will be emphasized.

Spring 2016: STAT W3026

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3026	001/64662	T Th 8:40am - 9:55am 903 School Of Social Work	Birol Emir	3	22/40

STAT W3051 Math Finance in Continuous Time. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH V3050*.

This follows *MATH V3050*. Basic concepts in probability theory, and then advanced concepts, including Brownian motion, stochastic calculus, expectation, Radon-Nikodym theorem, Girsanov's theorem, stochastic differential equations (including Black-Merton-Scholes), options and hedging, stochastic interest rates, forwards and futures. Formal proofs will be eschewed in favor of understanding concepts.

FOUNDATION FOR ADVANCED COURSES

STAT W3103 Mathematical Methods for Statistics. 6 points.

Prerequisites: *MATH V1101* or the instructor's permission.

A fast-paced coverage of those aspects of the differential and integral calculus of one and several variables and of the linear algebra required for the core courses in the Statistics major. The mathematical topics are integrated with an introduction to computing. Students seeking more comprehensive background should replace this course with *MATH V1102* and *V2010* and any *COMS* course numbered from *W1003* to *W1009*.

Fall 2015: STAT W3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3103	001/12183	M T W Th 1:10pm - 2:25pm 903 School Of Social Work	Lauren Hannah	6	6/20

STAT W3105 Introduction to Probability. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *MATH V1101* and *V1102* or the equivalent.

A calculus-based introduction to probability theory. A quick review of multivariate calculus is provided. Topics covered include random variables, conditional probability, expectation, independence, Bayes' rule, important distributions, joint distributions, moment generating functions, central limit theorem, laws of large numbers and Markov's inequality.

Fall 2015: STAT W3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3105	001/70964	M W 10:10am - 11:25am 903 School Of Social Work	Shaw-Hwa Lo	3	50/60

STAT W3107 Introduction to Statistical Inference. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *STAT W3105* or *W4105*, or the equivalent.

Calculus-based introduction to the theory of statistics. Useful distributions, law of large numbers and central limit theorem, point estimation, hypothesis testing, confidence intervals maximum likelihood, likelihood ratio tests, nonparametric procedures, theory of least squares and analysis of variance.

Spring 2016: STAT W3107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3107	001/22829	T Th 2:40pm - 3:55pm 602 Hamilton Hall	Sumit Mukherjee	3	75/86

STAT W3315 Linear Regression Models. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *STAT W3107* (or *STAT W4150*) and *STAT W3103* (or *MATH V1101*, *V1102*, and *V2110*).

Theory and practice of regression analysis. Simple and multiple regression, testing, estimation, prediction, and confidence procedures, modeling, regression diagnostics and plots, polynomial regression, colinearity and confounding, model selection, geometry of least squares. Extensive use of the computer to analyse data. Equivalent to *STAT W4315*, except that enrollment is limited to undergraduate students.

Fall 2015: STAT W3315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3315	001/29535	T Th 10:10am - 11:25am 503 Hamilton Hall	Tian Zheng	3	30/54

STAT W4105 Introduction to Probability. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH V1101* and *V1102* or the equivalent. A calculus-based introduction to probability theory. Topics covered include random variables, conditional probability, expectation, independence, Bayes' rule, important distributions, joint distributions, moment generating functions, central limit theorem, laws of large numbers and Markov's inequality.

Fall 2015: STAT W4105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4105	001/22951	M W 4:10pm - 5:25pm 329 Pupin Laboratories	Larry Wright	3	99/110
STAT 4105	002/72983	F 1:10pm - 3:55pm 310 Fayerweather	Michael Sobel	3	49/96

Spring 2016: STAT W4105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4105	001/16629	M W 6:10pm - 7:25pm 310 Fayerweather	Abolfazal Safikhani	3	96/96

STAT W4107 Introduction to Statistical Inference. 3 points.

Prerequisites: *STAT W3105* or *W4105*, or the equivalent.

Calculus-based introduction to the theory of statistics. Useful distributions, law of large numbers and central limit theorem, point estimation, hypothesis testing, confidence intervals, maximum likelihood, likelihood ratio tests, nonparametric procedures, theory of least squares and analysis of variance.

Fall 2015: STAT W4107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4107	001/71643	M W 1:10pm - 2:25pm 517 Hamilton Hall	Mark Brown	3	57/86

Spring 2016: STAT W4107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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STAT 4107	001/70209	T Th 6:10pm - 7:25pm 312 Mathematics Building	Ronald Neath	3	87/123
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STAT W4109 Introduction to Probability and Statistics. 6 points.

Prerequisites: *MATH V1101* and *V1102* or the equivalent. Combines *STAT W4105* and *W4107* into a single fast-space one semester course.

Fall 2015: STAT W4109

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4109	001/16705	M W 1:10pm - 3:55pm 501 Northwest Corner	Victor de la Pena	6	108/164
STAT 4109	002/70076	T Th 1:10pm - 3:55pm 501 Northwest Corner	Bodhisattva Sen	6	160/164
STAT 4109	003/23146	T Th 10:10am - 12:40pm 903 School Of Social Work	Regina Dolgoarshinnykh	6	48/45
STAT 4109	D04/92192	T Th 10:10am - 12:40pm 903 School Of Social Work	Regina Dolgoarshinnykh	6	34/45

STAT W4315 Linear Regression Models. 0 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *STAT W3107* or the equivalent, *MATH V1101*, *V1102*, *V2110* or the program adviser's permission.

Theory and practice of regression analysis, Simple and multiple regression, including testing, estimation, and confidence procedures, modeling, regression diagnostics and plots, polynomial regression, colinearity and confounding, model selection, geometry of least squares. Extensive use of the computer to analyse data.

Fall 2015: STAT W4315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4315	001/26444	T Th 4:10pm - 5:25pm 207 Mathematics Building	Ronald Neath	0	121/160
STAT 4315	002/60897	M W 4:10pm - 5:25pm 501 Northwest Corner	Pawel Polak	0	128/160
STAT 4315	003/70711	F 8:40am - 11:25am 903 School Of Social Work	Ronald Neath	0	42/45
STAT 4315	D04/13146	F 8:40am - 11:25am 903 School Of Social Work	Ronald Neath	0	35/45

Spring 2016: STAT W4315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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STAT 4315 001/64576 T Th 4:10pm - Pawel Polak 0 50/86
5:25pm
517 Hamilton Hall

ADVANCED COURSES

STAT W4200 Applied Statistics. 3 points.

The purpose of this class is twofold. First, we will discuss a) the purposes that statistics is used for in applications, b) a number of practical considerations that you might not see in your other courses, c) basic ideas of sampling, sampling theory and survey research, d) basic ideas of experimentations, including, matching, blocking, random assignment, randomization based inference, e) observational studies, types of and uses. Second, we will introduce the general linear model/linear regression analysis/analysis of variance. We will start with descriptive linear regression. Assumptions will be added to construct the general linear model. Variations on the basic model will then be discussed, for example, weighted least squares, non-linear least squares. Both frequentist and Bayesian approaches will be discussed.

STAT W4201 Advanced Data Analysis. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: *STAT W4315*. At least one of *W4290*, *W4325*, *W4330*, *W4437*, *W4413*, *W4543* is recommended.

This is a course on getting the most out of data. The emphasis will be on hands-on experience, involving case studies with real data and using common statistical packages. The course covers, at a very high level, exploratory data analysis, model formulation, goodness of fit testing, and other standard and non-standard statistical procedures, including linear regression, analysis of variance, nonlinear regression, generalized linear models, survival analysis, time series analysis, and modern regression methods. Students will be expected to propose a data set of their choice for use as case study material.

Fall 2015: STAT W4201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4201	001/17380	F 6:10pm - 8:55pm 301 Pupin Laboratories	Demissie Alemayehu	3	249/272

Spring 2016: STAT W4201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4201	001/13115	M W 6:10pm - 7:25pm 501 Northwest Corner	Jingchen Liu	3	94/164

STAT W4240 Data Mining. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: Linear Algebra, Calculus, and an introductory class in statistics.

Corequisites: either *STAT W3105* or *W4105*, and either *STAT W3107* or *W4107*.

Data Mining is a dynamic and fast growing field at the intersection of statistics and computer science, driven by the growing prevalence of large data sets. This course covers the elementary theory of bias-variance trade-offs and cross-validation in supervised learning, and surveys methods for regression, classification, and clustering. Students implement the methods on large and small data sets using a statistical package.

Fall 2015: STAT W4240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4240	001/75616	M W 6:10pm - 7:25pm 501 Schermerhorn Hall	Giovanni Motta	3	152/189
STAT 4240	002/69100	T Th 6:10pm - 7:25pm 408 Zankel	Daniel Rabinowitz	3	116/213
STAT 4240	003/64043	Sa 8:40am - 11:25am 903 School Of Social Work	Daniel Rabinowitz	3	29/45
STAT 4240	D04/28279	Sa 8:40am - 11:25am 903 School Of Social Work	Daniel Rabinowitz	3	32/45

Spring 2016: STAT W4240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4240	001/77521	M W 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Lauren Hannah	3	75/110
STAT 4240	002/69947	T Th 6:10pm - 7:25pm 717 Hamilton Hall	Giovanni Motta	3	42/86

STAT W4249 Applied Data Science. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *STAT W4242* Data Mining and familiarity with R or Python data mining tools. Students with similar but not exact preparation are encouraged to discuss with the instructor. This course will incorporate knowledge and skills covered in a statistical curriculum with topics and projects in data science. Programming will be covered using existing tools in R. Computing best practices will be taught using test-driven development, version control, and collaboration. Students finish the class with a portfolio on GitHub, and deeper understanding of several core statistical/machine-learning algorithms. Bi-weekly project cycles throughout the semester provide students extensive hands-on experience with various data-driven applications.

Spring 2016: STAT W4249

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4249	001/28376	W 2:40pm - 5:25pm 903 School Of Social Work	Tian Zheng	3	50/50

STAT W4290 Statistical Methods in Finance. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *STAT W3107* or *W4107*.

A fast-paced introduction to statistical methods used in quantitative finance. Financial applications and statistical methodologies are intertwined in all lectures. Topics include regression analysis and applications to the Capital Asset Pricing Model and multifactor pricing models, principal components and multivariate analysis, smoothing techniques and estimation of yield curves statistical methods for financial time series, value at risk, term structure models and fixed income research, and estimation and modeling of volatilities. Hands-on experience with financial data.

Fall 2015: STAT W4290

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4290	001/64460	F 10:10am - 12:40pm 517 Hamilton Hall	Hammou ElBarmi	3	81/86
STAT 4290	002/91247	T Th 11:40am - 12:55pm 503 Hamilton Hall	Dan Wang	3	27/54

Spring 2016: STAT W4290

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4290	001/61202	F 10:10am - 12:40pm 312 Mathematics Building	Hammou ElBarmi	3	105/110
STAT 4290	002/17468	Sa 10:10am - 12:40pm 207 Mathematics Building	Dan Wang	3	66/96

STAT W4325 Generalized Linear Models. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *STAT W4315*.

Statistical methods for rates and proportions, ordered and nominal categorical responses, contingency tables, odds-ratios, exact inference, logistic regression, Poisson regression, generalized linear models.

Spring 2016: STAT W4325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4325	001/63942	M W 7:40pm - 8:55pm 517 Hamilton Hall	Rongning Wu	3	66/86

STAT W4330 Multilevel Models. 0 points.

BC: Fulfillment of General Education Requirement:
Quantitative and Deductive Reasoning (QUA).

Prerequisites: *STAT W4315*.

Theory and practice, including model-checking, for random and mixed-effects models (also called hierarchical, multi-level models). Extensive use of the computer to analyse data.

STAT W4335 Sample Surveys. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *STAT W3107* or *W4107*.

Introductory course on the design and analysis of sample surveys. How sample surveys are conducted, why the designs are used, how to analyze survey results, and how to derive from first principles the standard results and their generalizations. Examples from public health, social work, opinion polling, and other topics of interest.

Fall 2015: STAT W4335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4335	001/26494	Sa 1:10pm - 3:40pm 717 Hamilton Hall	Emanuel Ben-David	3	26/54

STAT W4400 Statistical Machine Learning. 0 points.

Prerequisites: Calculus I and Linear Algebra.

The course will provide an introduction to Machine Learning and its core models and algorithms. The aim of the course is to provide students of statistics with detailed knowledge of how Machine Learning methods work and how statistical models can be brought to bear in computer systems - not only to analyze large data sets, but to let computers perform tasks that traditional methods of computer science are unable to address. Examples range from speech recognition and text analysis through bioinformatics and medical diagnosis. This course provides a first introduction to the statistical methods and mathematical concepts which make such technologies possible.

Fall 2015: STAT W4400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4400	001/60639	T Th 4:10pm - 5:25pm 417 International Affairs Bldg	John Cunningham	0	138/110

Spring 2016: STAT W4400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4400	001/13983	T Th 4:10pm - 5:25pm 417 International Affairs Bldg	John Cunningham	0	222/320

STAT W4413 Nonparametric Statistics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC:
Fulfillment of General Education Requirement: Quantitative and
Deductive Reasoning (QUA).

Prerequisites: *STAT W3107* or *W4107*.

Statistical inference without parametric model assumption.
Hypothesis testing using ranks, permutations, and order

statistics. Nonparametric analogs of analysis of variance. Non-parametric regression, smoothing and model selection.

Spring 2016: STAT W4413

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4413	001/70581	T Th 7:40pm - 8:55pm 614 Schermerhorn Hall	Pawel Polak	3	45/123

STAT W4415 Multivariate Statistical Inference. 0 points.

Prerequisites: W4315

Multivariate normal distribution, multivariate regression and classification; canonical correlation; graphical models and Bayesian networks; principal components and other models for factor analysis; SVD; discriminant analysis; cluster analysis.

Spring 2016: STAT W4415

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4415	001/69401	T Th 11:40am - 12:55pm 516 Hamilton Hall	Mengqian Lu	0	43/54

STAT W4437 Time Series Analysis. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: STAT W4315 or the equivalent.

Least squares smoothing and prediction, linear systems, Fourier analysis, and spectral estimation. Impulse response and transfer function. Fourier series, the fast Fourier transform, autocorrelation function, and spectral density. Univariate Box-Jenkins modeling and forecasting. Emphasis on applications. Examples from the physical sciences, social sciences, and business. Computing is an integral part of the course.

