

# COLUMBIA COLLEGE

COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK



BULLETIN | 2016-2017

MARCH 13, 2017

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# COLUMBIA COLLEGE BULLETIN

2016-2017 | Columbia College | Founded 1754

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# ACADEMIC CALENDAR

Columbia University reserves the right to revise or amend this academic calendar, in whole or in part, at any time. Registration and Change of Program period dates are tentative, and students should consult their registration materials or speak with their advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) to confirm up-to-date deadlines. Updated calendar information is also available from the Registrar (<http://registrar.columbia.edu/event/academic-calendar>).

## FALL TERM 2016

August	1	Monday. Last day for new students entering in Fall 2016 to submit vaccination documentation for measles, mumps, and rubella; and to certify meningitis decision online. Vaccination documentation is due 30 days prior to registration; students are not permitted to register for classes without this documentation.
	1-5	Monday–Friday. Fall 2016 online registration for continuing students via Student Services Online (SSOL) appointment.
	23-25	Tuesday–Thursday. Fall 2016 online registration for continuing students and transfer students via Student Services Online (SSOL) appointment.
	29	Monday. New Student Orientation Program begins for new students entering in Fall 2016.
September	1	Thursday. Last day to apply or reapply for the B.A. degree to be awarded in October 2016. Applications received after this date are automatically applied to the next conferral date.
	2-3	Friday–Saturday. Fall 2016 online registration for first-year students via Student Services Online (SSOL) appointment.
	3	Saturday. Fall 2016 online registration for continuing students and transfer students via Student Services Online (SSOL) appointment.
	5	<b>Monday. Labor Day. University holiday.</b>
	6	<b>Tuesday. Classes begin for the 263rd academic year.</b>
	6-16	Weekdays only. Fall 2016 change-of-Program period by on-line appointment via Student Services Online (SSOL): all students.
	9,12	Friday and Monday. Deferred examination dates.
	15	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.
	16	Friday. End of Change-of-Program period. Last day to add courses. Last day to uncover grade for Spring or Summer 2016 course taken Pass/D/Fail. Last day to drop a Core Curriculum course. Must be registered for a minimum of 12 points.
	19–October 11	Weekdays only. Post Change-of-Program Add/Drop period by on-line appointment via Student Services Online (SSOL).
	30	Friday. Last day to confirm, upgrade, or request a waiver from the Columbia Student Health Insurance Plan.
October	11	Tuesday. Last day for students to drop individual courses.
	19	Wednesday. Award of October degrees.
	20	Thursday. Midterm Date.
November	1	Tuesday. 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.
	7	<b>Monday. Academic holiday.</b>
	8	<b>Tuesday. Election Day. University holiday.</b>
	14–18	Monday–Friday. On-line registration for Spring 2017 via Student Services Online (SSOL) appointment: continuing students only.
	17	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.
	24–27	<b>Thursday–Sunday. Thanksgiving holidays.</b>
December	1	Thursday. 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.

2	Friday. Last day for new Spring 2017 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.
5–9	Monday–Friday. On-line registration for Spring 2017 via Student Services Online (SSOL) appointment: continuing students only.
12	Monday. Last day of classes.
13–15	Tuesday–Thursday. Study days.
16–22	Friday–Thursday. Final examinations.
22	Thursday. Fall term ends.
23	<b>Friday, December 23, 2016 through Monday, January 16, 2017. Winter holidays.</b>

## SPRING TERM 2017

January	1	Sunday. Last day for applicants to the Class of 2021 to apply for admission.
	3–13	Weekdays only. On-line registration for Spring 2017 via Student Services Online (SSOL) appointment: continuing and transfer students only.
	16	<b>Monday. Martin Luther King, Jr. Day. University holiday.</b>
	17	<b>Tuesday. Classes begin.</b>
	17–27	Weekdays only. Change-of-Program period by on-line appointment via Student Services Online (SSOL).
	20, 23	Friday and Monday. Deferred examination dates.
	26	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.
	27	Friday. End of Change-of-Program period. Last day to add courses. Last day to uncover grade for Fall 2016 course taken Pass/D/Fail. Last day to drop a Core Curriculum course. Must be registered for a minimum of 12 points.
January	30–February	Weekdays only. Post Change-of-Program Add/Drop period by on-line appointment via Student Services Online (SSOL).
February	8	Wednesday. Awarding of February 2017 degrees.
	21	Tuesday. Last day for students to drop individual courses.
March	6	Monday. Midterm date.

	7–10	Tuesday–Friday. Major Declaration.
	13–17	<b>Monday–Friday. Spring recess.</b>
	23	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	17–21	Monday–Friday. On-line registration for Fall 2017 via Student Services Online (SSOL) appointment: continuing students only.
May	1	Monday. Last day of classes.
	2–4	Tuesday–Thursday. Study days.
	5	Friday. Deadline for continuing students to apply for financial aid for 2017-2018.
	5–11	Friday–Thursday. Final examinations.
	11	Thursday. Spring term ends.

## COMMENCEMENT

May	15	Monday. Baccalaureate Service.
	16	Tuesday. Columbia College Class Day. Academic Awards and Prizes Ceremony. Phi Beta Kappa Induction Ceremony.
	17	Wednesday. Award of May 2017 degrees. University Commencement.

## SUMMER REGISTRATION DATES FOR FALL 2017

June	12-16	Monday–Friday. On-line registration for Fall 2017 via Student Services Online (SSOL) appointment: continuing students only.
	19-23	Monday–Friday. On-line registration for Fall 2017 via Student Services Online (SSOL) appointment: continuing students only.
July	31–August 4	Monday–Friday. On-line registration for Fall 2017 via Student Services Online (SSOL) appointment: continuing students only.
August	7-11	Monday–Friday. On-line registration for Fall 2017 via Student Services Online (SSOL) appointment: continuing students only.
	22-24	Tuesday–Thursday. On-line registration for Fall 2017 via Student Services Online (SSOL) appointment: continuing and transfer students only.

September	1-2	Friday-Saturday. On-line registration for Fall 2017 via Student Services Online (SSOL) appointment: first-year students only.
	2	Saturday. On-line registration for Fall 2017 via Student Services Online (SSOL) appointment: continuing and transfer students only.



# THE ADMINISTRATION AND FACULTY OF COLUMBIA COLLEGE

## ADMINISTRATION

**Lee Bollinger, J.D.**

*President of the University*

**John Coatsworth, Ph.D.**

*Provost of the University*

**David Madigan, Ph.D.**

*Executive Vice President for Arts and Sciences*

**James J. Valentini, Ph.D.**

*Dean of Columbia College and Vice President for Undergraduate Education*

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**Richard Axel**

B.A., Columbia, 1967; M.D., Johns Hopkins, 1970

**Jagdish Bhagwati**

B.Com., Bombay (India), 1954; M.A., Cambridge, 1956; Ph.D., Massachusetts Institute of Technology, 1967

**Ronald Breslow**

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A.B., Harvard, 1969; Ph.D., 1976

**Ruth S. DeFries**

B.A., Washington, 1976; Ph.D., Johns Hopkins, 1980

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A.B., Harvard, 1970; Ph.D., 1977

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M.D., Cairo (Egypt), 1974; M.P.H., Columbia, 1991; M.P.A., Harvard, 1996

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A.B., Swarthmore, 1958; B.Phil., Oxford, 1960; LL.B., Columbia, 1963

**Wayne A. Hendrickson**

B.A., Wisconsin, 1963; Ph.D., Johns Hopkins, 1968

**Eric R. Kandel**

A.B., Harvard, 1952; M.D., New York University, 1956

**Rosalind E. Krauss**

A.B., Wellesley, 1962; A.M., Harvard, 1964; Ph.D., 1968

**Robert A. Mundell** (*emeritus*)

B.A., British Columbia (Canada), 1953; Ph.D., Massachusetts Institute of Technology, 1956

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**Joseph Stiglitz**

B.A., Amherst, 1964; Ph.D., Massachusetts Institute of Technology, 1967; M.A., Oxford 1976

## FACULTY

### FACULTY A-Z LISTING

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### A

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**Frank J. Lopez-Balboa** '82, P: '13, '15