Fall 2015: STAT W4437

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4437	001/14103	M W 7:40pm - 8:55pm 517 Hamilton Hall	Abolfazal Safikhani	3	38/86

Spring 2016: STAT W4437

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4437	001/14470	T Th 1:10pm - 2:25pm 207 Mathematics Building	Abolfazal Safikhani	3	158/152
STAT 4437	002/65089	Sa 2:40pm - 4:40pm 207 Mathematics Building	Dan Wang	3	54/152

STAT W4440 Linear Regression and Time Series Methods. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: STAT W4107 or the program adviser's permission. A one semester course covering: Simple and multiple regression, including testing, estimation, and confidence procedures,

modeling, regression diagnostics and plots, polynomial regression, colinearity and confounding, model selection, geometry of least squares. Linear time series models. Autoregressive, moving average and ARIMA models. Estimation and forecasting with time series models. Confidence intervals and prediction error. Students may not receive credit for more than two of STAT W4315, W4437, and W4440. Satisfies the SOA VEE requirements in regression and in time-series.

Fall 2015: STAT W4440

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4440	001/25526	M W 2:40pm - 3:55pm 702 Hamilton Hall	Flavio Bartman	3	59/86

Spring 2016: STAT W4440

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4440	001/13034	M W 2:40pm - 3:55pm 313 Fayerweather	Flavio Bartman	3	55/78

STAT W4543 Survival Analysis. 0 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: STAT W4315.

Survival distributions, types of censored data, estimation for various survival models, nonparametric estimation of survival distributions, the proportional hazard and accelerated lifetime models for regression analysis with failure-time data. Extensive use of the computer.

Spring 2016: STAT W4543

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4543	001/74157	T Th 6:10pm - 7:25pm 903 School Of Social Work	Michael Shnaidman	0	17/50

STAT W4606 Elementary Stochastic Processes. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: STAT W3105, W4105, or the equivalent.

Review of elements of probability theory. Poisson processes. Renewal theory. Wald's equation. Introduction to discrete and continuous time Markov chains. Applications to queueing theory, inventory models, branching processes.

Fall 2015: STAT W4606

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4606	001/27171	M W 11:40am - 12:55pm 517 Hamilton Hall	Mark Brown	3	58/86

Spring 2016: STAT W4606

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4606	001/20472	M W 1:10pm - 2:25pm	Mark Brown	3	124/152

207 Mathematics
Building

STAT W4635 Stochastic Processes for Finance. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *STAT W3105*, *W4105*, or equivalent.
This course covers theory of stochastic processes applied to finance. It covers concepts of Martingales, Markov chain models, Brownian motion. Stochastic Integration, Ito's formula as a theoretical foundation of processes used in financial modeling. It also introduces basic discrete and continuous time models of asset price evolutions in the context of the following problems in finance: portfolio optimization, option pricing, spot rate interest modeling.

Spring 2016: STAT W4635

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4635	001/16998	T Th 2:40pm - 3:55pm 207 Mathematics Building	Philip Protter	3	74/152

STAT W4640 Bayesian Statistics. 3 points.

Bayesian vs frequentist, prior and posterior distributions, conjugate priors, informative and non-informative prior subjective and objective bayes, oneand two sample problems, models for normal data, models for binary data, multivariate normal shrinkage, bayesian linear models, bayesian computation (start early), MCMC algorithms, the Gibbs sampler, hierarchical models, empirical bayes, hypothesis testing, bayes factors, model selection, software: R and WinBUGS

Spring 2016: STAT W4640

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4640	001/14692	F 1:10pm - 3:40pm 501 Northwest Corner	Ronald Neath	3	109/164

STAT W4840 Theory of Interest. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH V1101* or the equivalent.
Introduction to the mathematical theory of interest as well as the elements of economic and financial theory of interest. Topics include rates of interest and discount; simple, compound, real, nominal, effective, dollar (time)-weighted; present, current, future value; discount function; annuities; stocks and other instruments; definitions of key terms of modern financial analysis; yield curves; spot (forward) rates; duration; immunization; and short sales. The course will cover determining equivalent measures of interest; discounting; accumulating; determining yield rates; and amortization.

Fall 2015: STAT W4840

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4840	001/74344	T Th 6:10pm - 7:25pm	Hongzhong Zhang	3	87/100

329 Pupin
Laboratories
Th 6:10pm - 8:00pm
Online Only

STAT 4840 D02/65897

Tahir Qadir 3 12/75

Spring 2016: STAT W4840

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4840	D02/66147	W 6:10pm - 8:00pm Online Only	Tahir Qadir 3		6/50

OF RELATED INTEREST

Industrial Engineering and Operations Research

SIEO W4150	Introduction to Probability and Statistics
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SUSTAINABLE DEVELOPMENT

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Sustainable development is founded on the premise that human well-being should advance without irreparable harm to ecosystems and the vital services they provide, without depleting essential resources, and without posing risks to future generations. The term "sustainable" refers to managing the world's economy in a manner consistent with the continued healthy functioning of Earth's ecosystems, oceans, atmosphere and climate. In this context, "development" refers to continued social, political, and economic progress aimed at improving the well-being of the global community, especially for the poorest people.

ACADEMIC PROGRAMS

The Earth Institute—in collaboration with Columbia College, the School of General Studies, the School of International and Public Affairs, and the Departments of Earth and Environmental Science; Ecology, Evolution, and Environmental Biology; and Earth and Environmental Engineering—offers a major and a special concentration in sustainable development.

These programs are designed to: engage students in this emergent interdisciplinary discussion, provide knowledge of the theory and practice of sustainable development, stimulate a critical examination of historical and conceptual antecedents, provide experience in the complex challenges of sustainable development through direct engagement, and help them imagine alternative futures for our rapidly changing world. With help from the Earth Institute faculty, courses are specifically created to address the very real and complex issues of development as they relate to the interactions of the natural and social systems.

The major focuses heavily on the sciences and provides students with a working knowledge of issues on a range of interacting subject areas. After declaring the major, students are assigned an academic adviser from within the Earth Institute, who advises on class selection and career development. Students benefit from a support system of faculty, advisers, and program managers, and

have access to the multitude of resources for internships, study abroad programs, and career development.

The special concentration is intentionally more flexible, but its structure allows students to benefit from the cross-disciplinary courses and to build the expertise to allow them to address the fundamental issue of how to move towards a trajectory of sustainability.

The sustainable development program is structured to ensure that students graduate with the skills and knowledge to enable them to advance professionally in the public, private, governmental, and nonprofit sectors, and to pursue advanced degrees. Those interested in sustainable development are encouraged to participate in lectures, conferences, and other programs sponsored by the Earth Institute.

GRADING

A letter grade of C- or better is needed in all program-related courses in order to satisfy the program requirements.

FACULTY COMMITTEE FOR SUSTAINABLE DEVELOPMENT

- Steven Cohen (The Earth Institute and School of International and Public Affairs)
- Peter Coleman (Psychology and Teachers College)
- Patricia Culligan (Civil Engineering and Engineering Mechanics)
- Ruth DeFries (Ecology, Evolution, and Environmental Biology) (Co-Chair)
- Peter deMenocal (Earth and Environmental Sciences)
- Joseph Graziano (Mailman School of Public Health)
- Kevin Griffin (Earth and Environmental Sciences) (Co-Chair)
- Upmanu Lall (Earth and Environmental Engineering)
- Edward Lloyd (Law School)
- Alberto Medina (Latin American and Iberian Cultures)
- Michele Moody-Adams (Philosophy)
- Shahid Naeem (Ecology, Evolution, and Environmental Biology)
- Stephanie Pfirman (Environmental Science, Barnard)
- Robert Pollack (Biological Sciences)
- Victoria Rosner (General Studies)
- Wolfram Schlenker (Economics)
- Elliott Sclar (Graduate School of Architecture, Planning, and Preservation)
- Sam Sia (Biomedical Engineering)
- Sara Tjossem (School of International and Public Affairs)
- Kathryn Yatrakis (Columbia College)

REQUIREMENTS

MAJOR IN SUSTAINABLE DEVELOPMENT

The sustainable development foundation courses should be taken first and students should then work with the program adviser on further course selection and sequencing.

The major in sustainable development requires a minimum of 15 courses and a practicum as follows:

Sustainable Development Foundation

SDEV W1900	Introduction to Sustainable Development Seminar
SDEV W2300	Challenges of Sustainable Development
EESC W2330	Science for Sustainable Development

Basic Disciplinary Foundation

Select one of the following science sequences:

PHYS V1202 - PHYS V1202	General Physics II and General Physics II
CHEM W1403 - CHEM W1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
EEEB W2001 - EEEB W2002	Environmental Biology I: Elements to Organisms and Environmental Biology II: Organisms to the Biosphere
EAEE E2100 - EESC W1600	A better planet by design and Earth Resources and Sustainable Development
EESC V2100 - EESC V2200	Earth's Environmental Systems: Climate and Earth's Environmental Systems: Solid Earth
EESC V2100 - EESC V2300	Earth's Environmental Systems: Climate and Earth's Environmental Systems: Life Systems

Select two of the following social science courses:

SOCI W1000	The Social World
ANTH V1002	The Interpretation of Culture
ECON W1105	Principles of Economics
POLS V1501	Introduction to Comparative Politics
POLS V1601	Introduction to International Politics
SDEV W2000	Introduction to Environmental Law
SDEV W3400	Human Populations and Sustainable Development

Select one of the following quantitative foundations courses:

STAT W1211	Introduction to Statistics (with calculus)
MATH V2010	Linear Algebra

STAT W2024	Applied Linear Regression Analysis
STAT W2025	Applied Statistical Methods
STAT W2026	Statistical Applications and Case Studies
EEEB W3005	Introduction to Statistics for Ecology and Evolutionary Biology
EESC BC3017	Environmental Data Analysis
STAT W3026	Applied Data Mining
STAT W3105	Introduction to Probability
STAT W3107	Introduction to Statistical Inference
STAT W4105	Introduction to Probability
STAT W4107	Introduction to Statistical Inference
STAT W4315	Linear Regression Models
STAT W4606	Elementary Stochastic Processes

Analysis and Solutions to Complex Problems

Select two of the following courses:

EESC BC3032	Agricultural and Urban Land Use: Human-Environment Interactions
EESC BC3045	Responding to Climate Change
PUBH W3100	Fundamentals of Global Health
SDEV W3200	Global Food Systems
CIEE E3260	Engineering for developing communities
SDEV W3330	Ecological and Social Systems for Sustainable Development
SDEV W3355	Climate Change and Law
SDEV W3360	Disasters and Development
SDEV W3366	Energy Law
SDEV W3410	Urbanization and Sustainable Development
URBS V3565	Cities in Developing Countries: Problems and Prospects
ECIA W4100	Management and development of water systems
EAEE W4304	Closing the carbon cycle
PLAN A4579	Introduction to Environmental Planning
EESC W4600	Earth Resources and Sustainable Development
The Summer Ecosystems Experience for Undergraduates (SEE-U) *	

Skills/Actions

Select two of the following courses:

SDEV W2320	Economic and Financial Methods for Sustainable Development
SOCI W3010	Methods for Social Research
SDEV W3390	GIS for Sustainable Development
SDEV W3450	Spatial Analysis and Modeling for Sustainable Development
SDEV W4015	Complexity Science
EESC W4050	Global Assessment and Monitoring Using Remote Sensing
SUMA K4100	Sustainability Management

EAEE E4257 Environmental data analysis and modeling

The Summer Ecosystems Experience for Undergraduates (SEE-U) *

Electives

Select one of the following courses:

SUMA K4310 Practicum in Innovation Sustainability Leadership

INAF U4420 Oil, Rights and Development

SUMA K4734 Earth Institute Practicum

Select two of the following:

Additional courses from analysis and solutions to complex problem

Additional courses from skills/actions

Upper division courses from the list approved by program adviser

EESC W3901 Environmental Science Senior Seminar
- EESC BC3800 and Senior Research Seminar

Capstone Workshop

SDEV W3280 Workshop in Sustainable Development

or SDEV W3550 Bangladesh: Life on a Tectonically Active Delta

* The Summer Ecosystem Experiences for Undergraduates (SEE-U): Please note that students in the major or the special concentration who take SEE-U as a 6-point course can use 3 points towards the Complex Problems requirement and 3 points towards the Skills/Action requirement. If SEE-U is taken for 3 points, it can only count as one Complex Problems class.

SPECIAL CONCENTRATION IN SUSTAINABLE DEVELOPMENT

In addition to the requirements of the special concentration, students must complete a major or a full concentration.

The sustainable development foundation courses should be taken first and students should then work with the program adviser on further course selection and sequencing.

The special concentration in sustainable development requires a minimum of 9 courses and a practicum as follows:

Sustainable Development Foundation

SDEV W1900 Introduction to Sustainable Development Seminar

SDEV W2300 Challenges of Sustainable Development

EESC W2330 Science for Sustainable Development

Natural Science Systems

Select one of the following courses:

EEEB W1001 Biodiversity

EESC W1003 Climate and Society: Case Studies

EESC W1011/W1411 Earth: Origin, Evolution, Processes, Future

EESC W1201 Environmental Risks and Disasters

PHYS W1201 General Physics I

CHEM W1403 General Chemistry I (Lecture)

EESC W1600 Earth Resources and Sustainable Development

EEEB W2002 Environmental Biology II: Organisms to the Biosphere

EAEE E2100 A better planet by design

EESC W2100 Earth's Environmental Systems: The Climate System

EESC W2200 Earth's Environmental Systems: The Solid Earth System

Human Science Systems

Select one of the following courses:

SOCI W1000 The Social World

ANTH V1002 The Interpretation of Culture

ECON W1105 Principles of Economics

POLS V1501 Introduction to Comparative Politics

POLS V1601 Introduction to International Politics

SDEV W2000 Introduction to Environmental Law

SDEV W3400 Human Populations and Sustainable Development

Analysis and Solutions to Complex Problems

Select two of the following courses:

EESC BC3032 Agricultural and Urban Land Use: Human-Environment Interactions

EESC BC3045 Responding to Climate Change

PUBH W3100 Fundamentals of Global Health

SDEV W3200 Global Food Systems

CIEE E3260 Engineering for developing communities

SDEV W3330 Ecological and Social Systems for Sustainable Development

SDEV W3355 Climate Change and Law

SDEV W3360 Disasters and Development

SDEV W3366 Energy Law

SDEV W3410 Urbanization and Sustainable Development

URBS V3565 Cities in Developing Countries: Problems and Prospects

ECIA W4100 Management and development of water systems

EAEE W4304 Closing the carbon cycle

PLAN A4579 Introduction to Environmental Planning

EESC W4600 Earth Resources and Sustainable Development

The Summer Ecosystem Experiences for Undergraduates (SEE-U) *

Skills/Actions

Select one of the following courses:

SDEV W2320	Economic and Financial Methods for Sustainable Development
SCNC W3010	Science, technology and society
SOCI W3010	Methods for Social Research
SDEV W3390	GIS for Sustainable Development
SDEV W3450	Spatial Analysis and Modeling for Sustainable Development
SDEV W4015	Complexity Science
EESC W4050	Global Assessment and Monitoring Using Remote Sensing
SUMA K4100	Sustainability Management
EAE E4257	Environmental data analysis and modeling
The Summer Ecosystem Experiences for Undergraduates (SEE-U) *	

Practicum

Select one of the following courses:

SUMA K4310	Practicum in Innovation Sustainability Leadership
INAF U4420	Oil, Rights and Development
SUMA K4734	Earth Institute Practicum

Capstone Workshop

SDEV W3280	Workshop in Sustainable Development
or SDEV W3550	Bangladesh: Life on a Tectonically Active Delta

* The Summer Ecosystem Experiences for Undergraduates (SEE-U): Please note that students in the major or the special concentration who take SEE-U as a 6-point course can use 3 points towards the Complex Problems requirement and 3 points towards the Skills/Action requirement. If SEE-U is taken for 3 points, it can only count as one Complex Problems class.

COURSES**SDEV W1900 Introduction to Sustainable Development Seminar. 1 Point.**

Open to prospective sustainable development majors and concentrators only.

The course is designed to be a free flowing discussion of the principals of sustainable development and the scope of this emerging discipline. This course will also serve to introduce the students to the requirements of the undergraduate program in sustainable development and the content of the required courses in both the special concentration and the major. The focus will be on the breadth of subject matter, the multidisciplinary nature of the scholarship and familiarity with the other key courses in the program. Offered in the Fall and Spring.

Term	Section	Call Number	Instructor	Times/Location
Fall 2015	001	61030	Jason Smerdon	M 11:40am - 12:55pm

Spring 2016	001	18646	Jason Smerdon	520 Mathematics Building M 11:40am - 12:55pm 963 Ext Schermerhorn Hall
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SDEV W2000 Introduction to Environmental Law. 3 Points.

The course provides an overview of environmental law for students without a legal background. It examines U.S. statutes and regulations regarding air, water, hazardous and toxic materials, land use, climate change, endangered species, and the like, as well as international environmental issues. After completing the course students should be equipped to understand how the environmental laws operate, the role of the courts, international treaties and government agencies in implementing environmental protection, and techniques used in addressing these issues.

Term	Section	Call Number	Instructor	Times/Location
Spring 2016	001	28697	Philip Weinberg	M W 10:10am - 11:25am 103 Knox Hall

SDEV W2300 Challenges of Sustainable Development. 3 Points.

This course provides an introduction to the interdisciplinary field of sustainable development, drawing on the most recent developments in social and physical sciences. The course describes the interactions between physical ecology and economic development, and it stresses the ways in which they impact each other. Ecological constraints (climate, disease ecology, physical resources such as soils and energy sources, topography and transport conditions) significantly shape the patterns of economic development, demography, and wealth and poverty. At the same time, anthropogenic activities (farming, resource depletion, demographic stresses, and energy use) change the physical environment. The course offers a rigorous treatment of the field and aims to provide students with an understanding of economic development and its relation to nature's processes. Offered in the Spring.

Term	Section	Call Number	Instructor	Times/Location
Spring 2016	001	88946	Joel Cohen	M W 8:40am - 9:55am 209 Havemeyer Hall

SDEV W2320 Economic and Financial Methods for Sustainable Development. 3 Points.

Prerequisites: Principles of Economics and one semester of calculus.

The objective of this course is to introduce students to the skills and methods necessary to understand and evaluate the economic and financial aspects of sustainable development. Throughout the course, students will compare competing objectives and policies through the prism of economic & financial reasoning. Environmental economics and finance are broad areas covering all the multi-faceted and complex interactions between the

economic system and the natural environment. Financial markets are the primary source of signals used to direct economic activity in a capitalist global economy. Economic activity is the primary determinant of the quality and sustainability of the natural environment. Students interested in sustainable development who are unfamiliar with economics and who do not develop a facility with economic and financial concepts are severely handicapped in their efforts to increase the level of environmental responsibility embedded in economic activity. This course is intended to provide students with a flying introduction to key analytical concepts required to understand topics in environmental economics and finance and to introduce them to selected topics within the field. The first part of the course (the Analytical Toolbox) is designed to provide a set of portable skills for two sets of students: a) those who will work in fields specifically devoted to sustainable development who, as part of their work, will need to engage with sources of economic & financial information and with discourses where sustainable development is not a focus; and b) students who may end up following careers in organizations where sustainability is not the primary objective. The topics and readings in the second part of the course were chosen to facilitate a critical engagement with the broad intellectual framework underlying sustainable development from the perspective of economics and finance. The topics are intended to create a community of intellectual discourse on sustainable development that will spill over beyond the classroom to the conversations of students and alumni that will far outlive graduation. Offered in the Fall.

Term	Section	Call Number	Instructor	Times/Location
Fall 2015	001	26596	Satyajit Bose	M W 1:10pm - 2:25pm 516 Hamilton Hall

SDEV W3200 Global Food Systems. 3 Points.
Not offered during 2015-16 academic year.

Concerns about food shortages, land use, climate change and biodiversity have created an urgent need for interdisciplinary researchers, practitioners and policy-makers focused on agriculture. Developing sound solutions that improve agricultural production systems in a sustainable way demands in-depth knowledge of key disciplines underpinning tropical agricultural production systems as well as a good understanding of the broader biophysical, economic and socio-cultural context. Focusing on agricultural science, including biophysical and socioeconomic factors, farming systems, technology, crop and soil management, and current policy issues in agriculture and food production, with a focus on the tropics and subtropics, this course will give key insights into how to improve environmental quality, nutrition and farmers' incomes through sustainable agricultural practices in developing countries.

SDEV W3280 Workshop in Sustainable Development. 4 Points.

Open to sustainable development seniors only.

The upper level undergraduate Sustainable Development Workshop will be modeled on client based graduate-level workshops, but with more time devoted to methods of applied policy analysis and issues in Sustainable Development. The heart of the course is the group project on an issue of sustainable development with a faculty advisor providing guidance and ultimately grading student performance. Students would receive instruction on methodology, group work, communication and the context of policy analysis. Much of the reading in the course would be project-specific and identified by the student research teams. Offered in Fall and Spring. For registration issues contact Jessica Sotomayor (jsotomayor@ei.columbia.edu).

Term	Section	Call Number	Instructor	Times/Location
Fall 2015	001	83785	Stuart Gaffin	T Th 12:10pm - 2:00pm 601b Fairchild Life Sciences Bldg
Fall 2015	002	93450	Radley Horton	M W 10:10am - 12:00pm 308 Diana Center
Spring 2016	001	22097	Stuart Gaffin	T Th 12:10pm - 2:00pm 309 Hamilton Hall
Spring 2016	002	26798	Radley Horton	M W 10:10am - 12:00pm 252 Engineering Terrace

SDEV W3310 Ethics of Sustainable Development. 3 Points.

Aiming to improve human conditions within many diverse environments, sustainable development seeks to create, increase and perpetuate benefit and to cease, rectify and reverse harm. Sustainable development is consequently inextricable from the fabric of ethics, woven with determinations of benefit and harm to the existence and well-being of both humans and nonhumans. Underlying such determinations are those of self- and other-regarding motivation and behavior; and underlying these are still others, of sensitivity and rationality in decision-making, whether individual, social or public. Sustainable development is interlaced with and contingent upon all these determinations, at once prescriptive and judgmental, which can be called the ethics of sustainable development. This course is divided into four main sections, of which two are intended to show the ethical fallacies of unsustainable development, and two, the ethical pathways of sustainable development. The first section focuses upon ethically problematic basic assumptions, including human (species) hegemony, happy (hedonic) materialism, and selective (data) denial. The second focuses upon ethically problematic ensuing rationalizations, including those pertaining to damages, victims, consequences and situations of climatic, chemical, biological and ecological harm. The third section responds to these rationalizations with ethically vital considerations of earth justice, environmental justice, culturally-based ethics, and sector-based ethics (water, food, place and climate ethics). Finally, the fourth section responds to the initial, longstanding problematic assumptions with a newly emergent ethical paradigm, comprising

biotic wholeness, environmental integrity and the deliberative zero-goal. Tying all sections together is the central theme: to be sustainable, development must be ethical. Reflecting the collaborative quality of the field of sustainable development, the course extends to readings whose authors have all pursued their work at intersections of science and ethics, environment and ethics, policy and ethics, business and ethics, and sustainable development and ethics.

Term	Section	Call Number	Instructor	Times/Location
Spring 2016	001	67198	Adela Gondek	T Th 1:10pm - 2:25pm 601 Fairchild Life Sciences Bldg

SDEV W3330 Ecological and Social Systems for Sustainable Development. 3 Points.

Prerequisites: *SDEV W2300* Challenges of Sustainable Development; *EESC W2330* Science for Sustainable Development.

The course provides an overview of the complex relationships between ecological and social systems. The course focuses on basic principles in understanding these relationships. After the students are introduced to these basic concepts, the course will focus on three current topics central to Sustainable Development for in-depth study. The emphasis is on the multiple perspectives - environmental, social and economic - required to understand and develop solutions to problems in sustainable development. The three topics are: conservation of biodiversity, payments for ecosystem services, and the ecology of food production. We expect these topics to vary from year to year to keep pace with current topics. The following areas will be covered.: -What is an ecosystem? How are social and ecological systems linked through the flow of energy and materials? -What are the characteristics of coupled human-natural systems? How do these systems function? -What are the current topics in sustainable development that require understanding of social and ecological systems? -For each topic (protection of biodiversity, ecosystem services, ecology of food production), what are the environmental, economic, and social perspectives important for sustainable solutions? How can critical thinking be applied to balance these perspectives to derive sustainable solution? -Data analysis and approaches to analyze ecosystems and options for sustainable development. Offered in the Fall.

Term	Section	Call Number	Instructor	Times/Location
Fall 2015	001	29574	Ruth DeFries	M W 10:10am - 11:25am 325 Pupin Laboratories

SDEV W3355 Climate Change and Law. 3 Points.

Enrollment limited to 15.

The purpose of this course is to provide students with a broad introduction to the field of climate law in the United States and at the international level. The course begins with an overview of the causes and effects of global climate change and the methods available to control and adapt to it. We then

examine the negotiation, implementation and current status of the United Nations Framework Convention on Climate Change, the Kyoto Protocol, and the Copenhagen Accord. The focus then turns to the past and proposed actions of the U.S. Congress, the executive branch and the courts, as well as regional, state and municipal efforts. The Clean Air Act, the National Environmental Policy Act and the Endangered Species Act will receive special attention. We evaluate the various legal tools that are available to address climate change, including cap-and-trade schemes; carbon taxation; command-and-control regulation; litigation; securities disclosures; and voluntary action. The roles of energy efficiency, renewable energy sources, carbon capture and sequestration, and forestry and agriculture each receive close attention. Implications for international human rights, international trade, environmental justice, and international and intergenerational equity are discussed. The course concludes with examination of the special challenges posed by China; proposals for adaptation and geoengineering; and business opportunities and the role of lawyers. Offered in the Spring.

Term	Section	Call Number	Instructor	Times/Location
Spring 2016	001	10996	Michael Gerrard	T Th 9:10am - 10:30am 102a Jerome L Greene Hall

SDEV W3360 Disasters and Development. 3 Points.

Prerequisites: *EESC 2330*; *SDEV W2300*.

Human welfare status is very unevenly distributed throughout the globe – some of us live very comfortable lives, others remain in desperate poverty showing little progress away from their condition. Between are countries that are rapidly developing and converging toward the welfare of the richest. At all levels of economic development human activities place significant pressure on the environment and threatens all of Earth's vital functions and support systems for human life. This challenge requires timely responses based on solid understanding of the human/environment interface, technological and economic approaches to mitigate adverse effects on the environment, and routes to understanding the complex dynamics of the coupled human/natural systems that can chart a pathway to improvement in the lives of the poorest and continued well-being for those who have achieved prosperity without forcing natural systems into decline or massive fluctuation. This course offers undergraduate students, for the first time, a comprehensive course on the link between natural disaster events and human development at all levels of welfare. It explores the role that natural disasters might have and have had in modulating development prospects. Any student seriously interested in sustainable development, especially in light of climate change, must study the nature of extreme events - their causes, global distribution and likelihood of future change. This course will cover not only the nature of extreme events, including earthquakes, hurricanes, floods and droughts but also their transformation into disaster through social processes. It will ultimately help students to understand the link between such extreme events, the economic/social shock they represent and development outcomes. The course will combine careful analysis of the natural and social systems dynamics that give rise

to disasters and examine through group learning case studies from the many disasters that have occurred in the first decade of the 21st century. Offered in the Spring (odd years only).

Term	Section	Call Number	Instructor	Times/Location
Spring 2016	001	22192	John Mutter	T Th 6:10pm - 7:25pm 304 Hamilton Hall

SDEV W3366 Energy Law. 3 Points.

This course concerns the regulation of energy, energy resources, and energy facilities. Among the topics will be the regulation of rates and services; the roles of the Federal Energy Regulatory Commission and the state public utility commissions; and the interaction with environmental law. Attention will be devoted to energy resources (such as oil, natural gas and coal) and to generating, transmission and distribution facilities. The current and future roles of renewable energy, energy efficiency, and nuclear energy will receive special attention, as will the regulation and deregulation of electricity.

Term	Section	Call Number	Instructor	Times/Location
Fall 2015	001	25531	Michael Gerrard	T 4:20pm - 6:10pm 104 Green Hall Law Building

SDEV W3390 GIS for Sustainable Development. 3 Points.

Priority given to sustainable development senior and juniors.

This course is designed to provide students with a comprehensive overview of theoretical concepts underlying GIS systems and to give students a strong set of practical skills to use GIS for sustainable development research. Geographic Information Systems (GIS) are a system of computer software, data and analysis methods used to create, store, manage, digital information that allow us to create maps and dynamic models to analyze the physical and social processes of the world. Through a mixture of lectures, readings, focused discussions, and hands-on exercises, students will acquire an understanding of the variety and structure of spatial data and databases, gain knowledge of the principles behind raster and vector based spatial analysis, and learn basic cartographic principles for producing maps that effectively communicate a message. Student will also learn to use newly emerging web based mapping tools such as Google Earth, Google Maps and similar tools to develop on-line interactive maps and graphics. The use of other geospatial technologies such as the Global Positioning System will also be explored in this class. Case studies examined in class will draw examples from a wide ranges of GIS applications developed to assist in the development, implementation and evaluation of sustainable development projects and programs. On completion of the course, students will: 1. use a variety of GIS software programs to create maps and reports; 2. develop a sound knowledge of methods to search, obtain, and evaluate a wide variety of spatial data resources; 3. develop skills needed to determine best practices for managing spatial data resources; 4. use GIS to analyze the economic, social and environmental processes underlying the concept of building a sustainable world; 5. Gain

an understanding of the limits of these technologies and make assessments of uncertainty associated with spatial data and spatial analysis models. Offered in the fall and spring.

Term	Section	Call Number	Instructor	Times/Location
Fall 2015	001	75508	Kytt MacManus	T 1:10pm - 2:25pm 252 Engineering Terrace
Fall 2015	001	75508	Kytt MacManus	Th 1:10pm - 3:30pm 252 Engineering Terrace
Spring 2016	001	61280	Dara Mendeloff	M W 1:10pm - 2:25pm 252 Engineering Terrace
Spring 2016	001	61280	Dara Mendeloff	W 2:40pm - 3:55pm 252 Engineering Terrace

SDEV W3400 Human Populations and Sustainable Development. 3 Points.

Population processes and their outcomes in terms of population size and distribution have a fundamental role in sustainable development and also broad policy implications. This course will introduce students to the scientific study of human populations as a contribution toward understanding social structure, relations, and dynamics, as well as society-nature interactions. The aim is to offer a basic introduction to the main theories, concepts, measures, and uses of demography. The course will cover the issues of population size, distribution and composition, and consumption, at different scales from global to regional to local, as well as the implications for population-environment relationships. It will also address the fundamental demographic processes of mortality, fertility and migration, including their trends and transitions. We will consider these topics in the context of economic development, sustainability and cultural change. The course will also include an overview of basic demographic techniques and tools used for identifying, managing, analyzing and interpreting population data, and an introduction to population projections. Lab sessions will supplement readings and lectures by enabling students to explore data sources, calculate rates, and graphically represent demographic data. Offered in the Fall (even years).

SDEV W3410 Urbanization and Sustainable Development. 3 Points.

The first decade of the 21st century marked the first time in human history when more of world's population lived in urban as distinct from rural places. It is impossible to achieve sustainable development in a physical, social or economic manner absent an understanding of the powerful and interdependent relationship between these concepts of sustainability and urbanization. This course explores this vital nexus. Students will gain a more detailed understanding of the ways in which urban life provides opportunities and challenges for addressing climate change, access to water and energy efficiency, among other topics. The intention is to provide students majoring in

Sustainable Development with an historic and contemporary understanding of the connections between the process of urbanization that now dominates the world and the range of ways in which that process, directly and indirectly, shapes the challenge of sustainable development. Offered in the Fall (even years).

SDEV W3450 Spatial Analysis and Modeling for Sustainable Development. 3 Points.

Priority given to sustainable development senior and juniors.

This is an intermediate course in spatial modeling developed specifically for students in the undergraduate Sustainable Development program. This course will provide a foundation for understanding a variety of issues related to spatial analysis and modeling. Students will explore the concepts, tools, and techniques of GIS modeling and review and critique modeling applications used for environmental planning and policy development. The course will also offer students the opportunity to design, build and evaluate their own spatial analysis models. The course will cover both vector and raster based methods of analysis with a strong focus on raster-based modeling. We will draw examples from a wide range of applications in such areas as modeling Land Use and Land Cover for biodiversity and conservation, hydrological modeling, and site suitability modeling. The course will consist of lectures, reading assignments, lab assignments, and a final project. Offered in the fall and spring. **Students must register for required lab: SDEV W3452.**

Term	Section	Call Number	Instructor	Times/Location
Fall 2015	001	26533	Giovani Graziosi	T Th 6:10pm - 7:25pm 252 Engineering Terrace
Spring 2016	001	81531	Tricia Chai- Onn, Gregory Yetman	T Th 2:40pm - 3:55pm 252 Engineering Terrace

SDEV W3550 Bangladesh: Life on a Tectonically Active Delta. 3 Points.

Open to sustainable development seniors only.

This course will explore the interaction of riverine processes, water and hydrology, sedimentary processes, tectonics, land subsidence and sea level rise, environmental issues, cultural setting, and sustainable development in the world's largest delta. The course will explore both the hazards and resources for life in this dynamic environment through lectures, a field trip to Bangladesh during Spring Break and guest lecturers in earth and social sciences. Offered in Spring.

SDEV W3998 Sustainable Development Independent Study. 1-3 Points.

Sustainable development majors and special concentrators must register for this independent study to use internship hours for the practicum credit. Students must consult with their program

adviser and department before registering. Offered fall, spring and summer.

SDEV W4015 Complexity Science. 3 Points.

The Complexity Course is a survey of techniques, applications, and implications of complexity science and complex systems. This course aims to be both an introduction for students from other fields, and a forum for continued discussion within the complexity community. Topics include systems dynamics, chaos, scaling, fatted distributions, fractals, information theory, emergence, criticality, agentbased models, graph theory, and social networks.

OF RELATED INTEREST

Anthropology

ANTH V3924	Anthropology and Disaster
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Civil Engineering and Engineering Mechanics

CIEE E3250	Hydrosystems engineering
CIEE E4163	Sustainable Water Treatment and Reuse

Earth and Environmental Engineering (SEAS)

EAEE E3103	Energy, minerals and materials systems
EAEE E4001	Industrial ecology of earth resources
EAEE E4009	Geographic information systems (GIS) for resource, environmental and infrastructure management
EAEE E4160	Solid and hazardous waste management
EAEE E4350	Planning and management of urban hydrologic systems

ECIA W4100	Management and development of water systems
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Earth and Environmental Sciences

EESC W4008	Introduction to Atmospheric Science
EESC W4400	Dynamics of Climate Variability and Climate Change
EESC W4917	Earth/Human Interactions

Economics

ECON W2257	Global Economy
ECON W3211	Intermediate Microeconomics
ECON G4301	Economic Growth and Development
ECON W4321	Economic Development
ECON W4370	Political Economy
ECON W4500	International Trade
ECON G4527	Economic Organization and Development of China
ECON W4625	Economics of the Environment

Economics (Barnard)

ECON BC3029	Development Economics
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Ecology, Evolution, and Environmental Biology

EEEB W3087	Conservation Biology
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EEEB W4122	Fundamentals of Ecology and Evolution
EEEB W4321	Human Identity
EEEB W4700	Race: The Tangled History of a Biological Concept
History	
HIST W4400	Americans and the Natural World, 1800 to the Present
Sociology	
SOCI V2230	Food and the Social Order
SOCI W3290	Environmental Sociology
SOCI W3960	Law, Science, and Society
Urban Studies	
URBS V3200	Spatial Analysis: GIS Methods and Urban Case Studies
URBS V3550	Community Building and Economic Development
URBS V3565	Cities in Developing Countries: Problems and Prospects

URBAN STUDIES

Urban Studies at Columbia (<http://urban.barnard.edu>)

236 Milbank Hall
212-854-4073

MISSION

The Barnard–Columbia Urban Studies program enables students to explore and understand the urban experience in all of its richness and complexity. It recognizes the city as an amalgam of diverse peoples and their social, political, economic, and cultural interactions within a distinctive built environment. Students study the evolution and variety of urban forms and governance structures, which create opportunities for, as well as constrain, the exercise of human agency, individual and collective. They explore the place of the city in different historical and comparative contexts, as well as in the human imagination.

Majors build an intellectual foundation that combines interdisciplinary coursework and a concentration of study within a single field. Through the two-semester junior colloquium, students study urban history and contemporary issues, and at the same time hone their interdisciplinary, analytical and research skills. This shared experience prepares them for their independent research project in their senior year. We encourage our majors to use New York City as a laboratory, and many courses draw on the vast resources of the city and include an off-campus experience.

STUDENT LEARNING OUTCOMES

Having successfully completed the major in Urban Studies, the student will be able to:

- Apply concepts or methods from more than one social science or adjacent discipline to analyze an urban issue or problem.
- Describe the distinctive social, cultural, and spatial features of cities and illustrate their impacts on the urban experience.
- Apply basic skills of empirical reasoning to an urban problem.
- Explain how the idea of the city varies in different historical and comparative contexts.
- Demonstrate familiarity with a particular disciplinary approach to the city as an object of study.
- Demonstrate understanding of the history and variety of urban forms and governance structures.
- Articulate a well-defined research question, conduct independent research using primary sources and a variety of theoretical and methodological approaches, and write a substantive research paper.
- Communicate ideas effectively in written or oral form.
- Organize and present group research projects.

FACULTY

Director: Kimberley S. Johnson (Associate Professor, Political Science and Urban Studies)

Columbia College Advisor: Kathryn Yatrakis (Dean of Academic Affairs, Columbia College)

Professors: Liz Abzug (Adjunct)

Assistant Professors: Gergely Baics (History and Urban Studies), Deborah Becher (Sociology), Susan Fine (Adjunct), Cindy Gorn (Adjunct), Thomas Kamber (Adjunct), Meredith Linn (Term, Urban Studies), Aaron Passell (Term, Urban Studies), Tom Waters (Adjunct), Şevin Yildiz (Term, Urban Studies)

This program is supervised by the Committee on Urban Studies:

Director: Kimberley S. Johnson (Associate Professor, Political Science)

Professor of Professional Practice: Karen Fairbanks (Chair, Architecture)

Columbia College Advisor: Kathryn Yatrakis (Dean of Academic Affairs, Columbia College)

Professors: Ester Fuchs (International and Public Affairs, CU), Kenneth T. Jackson (History), Jose Moya (History), Elliot Sclar (Urban Planning and Public Policy), Sudhir Venkatesh (Sociology), David Weiman (Economics)

Associate Professor: Randall Reback (Economics), Samuel Roberts (History and Sociomedical Sciences).

Assistant Professors: Gergely Baics (History), Deborah Becher (Sociology), Catherine Fennell (Anthropology), Meredith Linn (Term, Urban Studies), Maria Rivera Maulucci (Education)

REQUIREMENTS

MAJOR IN URBAN STUDIES

The major in urban studies is comprised of six curricular requirements:

Requirement A: Urban-Related Social Sciences (3 courses)

One course dealing primarily with urban subject matter from *each of three* of the following disciplines: Anthropology, Economics, History, Political Science, Sociology.

Many courses offered through Urban Studies may count towards Requirement A. For example, URBS V3420 Introduction to Urban Sociology counts as a Sociology course, URBS V3550 Community Building and Economic Development counts as a Political Science course, etc. Students must complete at least two of the Requirement A courses before taking the Junior Colloquia (see Requirement E, below). It is recommended that majors fulfill this requirement before their junior year.

Requirement B: Urban-Related Non-Social Science (1 course)

One course dealing primarily with urban subject matter from a discipline not listed above (such as Architecture, Art History, English, Environmental Science, etc.)

Requirement C: Methods of Analysis (1 course)

One course in methods of analysis, such as URBS V3200 Spatial Analysis: GIS Methods and Urban Case Studies.

Requirement D: Specialization (5 courses)

Five or more courses in a specialization from one of the participating departments. Barnard College students can double-count one A, B, or C course toward this requirement (only one of five), with the approval of the Director; Columbia College and General Studies students cannot double-count courses. Barnard majors also have specific requirements for each specialization, which are outlined in detail on the program's website, urban.barnard.edu (<http://urban.barnard.edu>).

Requirement E: Junior Colloquia (2 courses)

URBS V3545	Junior Colloquium: The Shaping of the Modern City	4
URBS V3546	Junior Colloquium: Contemporary Urban Issues	4

Requirement F: Senior Seminar (2 courses)

A senior thesis written in conjunction with a two-semester research seminar, chosen from the following four options:

URBS V3992 - URBS V3993	Senior Seminar: The Built Environment and Senior Seminar: The Built Environment	8
URBS V3994 - URBS V3995	Senior Seminar: New York Field Research and Senior Seminar: New York Field Research	8
URBS V3996 - URBS V3997	Senior Seminar: International Topics in Urban Studies and Senior Seminar: International Topics in Urban Studies	8

A research seminar in the department of specialization. This option must be approved by the Program Director.

A complete list and courses that fulfill requirements A–E can be found on the program's website, urban.barnard.edu (<http://urban.barnard.edu>).

Appropriate substitutions may be made for courses listed above with the approval of the Program Director.

There is no concentration in urban studies.

COURSES

URBS V1515 Introduction to Urban Studies. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

This course is intended to be both an interdisciplinary introduction to the city and to the field of Urban Studies. As an introduction to the city, the course will address a variety of questions: What is a city? How did cities develop? How do cities function socially, politically, and economically? Why do people live in cities? What are some of the major issues facing cities in the early twenty-first century, and how can cities address these issues? As an introduction to the interdisciplinary field of Urban Studies, the course will present models of how scholars approach cities from a variety of disciplinary viewpoints, including architecture, planning, law, sociology, history, archaeology, anthropology, political science, public policy, and geography. Students will learn some of the major concepts in the field of Urban Studies, and will study the works of leading scholars in the field. Students in the course will approach cities from a number of disciplines, not only through the reading, but also through assignments that take place in different locations throughout New York City.

Fall 2015: URBS V1515

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 1515	001/02074	T Th 11:40am - 12:55pm 304 Barnard Hall	Aaron Passell	3	106

URBS V2200 Introduction to GIS. 3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: Must attend first class for instructor permission. This course does not fulfill the C requirement for Urban Studies majors.

Due to the high demand for our limited-enrollment spatial analysis course (URBS V3200) the Urban Studies program is offering an introductory course to the fundamentals of GIS (Geographic Informational Systems), specifically for non-majors. Students create maps using ArcGIS software, analyze the physical and social processes presented in the digital model, and use the data to solve specific spatial analysis problems. Note: this course does not fulfill the C requirement in Urban Studies.

Fall 2015: URBS V2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 2200	001/09245	M W 6:10pm - 8:00pm 18 Lehman Hall	Kazuki Sakamoto	3	17

Spring 2016: URBS V2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 2200	001/03078	T Th 5:40pm - 6:55pm	Kazuki Sakamoto	3	20

Qlab Sulzberger Hall

URBS V3200 Spatial Analysis: GIS Methods and Urban Case Studies. 4 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. Only 24 admitted. Introduction to spatial analysis using state-of-the-art GIS (Geographic Information Systems) mapping and analysis software to apply quantitative analytical methods to real-world urban issues. Will include basic coverage of applied statistics. Case studies will focus on subjects like environmental justice, voting patterns, transportation systems, segregation, public health, redevelopment trends, and socio-economic geography.

Fall 2015: URBS V3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3200	001/04700	T Th 10:10am - 11:25am 18 Lehman Hall	Thomas Waters	4	17
URBS 3200	001/04700	T 12:00pm - 1:50pm 18 Lehman Hall	Thomas Waters	4	17

Spring 2016: URBS V3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3200	001/04254	T 10:10am - 12:00pm Qlab Sulzberger Hall	Thomas Waters	4	17
URBS 3200	001/04254	T Th 8:40am - 9:55am Qlab Sulzberger Hall	Thomas Waters	4	17

URBS V3308 Introduction to Urban Ethnographies. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

Prerequisites: Students must attend first class. This course explores how scholars from different social science disciplines have used ethnography to understand how immigrants and rural migrants experience as well as affect cities. Community, work, and health, in cities within and outside the US, are used as lenses. Students will also perform their own ethnographic research.

URBS V3315 Metropolitics of Race and Place. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Prerequisites: Students must attend first class. Course explores how the central cities and suburbs that make up American metropolitan areas are increasingly shaped by race/ethnicity. Class discussion and readings will trace the role of social scientists, foundations, urban planners, government actors, and private economic interests in this transformation of metropolitan American. The current consequences of the conflation of race/ethnicity and space on the regional landscape,

such as gentrification, suburban sprawl, the mortgage foreclosure crisis, etc. will be the focus of student research and class projects.

Spring 2016: URBS V3315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3315	001/08891	M W 2:40pm - 3:55pm 307 Milbank Hall	Kimberley Johnson	3	30

URBS V3420 Introduction to Urban Sociology. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

Prerequisites: Students must attend first class. Examines the diverse ways in which sociology has defined and studied cities, focusing on the people who live and work in the city, and the transformations U.S. cities are undergoing today. Sociological methods, including ethnography, survey research, quantitative studies, and participant observation will provide perspectives on key urban questions such as street life, race, immigration, globalization, conflict, and redevelopment.

Spring 2016: URBS V3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3420	001/02613	T Th 11:40am - 12:55pm 323 Milbank Hall	Aaron Passell	3	54/100

URBS V3427 Imagining and Narrating the Urban. 3 points.

This course will explore the experience of urban space by examining how it is described in fine-grained, ethnographic accounts and in the thought experiments undertaken by science fiction writers. The purpose of the course is to focus on the evocation of the urban experience - how do we record or preserve what the city feels like as a physical place. Privileging the experience of space in this context is an attempt to complement conventional urban research that examines the dynamics of urban social life often without locating it in relation to the built environment of the city. Incorporating speculative or science fiction adds an experimental dimension (what would the city be like if...?) and emphasizes narrative, arguing that how exactly we describe and reproduce our experience is significant. Further, it raises an epistemological question about how we come to know what we know: can fiction "teach" us about the empirical world? How?

URBS V3464 Urban Ecologies and Grand Infrastructure: Metropolitan Planning Issues. 3 points.

This lecture course is designed around different issues of metropolitan regions around the worlds that govern and plan urbanized, risky and vulnerable ecological systems and consequently large-scale urban interventions that change the landscapes of the regions. The reality of an age of drastic climate change and increasing number of natural disasters in urbanized regions raises issues of resilience and ecological governance. Metropolitan regions and the planning politics that lie beneath the regional plans and strategic initiatives are critical in the

mitigation of some of these risks and in the understanding of regional politics. Historical and contemporary case studies will prepare the students to conduct their own critical analysis and reading of a case where several themes discussed in class will be further explored.

Spring 2016: URBS V3464

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3464	001/08799	M W 1:10pm - 2:25pm 325 Milbank Hall	Sevin Yildiz	3	23/30

URBS V3530 Urban Development: A Rubik's Cube of Policy Choices. 4 points.

Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. Only 16 admitted. Using case studies, examines the rationale for urban development, the players involved and how decisions are made about the distribution of public and private resources. Studies the specific components of the development process and the myriad policy questions that large-scale development is meant to address. Examines the disconnect among stakeholders' objectives - the developer, the financial institution that pays for the project, the government and the community.

URBS V3545 Junior Colloquium: The Shaping of the Modern City. 4 points.

Prerequisites: Non-majors admitted by permission of instructor. Students must attend first class. Enrollment limited to 16 students per section. General Education Requirement: Historical Studies.

Introduction to the historical process and social consequences of urban growth, from the middle of the nineteenth century to the present.

Fall 2015: URBS V3545

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3545	001/01098	T 4:10pm - 6:00pm 421 Lehman Hall	Meredith Linn	4	13/16
URBS 3545	002/09802	T 4:10pm - 6:00pm 405 Barnard Hall	Aaron Passell	4	15/16
URBS 3545	003/03273	T 4:10pm - 6:00pm 501 Milbank Hall	Erika Kitzmiller	4	15/16
URBS 3545	004/01372	T 4:10pm - 6:00pm 102 Sulzberger Annex	Kimberley Johnson	4	11/16

URBS V3546 Junior Colloquium: Contemporary Urban Issues. 4 points.

Prerequisites: Non-majors admitted by permission of instructor. Students must attend first class. Enrollment limited to 16 students per section.

Evaluation of current political, economic, social, cultural and physical forces that are shaping urban areas.

Fall 2015: URBS V3546

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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URBS 3546	001/09945	T 4:10pm - 6:00pm 309 Hamilton Hall	Kathryn Yatrakis	4	12/16
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Spring 2016: URBS V3546

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3546	001/09660	T 4:10pm - 6:00pm 501 Diana Center	Erika Kitzmiller	4	20
URBS 3546	002/05052	M 4:10pm - 6:00pm 502 Diana Center	Sevin Yildiz	4	14
URBS 3546	003/06723	M 12:10pm - 2:00pm 308 Diana Center	Deborah Becher	4	13

URBS V3550 Community Building and Economic Development. 4 points.

Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors.

Community building has emerged as an important approach to creating an economic base, reducing poverty and improving the quality of life in urban neighborhoods. In this course, students examine the methods, strategies, and impact of community building on the economic, social, and political development of urban neighborhoods.

Fall 2015: URBS V3550

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3550	001/00185	W 11:00am - 12:50pm 406 Barnard Hall	Liz Abzug	4	18

Spring 2016: URBS V3550

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3550	001/04866	W 11:00am - 12:50pm 214 Milbank Hall	Liz Abzug	4	22

URBS V3562 The City in Beta: Public Participation in the Design Process. 4 points.

Not offered during 2015-16 academic year.

Prerequisites: Must attend first class for instructor permission. Preference is given to Urban Studies majors. Only 20 admitted. Examines local urban planning issues through the use of new technologies to facilitate multi-user, participatory planning and design. Examines the history and theory of the planning process and uses learned techniques to evaluate a live case scenario for which the students prepare recommendations using the Betaville software package.

URBS V3565 Cities in Developing Countries: Problems and Prospects. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors.

Examination of cities in developing countries, with a focus on environment, employment, and housing. Four cases will be studied: Sao Paulo, Brazil; Johannesburg, South Africa; Bombay, India; and Shanghai, China. We will consider urbanization

patterns and the attendant issues, the impact of global economic trends, and governmental and non-governmental responses.

Fall 2015: URBS V3565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3565	001/02941	M W 1:10pm - 2:25pm 323 Milbank Hall	Sevin Yildiz	3	58/70

URBS V3725 New York City's Gilded Ages: Coming of Age, Past and Present. *4 points.*

Lab Required

A lecture class + digital laboratory on New York City's two Gilded Ages. Student learn basics of digital photography and web design to develop a virtual exhibit on seminar's theme of "Coming of Age." In addition to class sessions held at Barnard, students will have at least 3 class sessions at NYHS with curators; and at least 3 class sessions at ICP. Digital fellows will augment instruction in digital tools necessary to complete the project. In addition to training in digital techniques student will also analyze and discuss selected readings on the history, politics and economics of the NYC's two Gilded Ages; urban space, culture and consumption; the ethics of ethnographic field research; and virtual exhibition and design.

Fall 2015: URBS V3725

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3725	001/02470	T Th 10:10am - 11:25am 222 Milbank Hall	Kimberley Johnson	4	14

URBS V3830 Eminent Domain and Neighborhood Change. *4 points.*

Not offered during 2015-16 academic year.

Prerequisites: Intro to Urban Sociology or equivalent or permission of the instructor. Students must attend first class for instructor permission.

An examination of how the politics of eminent domain, as a government strategy for neighborhood change, plays out in the courts, city councils, administrative agencies, media, and the street. Readings drawn from law, history, planning, politics, economics, sociology, and primary sources. Emphasis on the U.S., with some international comparisons. This course will count toward Requirement A of the Urban Studies curriculum as a Sociology course.

URBS V3833 New York City: Politics and Governing. *4 points.*

This course will examine through readings, class discussions, and in class debate, the complex politics and governing of New York City- the key political institutions, and who holds urban political power, voting and elections, and the changing roles of the electorate will be covered. We will examine the structure of New York City government and how the New York City Budget is developed and adopted; the interplay between Mayoral and City council powers, the city charter, the process of governing

and the role of political parties, special interest groups, lobbyists and labor unions. We will look back in the City's political history and consider that time in the mid 1970's when New York City suffered a major fiscal crisis and was close to financial bankruptcy. In this context, New York City's relationships with the state and federal governments will also be covered.

Fall 2015: URBS V3833

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3833	001/04567	W 2:10pm - 4:00pm 201 Lehman Hall	Liz Abzug	4	13

Spring 2016: URBS V3833

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3833	001/05158	W 2:10pm - 4:00pm 501 Diana Center	Liz Abzug	4	20

URBS V3920 Social Entrepreneurship. *4 points.*

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. General Education Requirement: Social Analysis (SOC). Only 16 admitted. Introduction to the main concepts and processes associated with the creation of new social enterprises, policies, programs, and organizations; criteria for assessing business ventures sponsored by non-profits and socially responsible initiatives undertaken by corporations; specific case studies using New York City as a laboratory. To be offered Fall 2011.

Fall 2015: URBS V3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3920	001/04844	M 6:10pm - 8:00pm 323 Milbank Hall	Thomas Kamber	4	19

URBS V3992 Senior Seminar: The Built Environment. *4 points.*

(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at <http://urban.barnard.edu/forms-and-resources>). Year-long course; participation is for two consecutive terms. No new students admitted for spring. Emphasizes the study of the built environment of cities and suburbs, and the related debates. Readings, class presentations, and written work culminate in major individual projects, under the supervision of faculty trained in architecture, urban design, or urban planning.

Fall 2015: URBS V3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3992	001/06518	W 4:10pm - 6:00pm 421 Lehman Hall	Aaron Passell	4	14

URBS V3993 Senior Seminar: The Built Environment. *4 points.*

(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at <http://urban.barnard.edu/forms-and-resources>). Year-long course; participation is for two consecutive terms. No new students admitted for spring. Emphasizes the study of the built environment of cities and suburbs, and the related debates. Readings, class presentations, and written work culminate in major individual projects, under the supervision of faculty trained in architecture, urban design, or urban planning.

Spring 2016: URBS V3993

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3993	001/00823	W 4:10pm - 6:00pm 117 Barnard Hall	Aaron Passell	4	14

URBS V3994 Senior Seminar: New York Field Research. 4 points.

(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at <http://urban.barnard.edu/forms-and-resources>). Year-long course; participation is for two consecutive terms. No new students admitted for spring. Using New York City as a research laboratory, under the guidance of the faculty coordinator, students clarify basic theoretical issues related to their chosen research problem; find ways of making a series of empirical questions operational; collect evidence to test hypotheses; analyze the data using a variety of social science techniques; and produce reports of basic findings.

Fall 2015: URBS V3994

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3994	001/08706	W 4:10pm - 6:00pm 207 Milbank Hall	Meredith Linn	4	16

URBS V3995 Senior Seminar: New York Field Research. 4 points.

(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at <http://urban.barnard.edu/forms-and-resources>). Year-long course; participation is for two consecutive terms. No new students admitted for spring. Using New York City as a research laboratory, under the guidance of the faculty coordinator, students clarify basic theoretical issues related to their chosen research problem; find ways of making a series of empirical questions operational; collect evidence to test hypotheses; analyze the data using a variety of social science techniques; and produce reports of basic findings.

Spring 2016: URBS V3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3995	001/09801	W 4:10pm - 6:00pm 102 Sulzberger Annex	Meredith Linn	4	16

URBS V3996 Senior Seminar: International Topics in Urban Studies. 4 points.

(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at <http://urban.barnard.edu/forms-and-resources>). Year-long course; participation is for two consecutive terms. No new students admitted for spring. A year-long research seminar for students who wish to conduct a senior thesis project that focuses on cities outside of the United States. Topics relating to the rapid urbanization of Latin America, Africa, and Asia are particularly welcome. Seminar meetings will include discussion of relevant readings, as well as occasional class presentations and peer-editing assignments.

Fall 2015: URBS V3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3996	001/05401	W 4:10pm - 6:00pm 502 Diana Center	Sevin Yildiz	4	14

URBS V3997 Senior Seminar: International Topics in Urban Studies. 4 points.

(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at <http://urban.barnard.edu/forms-and-resources>). Year-long course; participation is for two consecutive terms. No new students admitted for spring. A year-long research seminar for students who wish to conduct a senior thesis project that focuses on cities outside of the United States. Topics relating to the rapid urbanization of Latin America, Africa, and Asia are particularly welcome. Seminar meetings will include discussion of relevant readings, as well as occasional class presentations and peer-editing assignments.

Spring 2016: URBS V3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3997	001/00350	W 4:10pm - 6:00pm 308 Diana Center	Sevin Yildiz	4	13

CROSS-LISTED COURSES

There are currently no cross-listed courses for your department.

VISUAL ARTS

Departmental Office: 310 Dodge; 212-854-4065
<http://arts.columbia.edu/visual-arts>

Director of Undergraduate Studies: Prof. Nicola Lopez;
 ngl1@columbia.edu

Director of Academic Administration: Carrie Gundersdorf;
 cg2817@columbia.edu

Visual Arts Program Assistant: Alexander Barnett;
 ab3961@columbia.edu

The Visual Arts Program in the School of the Arts offers studio art classes as a component of a liberal arts education and as a means to an art major, concentration, and joint major with the Art History and Archaeology Department.

REGISTRATION

Visual Arts courses are open for on-line registration. If a Visual Arts class is full, visit arts.columbia.edu/undergraduate-visual-arts-program.

DECLARING A MAJOR IN VISUAL ARTS

The Visual Arts Undergraduate Program requires a departmental signature when declaring a major. Students should complete the appropriate Visual Arts Major Worksheet before meeting with the director of undergraduate studies. See:

- Visual Arts Major Requirements Worksheet (<http://blogs.cuit.columbia.edu/visualarts/files/2014/11/VAMajorWorksheet14.pdf>)
- Visual Arts Concentration Requirements Worksheet (<http://blogs.cuit.columbia.edu/visualarts/files/2014/11/VAConcWorksheet14.pdf>)
- Art History and Visual Arts Interdepartmental Major Requirements Worksheet (<http://blogs.cuit.columbia.edu/visualarts/files/2011/01/VACombinedWorksheet.pdf>)

FACULTY

PROFESSORS

- Gregory Amenoff
- Jon Kessler
- Thomas Roma
- Sarah Sze
- Rirkrit Tiravanija
- Tomas Vu-Daniel

ASSOCIATE PROFESSORS

- Sanford Biggers
- Matthew Buckingham

- Shelly Silver (Chair)

ASSISTANT PROFESSORS

- Nicola López
- Leeza Meksin
- Aliza Nisenbaum

REQUIREMENTS

GUIDELINES FOR ALL VISUAL ARTS MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

A maximum of 12 credits from other degree-granting institutions may be counted toward the major, only with the approval of the director of undergraduate studies.

MAJOR IN VISUAL ARTS

A total of 35 points are required as follows:

Visual Arts (32 points)

VIAR R1001	Basic Drawing
VIAR R3330	Sculpture I
Five additional VIAR R3000-level or above courses (15 points)	
VIAR R4601	Seminar in Contemporary Art Practice (must be taken during the junior year)
Senior project consists of the following four courses:	
VIAR R3901	Senior Thesis I
- VIAR R3902	and Senior Thesis II (4 points)
VIAR R3921	Visiting Critic I
- VIAR R3922	and Visiting Critic II (4 points)

Art History (3-4 points)

Select one of the following courses:

AHIS BC1001	Introduction to Art History I
AHIS BC1002	Introduction to the History of Art II
AHIS W3650	Twentieth-Century Art

Senior Thesis

Before taking the Senior Thesis, majors are advised to complete 18 points of required Visual Arts courses. Senior Thesis consists of four 2-point courses taken over two semesters: VIAR R3901 Senior Thesis I-VIAR R3902 Senior Thesis II (4 points) and VIAR R3921 Visiting Critic I-VIAR R3922 Visiting Critic II (4 points) (*Senior Thesis I* and *Visiting Critic I* run concurrently and *Senior Thesis II* and *Visiting Critic II* run concurrently).

Visual arts majors must sign up for a portfolio review to enroll in Senior Thesis. Portfolio reviews are scheduled in April preceding the semester for which students seek entry. Portfolios are evaluated by the director of undergraduate studies and a

faculty committee. After each semester of Senior Thesis, a faculty committee evaluates the work and performance completed.

MAJOR IN ART HISTORY AND VISUAL ARTS

The requirements for the major are as follows:

Majors' Colloquium

AHIS W3895	Majors' Colloquium: the Literature and Methods of Art History
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Art History *

Select one course in three of the following historical periods:

Ancient (up to 400 CE/AD)

400-1400

1400-1700

1700-present

Select two courses from two world regions from the following:

Africa

Asia

Europe, North America, Australia

Latin America

Middle East

Visual Arts

VIAR R1001 Basic Drawing

VIAR R3330 Sculpture I

Five additional VIAR R3000-level or above courses

* Up to two of the seven 3-point courses may be replaced by a specifically related course in another department with approval of the adviser.

Students electing the combined major should consult with the director of undergraduate studies, as well as with a faculty adviser in the Art History and Archaeology Department.

It is recommended that students interested in this major begin the requirements in their sophomore year. In the senior year, students undertake either a seminar in the Department of Art History and Archaeology or a Senior Thesis in Visual Arts (pending approval by the Visual Arts Department).

NOTE: Chronological divisions are approximate. In case of ambiguities about course eligibility to fill the requirement, consult the director of undergraduate studies in Art History and Archaeology.

CONCENTRATION IN VISUAL ARTS

A total of 21 points are required as follows:

Visual Arts (18 points)

VIAR R1001 Basic Drawing

VIAR R3330 Sculpture I

Four additional VIAR R3000-level or above courses (12 points)

Art History (3-4 points)

Select one of the following courses:

AHIS BC1001 Introduction to Art History I

AHIS BC1002 Introduction to the History of Art II

AHIS W3650 Twentieth-Century Art

COURSES DRAWING

VIAR R1001 Basic Drawing. 3 points.

The fundamentals of visual vocabulary. Students work from observation using still-life objects and the human figure. The relationship of lines and forms to each other and to the picture format is emphasized. Materials used: vine charcoal, compressed charcoal, pencil, pen, ink, and brushes. Class assignments are accompanied by discussions and critiques. Portfolio required at the end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1001	001/21448	M W 9:30am - 12:00pm 501 Dodge Building	Eirini Miga	3	14/19
VIAR 1001	002/25800	M W 1:00pm - 3:30pm 501 Dodge Building	Nicola Lopez	3	17/19
VIAR 1001	003/28347	T Th 9:30am - 12:00pm 501 Dodge Building	Matthew Fischer	3	20/19

Spring 2016: VIAR R1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1001	001/26964	M W 9:30am - 12:00pm 501 Dodge Building	Celia Gerard	3	19/19
VIAR 1001	002/20931	M W 1:00pm - 3:30pm 501 Dodge Building	Julia Goldman	3	18/19
VIAR 1001	003/62263	T Th 1:00pm - 3:30pm 501 Dodge Building	Heidi Howard	3	18/19
VIAR 1001	004/26782	M 4:00pm - 10:00pm 501 Dodge Building	Diana Cooper	3	18/19

VIAR R3001 Drawing II. 3 points.

Prerequisites: *VIAR R1001*.

DRAWING II Course Description: Examines the potential of drawing as an expressive tool elaborating on the concepts and techniques presented in *VIAR R1001*. Studio practice emphasizes individual attitudes toward drawing while acquiring knowledge and skills from historical and cultural precedents. Portfolio required at the end. DRAWING II - Mixed Media Course Description: This course approaches drawing as an experimental and expressive tool. Students will be encouraged to push the parameters of drawing. Collage, assemblage, and photomontage will be used in combination with more traditional approaches to drawing. The class will explore the role of the imagination,

memory, language, mapping, and text in drawing. Field trips will play an important role in the course. The course will culminate in a final project in which each student will choose one or more of the themes explored during the semester and create a drawing or series of drawing. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3001	001/92073	F 10:00am - 4:00pm 501 Dodge Building	Mark Kanter	3	15/19

VIAR R3021 Figure Drawing I. 3 points.

Prerequisites: *VIAR R1001*.

An exploration of a wide range of drawing experiences. Moves sequentially, engaging problems of line and mass; volume; chiaroscuro; figure/ground; one, two, and axonometric perspective in pictorial observation and improvisation. Classes focus on specific drawing issues engaging art-historical and contemporary methods and techniques. Individual and group critiques. Portfolio required at the end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Spring 2016: VIAR R3021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3021	001/21616	F 10:00am - 4:00pm 501 Dodge Building	Aliza Nisenbaum	3	19/19

VIAR R3515 Collage: Mixed Media. 3 points.

Prerequisites: *VIAR R1001*.

This course approaches drawing as an experimental and expressive tool. Students will explore the boundaries between drawing and sculpture and will be encouraged to push the parameters of drawing. Collage, assemblage and photomontage will be used in combination with more traditional approaches to drawing. The class will explore the role of the imagination, improvisation, 3-dimensional forms, observation, memory, language, mapping, and text. Field trips to artists' studios as well as critiques will play an important role in the course. The course will culminate in a final project in which each student will choose one or more of the themes explored during the semester and create a series of artworks. This course is often taught under the nomenclature Drawing II - Mixed Media.

Fall 2015: VIAR R3515

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3515	001/88942	M 4:00pm - 10:00pm 501 Dodge Building	Diana Cooper	3	13/16

VIAR R4005 Problems in Drawing: Cast Drawing. 3 points.

Prerequisites: *VIAR R1001*.

Students will connect with the very heart of the Western Art tradition, engaging in this critical activity that was the pillar of draftsmanship training from the Renaissance on through the early Modern Era. This pursuit is the common thread that links artists from Michelangelo and Rubens to Van Gogh and

Picasso. Rigorous studies will be executed from plaster casts of antique sculptures, and pedagogical engravings. Students will confront foundational issues of academic training; assessing proportion and tonal value, structure and form. Hours will be spent on a single drawing pushing to the highest degree of accuracy in order develop a means for looking at nature. There is a focus on precision and gaining a thorough understanding of the interaction between light and a surface. This approach emphasizes drawing by understanding the subject and the physical world that defines it. While this training has allowed great representational artists of the past to unlock the poetry from the world around them and continues to inspire a surging new realist movement, it can also serve as a new way of seeing and a launching point for achieving creative goals. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Spring 2016: VIAR R4005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4005	001/75886	T 5:00pm - 9:00pm 501 Dodge Building	Edward Minoff	3	13/19

PAINTING

VIAR R3201 Painting I. 3 points.

Prerequisites: *VIAR R1001*.

Introduction of the fundamental skills and concepts involved in painting. Problems are structured to provide students with a knowledge of visual language along with a development of expressive content. Individual and group critiques. Portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3201	001/28497	M 10:00am - 4:00pm 401 Dodge Building	Lauren Silva	3	11/16
VIAR 3201	002/27529	Th 4:00pm - 10:00pm 401 Dodge Building	Aliza Nisenbaum	3	13/16

Spring 2016: VIAR R3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3201	001/28274	M 10:00am - 4:00pm 401 Dodge Building	Victoria Roth	3	14/16
VIAR 3201	002/11156	Th 10:00am - 4:00pm 401 Dodge Building	Esteban Cabeza de Baca	3	11/16

VIAR R3202 Painting II. 3 points.

Prerequisites: *VIAR R1001*, and *VIAR R3201*.

Spring Semester Painting II: Representation Into Abstraction - This new offering by the director of painting will explore the transition of representational form towards abstraction in the early 20th century (Cubism) with full consideration to recent movements such as geometric abstraction, organic abstraction, gestural abstraction, color field and pattern painting.

Students will be encouraged to find dynamic approaches to these classic tropes of 20th and 21st century abstraction.

Fall 2015: VIAR R3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3202	001/28443	F 10:00am - 4:00pm 401 Dodge Building	Gregory Amenoff	3	10/16

Spring 2016: VIAR R3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3202	001/17636	F 10:00am - 4:00pm 401 Dodge Building	Gregory Amenoff	3	12/16

VIAR R3203 Painting III. 3 points.

Prerequisites: *VIAR R1001*, *VIAR R3201*, and *VIAR R3202*.

An advanced painting course that explores issues in contemporary painting and provides exposure to the most recent theoretical and technical applications of painting. Investigations into subject, scale, and materials are encouraged. Portfolio and term paper required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3203	001/13033	F 10:00am - 4:00pm 401 Dodge Building	Gregory Amenoff	3	4/16

VIAR R3220 Plein Air Painting. 3 points.

Enrollment limited to 12.

Prerequisites: *VIAR R1001* and *VIAR R3201*.

Each class students will set up easels and paint outside in various locations in the city and environs. The class will also include on-site painting in public interior spaces. The world is the painter's studio. Painting "in the open air" was first popularized in Paris in the mid-nineteenth century, when tubed paint became easily available. At the time, this avant garde practice brought to life some of the greatest works of art and histories most cherished paintings. The act of Plein Air painting is a physical one; it challenges and invigorates any painter's practice, resulting in a fine tuned eye, better skilled hands and a deeper awareness of space. The painter, immersed in nature must shift the painting process, in a situation where the subject is no longer fixed, the painter must bend, making the divide between eye and object clear. It is a fascinating process with results unlike any other artistic practice. It brings a single moment into focus with such clarity that one's relationship to time shifts. Portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3220	001/18147	F 10:00am - 4:00pm 401 Dodge Building	Van Hanos	3	6/12

PHOTOGRAPHY

VIAR R3701 Photography: Photo I. 3 points.

An introductory course in black-and-white photography. Photography I is required for admission to all other photo classes. Students are initially instructed in proper camera use and basic film exposure and development. Then the twice weekly meetings are divided into lab days where students learn and master the fundamental tools and techniques of traditional darkroom work used in 8x10 print production and classroom days where students present their work and through the language of photo criticism gain an understanding of photography as a medium of expression. Admitted students must obtain a manually focusing 35mm camera with adjustable f/stops and shutter speeds. No prior photography experience is required. Due to the necessity of placing a cap on the number of students who can register for our photography courses, the department provides a wait list to identify and give priority to students interested in openings that become available on the first day of class. If the class is full, sign up for the wait list at <http://arts.columbia.edu/photolist>.

Fall 2015: VIAR R3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3701	001/89532	M W 9:30am - 12:00pm 212 Dodge Building	Thomas Roma	3	18/25
VIAR 3701	002/19263	M W 2:30pm - 5:00pm 212 Dodge Building	Thomas Roma	3	23/25
VIAR 3701	003/13535	T Th 9:30am - 12:00pm 212 Dodge Building	Emile Askey	3	12/20

Spring 2016: VIAR R3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3701	001/15557	M W 9:30am - 12:00pm 212 Dodge Building	Laura Mircik-Sellers	3	16/20
VIAR 3701	002/15904	M W 2:30pm - 5:00pm 212 Dodge Building	Inbal Abergil	3	20/20
VIAR 3701	003/26435	T Th 9:30am - 12:00pm 212 Dodge Building	Emile Askey	3	16/20

VIAR R3702 Photography: Photo II. 3 points.

Prerequisites: *VIAR R3701*.

This course expands on concerns first encountered in Photography I and addresses aspects of creative photography through project development and advanced camera and lab techniques. Over the course of the semester students are introduced to color photography, the use of medium format cameras, pinhole cameras, flash and studio lighting in addition to emphasizing the refinement of black-and-white printing: contrast control, burning and dodging, and the production of larger prints. Note: Due to the necessity of placing a cap on the number of students who can register for our photography courses, the department provides a wait list to identify and give priority to students interested in openings that become available on the first

day of class. If the class is full, sign up for the wait list at <http://arts.columbia.edu/photolist>.

Fall 2015: VIAR R3702

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3702	001/13047	T Th 1:00pm - 3:30pm 212 Dodge Building	Kai McBride	3	18/20

VIAR R4702 Digital Documentary Photography. 3 points.

The goal of the course is for each student to create small-scale documentary projects using photography and writing with an eye towards web publishing. Taking advantage of the ease and speed of image production and distribution, students will propose and workshop projects that can be quickly completed and uploaded to a class website. Assignments, readings and discussions will focus on the role of the documentary tradition in the history of photographic art practice. Students must provide their own laptop and digital camera. If the class is full, sign up for the wait list at <http://arts.columbia.edu/photolist>.

Spring 2016: VIAR R4702

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4702	001/13050	T Th 1:00pm - 3:30pm 212 Dodge Building	Kai McBride	3	18/20

PRINTMAKING

VIAR R1401 Introduction To Printmaking. 3 points.

Fundamentals of printmaking techniques introduced to individuals who have little or no prior experience. Individual and group critiques; portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1401	001/23096	M W 6:00pm - 9:00pm 210 Dodge Building	Seth Scantlen	3	14/14

Spring 2016: VIAR R1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1401	001/70493	M W 2:30pm - 5:00pm 210 Dodge Building	Christopher Jehly	3	13/14

VIAR R3401 Printmaking I: Intaglio. 3 points.

Enables the student to realize concepts and visual ideas in a printed form. Basic techniques are introduced and utilized: the history and development of the intaglio process; demonstrations and instruction in line etching, relief, and dry point. Individual and group critiques. Portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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VIAR 3401	001/63446	M W 2:30pm - 5:00pm 210 Dodge Building	Alyssa Piro	3	14/14
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Spring 2016: VIAR R3401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3401	001/68867	M W 9:30am - 12:00pm 210 Dodge Building	Yujin Lee	3	16/14

VIAR R3411 Printmaking I: Relief. 3 points.

Printmaking I: Relief introduces woodcut and other relief techniques. Given the direct quality of the process, the class focuses on the student's personal vision through experimentation with this print medium. Individual and group critiques. Portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3411	001/64696	M W 9:30am - 12:00pm 210 Dodge Building	Nathan Catlin	3	11/14

VIAR R3413 Printmaking I: Silkscreen. 3 points.

Printmaking I: Silkscreen introduces silkscreen and other silkscreen techniques. Given the direct quality of the process, the class focuses on the student's personal vision through experimentation with this print medium. Individual and group critiques. Portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Spring 2016: VIAR R3413

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3413	001/66740	T 10:00am - 4:00pm 210 Dodge Building	Tomas Vu Daniel	3	20/14

VIAR R3415 Advanced Printmaking. 3 points.

Prerequisites: *VIAR R3040*, *VIAR R3401*, or *VIAR R3411*. Designed for students who have already taken one semester of a printmaking course and are interested in continuing on an upper level. Students are encouraged to work in all areas, separate or combined, using their own vocabulary and imagery to create a body of work by the end of the semester. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Spring 2016: VIAR R3415

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3415	001/64572	F 10:00am - 4:00pm 210 Dodge Building	Sarah Sze	3	12/14

VIAR R3417 Printmaking I: Photogravure. 3 points.

Prerequisites: *VIAR R1401*, *VIAR R3401*, or *VIAR R3701*. A concise study and application of the copper plate photogravure process. Usage of current available resources substituting for materials that are no longer available for photogravure. This is a 19th century obsolete photomechanical reproduction process that is constantly challenging the ingenuity of it's

practitioners to keep it alive and a viable technique in the 21st century. The course objectives are understanding and demonstrating proficiency in the photogravure process and creation of finished printed images from the process learned. It is important for the future of this process that the students understand not only the "how", but the "why" of going through all of these procedures. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3417

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3417	001/13010	Th 10:00am - 4:00pm 210 Dodge Building	Craig Zammiello	3	1/14

VIAR R3420 Drawing into Print. 3 points.

Prerequisites: *VIAR R3040*, *VIAR R3401*, or *VIAR R3411*. The objective of the course is to provide students with an interdisciplinary link between drawing, photography and printmaking through an integrated studio project. Students will use drawing, printmaking and collage to create a body of work to be presented in a folio format. In the course, students develop and refine their drawing sensibility, and are encouraged to experiment with various forms of non-traditional printmaking. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3420	001/75534	T 10:00am - 4:00pm 210 Dodge Building	Tomas Vu Daniel	3	5/14

SCULPTURE/NEW GENRE

VIAR R3006 Concepts in Visual Arts: Performance. 3 points.

This course explores strategies in the production of performance art, using the signifying system of the body as a conceptual framework for a series of workshops that give students tools to develop their own performance projects over the course of the semester. Students will engage with discourses of performance, from theatrical and choreographic models to social and relational practices, and become familiar with strategies for constructing and determining the role of the audience. With attention to site- and situation-specificity, this course offers instruction in a variety of technical aspects of performance, such as the use of body, architecture, sound, light, costume, prop, sculpture, video, and methods of collaboration. The class includes group critique of performances presented in class, as well as the opportunity to workshop developing works with the support of the group. Students will become familiar with venues for performance, and the artists who are redefining performance in the art world today. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Spring 2016: VIAR R3006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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VIAR 3006	001/64124	T 10:00am - 4:00pm 101 Prentis Hall	Liz Laser	3	12/16
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VIAR R3130 Ceramics I. 3 points.

This studio course will provide the students with a foundation in the ceramic process, its history, and its relevance to contemporary art making. The course is structured in two parts. The first centers on the fundamental and technical aspects of the material. Students will learn construction techniques, glazing and finishing methods, and particulars about firing procedures. This part of the course will move quickly in order to expose the students to a variety of ceramic processes. Weekly assignments, demonstrations, and lectures will be given. The second centers on the issue of how to integrate ceramics into the students' current practice. Asking the question of why we use ceramics as a material and, further, why we choose the materials we do to make art. Rigorous group and individual critiques focusing on the above questions will be held. The goal of this course is to supply the students with the knowledge and skill necessary to work in ceramics and enough proficiency and understanding of the material to enable them to successfully incorporate it into their practice. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3130

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3130	001/26697	Th 10:00am - 4:00pm 315 Prentis Hall	Joseph Peet	3	10/9

Spring 2016: VIAR R3130

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3130	001/16971	Th 10:00am - 4:00pm 315 Prentis Hall	Joseph Peet	3	9/9

VIAR R3330 Sculpture I. 3 points.

The fundamentals of sculpture are investigated through a series of conceptual and technical projects. Three material processes are introduced, including wood, metal, and paster casting. Issues pertinent to contemporary sculpture are introduced through lectures, group critiques, discussions, and field trips that accompany class assignments. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3330	001/63780	F 10:00am - 4:00pm 315 Prentis Hall	Jon Kessler	3	16/16
VIAR 3330	002/83285	T 10:00am - 4:00pm 315 Prentis Hall	Sanford Biggers	3	15/16

Spring 2016: VIAR R3330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3330	001/77027	F 10:00am - 4:00pm 315 Prentis Hall	Jon Kessler	3	13/16
VIAR 3330	002/12128	M 10:00am - 4:00pm	Patrice Washington	3	10/16

315 Prentis Hall

VIAR R3331 Sculpture II. 3 points.

Prerequisites: *VIAR R3330* or the department's permission. Continuation of *VIAR R3330*. The objective of the class is to engage in in-depth research and hands on studio projects related to a specific theme to be determined by each student. Each student is expected to complete class with four fully realized and thematically linked works. Wood, metal, and plaster will be provided for this class but video, sound, performance and various mixed media approaches are highly encouraged. In addition, lecture and field trips will be part of the course. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Spring 2016: VIAR R3331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3331	001/77011	T 10:00am - 4:00pm 315 Prentis Hall	Sanford Biggers	3	8/12

VIAR R3332 Sculpture III. 3 points.

Prerequisites: *VIAR R3330*.

Spring Semester SCULPTURE III: This course explores multi-media installation art methodologies, including digital and analog solutions for creating sound, light and mechanical components. We will use technology as a common theme as we explore contemporary and historical multi-media artworks and learn the tools and techniques needed to integrate the strategies into our own work. The projects are expected to have an engagement with technology that is physical, not purely virtual. We will cover theoretical and historical materials as well as practical, hands-on topics. If the class is full, please visit: arts.columbia.edu/registration_info

Fall 2015: VIAR R3332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3332	001/89695	M 10:00am - 4:00pm 315 Prentis Hall	Rirkrit Tiravanija	3	13/16

Spring 2016: VIAR R3332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3332	001/70087	T 10:00am - 4:00pm 315 Prentis Hall	Sanford Biggers	3	3/4

VIAR R3932 Independent Study. 1-3 points.

Prerequisites: the department chair's permission.

MOVING IMAGE**VIAR R3503 Beginning Video. 3 points.**

Beginning Video is an introductory class on the production and editing of digital video. Designed as an intensive hands-on production/post-production workshop, the apprehension of technical and aesthetic skills in shooting, sound and editing will be emphasized. Assignments are developed to allow students to deepen their familiarity with the language of the moving image

medium. Over the course of the term, the class will explore the language and syntax of the moving image, including fiction, documentary and experimental and experimental approaches. Importance will be placed on the decision making behind the production of a work; why it was conceived of, shot, and edited in a certain way. Class time will be divided between technical workshops, viewing and discussing films and videos by independent producers/artists and discussing and critiquing students projects. Readings will be assigned on technical, aesthetic and theoretical issues. Only one section offered per semester. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R3503

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3503	001/81296	T 10:00am - 1:00pm 558 Schermerhorn Hall	Shelly Silver	3	12/12
VIAR 3503	001/81296	T 1:10pm - 4:00pm 101 Prentis Hall	Shelly Silver	3	12/12

Spring 2016: VIAR R3503

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3503	001/71623	F 10:00am - 1:00pm 558 Ext Schermerhorn Hall	Cecilia Dougherty	3	12/12
VIAR 3503	001/71623	F 1:10pm - 4:00pm 101 Prentis Hall	Cecilia Dougherty	3	12/12

VIAR R4510 Advanced Video. 3 points.

Advanced Video is a full day class 10:00am- 4:00pm.

Prerequisites: *VIAR R3503* Beginning Video or prior experience in video or film production.

Advanced Video is an advanced, intensive project-based class on the production of digital video. The class is designed for advanced students to develop an ambitious project or series of projects during the course of the semester. Through this production, students will fine-tune shooting and editing skills as well as become more sophisticated in terms of their aesthetic and theoretical approach to the moving image. The class will follow each student through proposal, dailies, rough-cut and fine cut stage. The course is organized for knowledge to be shared and accumulated, so that each student will learn both from her/his own process, as well as the processes of all the other students. Additional screenings and readings will be organized around the history of video art and the problematics of the moving image in general, as well as particular issues that are raised by individual student projects. NOTE: There is only one section offered per semester. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R4510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4510	001/16697	F 10:00am - 1:00pm 101 Prentis Hall	Matthew Buckingham	3	8/12
VIAR 4510	001/16697	F 1:00pm - 4:00pm	Matthew Buckingham	3	8/12

558 Schermerhorn
Hall

VISUAL ARTS MAJOR REQUIREMENTS

VIAR R3901 Senior Thesis I. 2 points.

Prerequisites: the instructor's permission. See requirements for a major in visual arts. *VIAR R3901* is the prerequisite for *VIAR R3902*.

Corequisites: *VIAR R3921*.

Students must enroll in both semesters of the course (*VIAR R3901* and *VIAR R3902*). The student is required to produce a significant body of work in which the ideas, method of investigation, and execution are determined by the student. A plan is developed in consultation with the faculty. Seminars; presentations. At the end, an exhibition or other public venue is presented for evaluation. Studio space is provided.

Fall 2015: VIAR R3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3901	001/70796	M 5:00pm - 10:00pm Room TBA	Tomas Vu Daniel	2	13/15

Spring 2016: VIAR R3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3901	001/74094	M 5:00pm - 10:00pm 106 Watson Hall	Nicola Lopez	2	3/15

VIAR R3902 Senior Thesis II. 2 points.

Prerequisites: *VIAR R3901* and the instructor's permission. See requirements for a major in visual arts.

Corequisites: *VIAR R3922*.

Students must enroll in both semesters of the course (*VIAR R3901* and *VIAR R3902*). The student is required to produce a significant body of work in which the ideas, method of investigation, and execution are determined by the student. A plan is developed in consultation with the faculty. Seminars; presentations. At the end, an exhibition or other public venue is presented for evaluation. Studio space is provided.

VIAR R3921 Visiting Critic I. 2 points.

Prerequisites: the instructor's permission. See requirements for a major in visual arts. *VIAR R3921* is the prerequisite for *VIAR R3922*.

Corequisites: *VIAR R3901*.

Students are required to enroll in both semesters (*VIAR R3921* and *VIAR R3922*). A second opinion is provided to the senior students regarding the development of their senior project. Critics consist of distinguished visitors and faculty. Issues regarding the premise, methodology, or presentation of the student's ideas are discussed and evaluated on an ongoing basis.

Fall 2015: VIAR R3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3921	001/73197	M 5:00pm - 10:00pm	Emily Henretta	2	13/15

Room TBA

Spring 2016: VIAR R3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3921	001/72803	M 5:00pm - 10:00pm 106 Watson Hall	Emily Henretta	2	3/15

VIAR R3922 Visiting Critic II. 2 points.

Prerequisites: *VIAR R3921* and the instructor's permission. See requirements for a major in visual arts.

Corequisites: *VIAR R3902*.

Students are required to enroll in both semesters (*VIAR R3921* and *VIAR R3922*). A second opinion is provided to the senior students regarding the development of their senior project. Critics consist of distinguished visitors and faculty. Issues regarding the premise, methodology, or presentation of the student's ideas are discussed and evaluated on an ongoing basis.

Fall 2015: VIAR R3922

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3922	001/67798	M 5:00pm - 10:00pm Room TBA	Emily Henretta	2	2/15

Spring 2016: VIAR R3922

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3922	001/60039	M 5:00pm - 10:00pm 106 Watson Hall	Emily Henretta	2	13/15

VIAR R4601 Seminar in Contemporary Art Practice. 3 points.

New York City is the most abundant visual arts resource in the world. Visits to museums, galleries, and studios on a weekly basis. Students encounter a broad cross-section of art and are encouraged to develop ideas about what is seen. The seminar is led by a practicing artist and utilizes this perspective. Columbia College and General Studies Visual Arts Majors must take this class during their junior year. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

Fall 2015: VIAR R4601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4601	001/17246	Th 1:00pm - 4:00pm 106 Watson Hall	Elizaveta Meksin	3	14/12

WOMEN'S AND GENDER STUDIES

Program Office: 763 Schermerhorn Extension; 212-854-3277; 212-854-7466 (fax)
<http://irwgs.columbia.edu/>

Director of Undergraduate Studies: Prof. Katherine Biers, 408b Philosophy Hall; 212-854-2490; k1b2134@columbia.edu

Located within the Institute for Research on Women, Gender, and Sexuality and taught in cooperation with Barnard College's Department of Women's, Gender and Sexuality Studies, the program in women's and gender studies provides students with a culturally and historically situated, theoretically diverse understanding of feminist scholarship and its contributions to the disciplines. The program introduces students to feminist discourse on the cultural and historical representation of nature, power, and the social construction of difference. It encourages students to engage in the debates regarding the ethical and political issues of equality and justice that emerge in such discussion, and links the questions of gender and sexuality to those of racial, ethnic, and other kinds of hierarchical difference.

Through sequentially organized courses in women's, gender, and sexuality studies, as well as required discipline-based courses in the humanities and social sciences, the major provides a thoroughly interdisciplinary framework, methodological training, and substantive guidance in specialized areas of research. Small classes and mentored thesis-writing give students an education that is both comprehensive and tailored to individual needs. The major culminates in a thesis-writing class, in which students undertake original research and produce advanced scholarship.

Graduates leave the program well prepared for future scholarly work in women's, gender, and sexuality studies, as well as for careers and future training in law, public policy, social work, community organizing, journalism, and professions in which there is a need for critical and creative interdisciplinary thought.

REQUIREMENTS

MAJOR IN WOMEN'S AND GENDER STUDIES

The requirements for this program were modified on September 22, 2014. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

Students should plan their course of study with the undergraduate director as early in their academic careers as possible. The requirements for the major are:

WMST V1001	Introduction to Women's and Gender Studies
or WMST V3125	Introduction to Sexuality Studies

WMST V3311	Colloquium in Feminist Theory
WMST V3514	Historical Approaches to Feminist Questions
WMST V3915	Gender and Power in Transnational Perspective
WMST V3521	Senior Seminar I

Six approved Elective Courses on women, gender, and/or sexuality in consultation with the director of undergraduate studies.*

* Electives will be selected in coordination with the director of undergraduate studies to best suit students' specific interests and to provide them with the appropriate range of courses, whether their focus is ethnic studies, pre-med, pre-law, sociology, public health, queer studies, visual culture, literature, or another area of interest. Students are encouraged to take a broad interdisciplinary approach. The director of undergraduate studies will help students fine-tune their academic program in conjunction with IRWGS courses, cross-listed courses, and other courses offered at Columbia.

CONCENTRATION IN WOMEN'S AND GENDER STUDIES

The requirements for this program were modified on September 22, 2014. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

The same requirements as for the major, with the exception of WMST V3521 Senior Seminar I.

SPECIAL CONCENTRATION FOR THOSE MAJORING IN ANOTHER DEPARTMENT

The requirements for this program were modified on September 22, 2014. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

WMST V1001 Introduction to Women's and Gender Studies; plus four additional approved elective courses on gender.

COURSES SPRING 2016

WMST V1001 Introduction to Women's and Gender Studies. 3 points.

An interdisciplinary introduction to key concepts and analytical categories in women's and gender studies. This course grapples with gender in its complex intersection with other systems of power and inequality, including: sexuality, race and ethnicity, class and nation. Topics include: feminisms, feminist and queer

theory, commodity culture, violence, science and technology, visual cultures, work, and family.

Spring 2016: WMST V1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1001	001/61898	T Th 11:40am - 12:55pm 207 Mathematics Building	Laura Ciolkowski, Shamus Khan	3	70/80

WMST V3514 Historical Approaches to Feminist Questions. 4 points.

Historical Approaches to Feminist Questions examines issues of gender and sexuality across time and space. We explore how feminist analyses may reorient how we think about the past. We also ask how historical perspectives can bring the contingent and contextual nature of ideas about gender and sexuality into relief. We will consult both primary and secondary historical sources as well as key theoretical texts on the politics of women's history and the history of sexuality in intersection with other forms of identity and inequality.

Spring 2016: WMST V3514

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3514	001/66547	W 10:10am - 12:00pm 754 Ext Schermerhorn Hall	Saidiya Hartman	4	13/20

WMST V3522 Senior Seminar II. 4 points.

Individual research in Women's Studies conducted in consultation with the instructor. The result of each research project is submitted in the form of the senior essay and presented to the seminar.

Spring 2016: WMST V3522

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3522	001/68455	T 4:10pm - 6:00pm 752 Ext Schermerhorn Hall	Marianne Hirsch	4	2/20

WMST W3890 From Exclusion to Inclusion? Sexuality and Citizenship in American Politics. 4 points.

For much of the 20th century, the American political system excluded lesbians and gay men from full citizenship. This course seeks to understand the political and social forces shaping the transformation of these sex nonconformists from a pariah group into a viable social movement and eventually into a powerful constituency within the Democratic Party. Special emphasis will be placed on the state's role in defining lesbian and gay identities, the ways in which gender and racial diversity have shaped the LGB movement, and the role that partisan electoral strategies played in ushering sexuality to the center of American political conflict.

Spring 2016: WMST W3890

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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WMST 3890	001/22148	W 4:10pm - 6:00pm 754 Ext Schermerhorn Hall	Justin Phillips	4	7/20
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WMST W3940 Queer Theories and Histories. 4 points.

This course examines a genealogy of contemporary debates in queer theory beginning with feminist debates on sexuality and power in the 1970s and moving through critical race theory, the rise of antinormativity, affect theory, and posthumanism. Will fulfill Feminist Theory requirement.

Spring 2016: WMST W3940

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3940	001/14537	T 4:10pm - 6:00pm 754 Ext Schermerhorn Hall	Elizabeth Povinelli	4	14/25

WMST G4000 (Section 1) Genealogies of Feminism: Significant Others. 4 points.

What is the relationship between homoeroticism and homosociality? How does this relationship form conceptions of gender and sexuality in ways that might be historically unfamiliar and culturally or regionally specific? We pursue these questions through the lens of friendship and its relationship to ideas and expressions of desire, love, and loyalty in pre-modern times. We begin by considering the intellectual basis of the modern idea of friendship as a private, personal relationship, and trace it back to earlier times when it was often a public relationship of social and political significance. Some of these relationships were between social equals, while some were unequal forms (like patronage) that could bridge social, political or parochial differences. Thinking through the relationships and possible distinctions between erotic love, romantic love and amity (love between friends), we will draw on scholarly works from a variety of disciplinary perspectives, particularly philosophy, sociology, political theory, literature, history, and art history. We will attend to friendship's work in constituting, maintaining and challenging various social and political orders in a variety of Asian contexts (West, Central, South and East Asian), with reference to scholarship on European contexts. Primary source materials will include philosophy, religious manuals, autobiographies, popular love stories, heroic epics, mystical poetry, mirror for princes, paintings, material objects of exchange, and architectural monuments.

Spring 2016: WMST G4000 (Section 1)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4000	001/13619	M 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Mana Kia	4	10/20

WMST G4440 Gender and Affective Politics: Hate, Fear and Love in the MENA region. 4 points.

The course will examine how masculinities and femininities are produced, remade, expressed and negotiated through theories of materiality and affect and relate them to relevant ethnographic examples of such processes (for example masculine soundscapes and edible portraits of Egypt's President Abdel Fattah al-Sisi

on chocolate pralines). We will explore gender in relation to the multifaceted dynamic processes unfolding in North Africa in the aftermath of earlier political fluxes, as well as today's instabilities and unrest and tomorrow's politics. Materiality and non-discursive forces, what can be called *affective politics*, impact our sense of belonging and desire for comfort in times of chaos, religious and political instability. Specifically we will focus on forces of affect and the material aspects of its public manifestation—the materiality of affect—through tangible manifestations of affects of passion: hate and love: two opposed but interlinked “emotions of revolution”, as well as their sibling, fear. The same material experiences can produce materialized emotions such as love or hate depending on specific political and social positioning within the larger polity. Passion is at once a phenomenological state and an extremely fluid currency of social, political and economic transaction. The experience of passion morphs continuously, changing valence while passing from hand to hand, body to body, circumstance to circumstance.

Spring 2016: WMST G4440

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4440	001/28783	F 10:10am - 12:00pm 754 Ext Schermerhorn Hall	Maria Malmstrom	4	5/20

FALL 2015

WMST W3151 Seminar in Sexuality, Gender, Health, and Human Rights. 4 points.

Prerequisites: introductory course in human rights or sexuality/gender studies, and the instructor's permission (please request application from csv1@columbia.edu)

This seminar uses the new scholarship on sexuality to engage with ongoing theoretical conversations and activism on sexuality, rights, gender, and health. Pressed by the increasing recognition of the importance of sexuality in a wide range of rights and advocacy work (for example, HIV/AIDS, sexual and reproductive health, and sexual violence), theorists and advocates alike have struggled with complex, sometimes fluid and elusive nature of sexuality. What is this “sexuality” in need of rights and health? How does it manifest itself across a range of persons and cultures? And how can culturally and historically situated work about sexuality inform and improve legal and advocacy interventions? The seminar also turns a critical eye on recent scholarship, in light of current issues raised by policy interventions and advocacy in many countries and cultures. Finally, the seminar aims to promote dialogue and exchange between academic, activist, and advocacy work.

Fall 2015: WMST W3151

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3151	001/17938	M 12:10pm - 2:00pm 754 Ext Schermerhorn Hall	Carole Vance	4	9/20

WMST W3153 Sexing Art Sound. 4 points.

Open to all majors.

This course explores sound-based creative practices as sites where gender, race, and sexuality are always, and sometimes explicitly negotiated. We will study contemporary sound art that variously speaks to inequalities in canon-formation, participates in human rights movements of the late 20th and 21st centuries, and suggests feminist and queer readings of everyday sonic praxis. Readings in feminist theory, critical theory, art history, musicology, and media studies will guide in-class discussion of artworks accessed through on-line archives and New York-based installations. We will also review artist statements, exhibition catalogues, conference programs, on-line media, and journalistic articles. The seminar will address the following questions: What role do sound-based creative practices play in re-/de-/forming raced, gendered, and sexual subjects? What is the place of activism in sound-based arts engaged with feminist and queer politics? Can sound be feminist, queer, Afrofuturist? How should theorists of race, gender, and sexuality address sound in and out of the arts?

Fall 2015: WMST W3153

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3153	001/82948	W 10:10am - 12:00pm 754 Ext Schermerhorn Hall	Lucie Vagnerova	4	15/18

WMST V3521 Senior Seminar I. 4 points.

The Senior Seminar in Women's Studies offers you the opportunity to develop a capstone research paper by the end of the first semester of your senior year. Senior seminar essays take the form of a 25-page paper based on original research and characterized by an interdisciplinary approach to the study of women, sexuality, and/or gender. You must work with an individual advisor who has expertise in the area of your thesis and who can advise you on the specifics of method and content. Your grade for the semester will be determined by IRWGS's Director of Undergraduate Studies in consultation with your advisor. Students receiving a grade of “B+” or higher in Senior Seminar I will be invited to complete Senior Seminar II in Spring 2015. Senior Seminar II students will complete a senior thesis of 40-60 pages in a course facilitated by the IRWGS Director.

Fall 2015: WMST V3521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3521	001/63013	W 2:10pm - 4:00pm 752 Ext Schermerhorn Hall	Katherine Biers	4	6/25

WMST W4506 Gender Justice. 3 points.

This course will provide an introduction to the concrete legal contexts in which issues of gender and justice have been articulated, disputed and hesitatingly, if not provisionally, resolved. Readings will cover issues such as Workplace Equality, Sexual Harassment, Sex Role Stereotyping, Work/Family Conflict, Marriage and Alternatives to Marriage, Compulsory

Masculinity, Parenting, Domestic Violence, Reproduction and Pregnancy, Rape, Sex Work & Trafficking. Through these readings we will explore the multiple ways in which the law has contended with sexual difference, gender-based stereotypes, and the meaning of equality in domestic, transnational and international contexts. So too, we will discuss how feminist theorists have thought about sex, gender and sexuality in understanding and critiquing our legal system and its norms. For more information, go to: <http://web.law.columbia.edu/gender-sexuality/faculty/katherine-franke/gender-justice>.

Fall 2015: WMST W4506

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4506	001/92082	M W 1:15pm - 2:40pm 417 W & J Warren(Law & Business)	Katherine Franke	3	8

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COLUMBIA COLLEGE

COLUMBIA UNIVERSITY *in the* CITY *of* NEW YORK

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