**Victor M. Lopez-Balboa** '82, P: '14, '19

**Paul C. McCormick** '78, PS'89, PH'00, P: '10, '14

**Eric A. Mendelson** '87, BUS'89, P: '17, '19

**Adam R. Meshel** '92, LAW'95, P: '18

**Alexander Navab** '87

**Jen Maxfield Ostfeld** '99, JN'00

**Renan Pierre** '86, SEAS'87

**Robert P. Rooney** '89

**Michael S. Satow** '88

**Michael J. Schmidtberger** '82, LAW'85

**David B. Stanton** '77, P: '09, '11

**Lisa Stanton** P: '09, '11

**Mozelle W. Thompson** '76, SIPA'79, LAW'81

**Stephen S. Trevor** '86

**Alisa Wood** '01, BUS'08

## **OFFICERS**

### **James J. Valentini**

*Dean of Columbia College and Vice President for Undergraduate Education*

B.S., Pittsburgh, 1972; M.S., Chicago, 1973; Ph.D., California (Berkeley), 1976

### **Corey S. Aronstam**

*Associate Dean for Columbia College Development and Deputy Vice President for Development, Columbia College and Arts and Sciences*

B.A., Nazareth, 1998; M.B.A., Wagner, 2001

**Susan Chang-Kim**

*Chief Planning and Administrative Officer and Associate Dean of Columbia College*

B.A., Maryland, 1993; M.A., Teachers College, 2005

**Lisa Hollibaugh**

*Dean of Academic Planning and Administration*

B.A., Rice, 1990; M.A., Columbia, 1996; Ph.D., 2005

**Jessica Marinaccio**

*Dean of Undergraduate Admissions and Financial Aid*

A.B., Harvard, 1991; M.Ed., 1994

**James T. McMenamin, Jr.**

*Senior Associate Dean for Columbia College Development and Senior Director of Principal Gifts, Office of Alumni and Development*

B.A., Johns Hopkins, 1971

**Michael Pippenger**

*Dean of Undergraduate Global Programs, Columbia College, and Assistant Vice President of International Education for Arts and Sciences*

B.A., Carleton, 1991; M.A., Indiana, 1994; Ph.D., 2002

**Andrew Plaa**

*Interim Dean of Advising, James H. and Christine Turk Berick Center for Student Advising*

B.A., McGill (Canada), 1983; M.A., Columbia, 1986; M.Phil., 1987; Ph.D., 1994

**Cristen Scully Kromm**

*Dean of Undergraduate Student Life*

B.A., Wheaton, 1995; M.S.W., New York University, 1998

**Kavita Sharma**

*Dean of Career Education*

B.Sc., Southampton, 1989; M.Sc., London School of Economics, 1991; M.A., Teachers College, 2012

**Bernice Tsai**

*Associate Dean for Columbia College Alumni Relations and Communications*

B.A., Columbia, 1996; M.B.A., Northwestern, 2001

**Joseph Ayala**

*Executive Director, Double Discovery Center*

B.A., Columbia, 1994; M.F.A., Sarah Lawrence, 1999

**Melinda Aquino**

*Associate Dean of Multicultural Affairs, Undergraduate Student Life*

B.A., Florida, 1998; M.A., Miami, 2001; M.A., New York University, 2005; M.S., Columbia, 2012

**Kristy Barbacane**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., Grove City, 2001; M.A., Temple, 2006; M.Phil., Columbia, 2008; Ph.D., 2012

**Chanda Bennett**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.S., Cornell, 1996; M.A., Columbia, 2001; M.Phil., 2004; Ph.D., 2007

**Simon Bird**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.S., Leeds, 1989; Ph.D., Texas A&M, 1997

**Marcela D. Calidonio**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., Columbia, 2006

**Scott W. Carpenter**

*Associate Dean of Global Education and Fellowships*

B.A., Dickinson, 1995; M.A., New York University, 1996; M.Phil., 1999

**Angie Carrillo**

*Associate Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., California (Los Angeles), 1999; M.A., Teachers College, 2000; Ed.M., 2007

**Cindy Cogdill**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.S., Southeast Missouri State, 1983; M.S.Ed., Southern Illinois, 1988

**Jason Collado**

*Assistant Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., SUNY (Albany), 1997; M.S., 2000

**Manoushka Constant**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., St. John's, 2000; M.S., 2003

**Niki Cunningham**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., Brown, 1990; M.A., Wisconsin, 1994

**Rebecca Curtin Ugolnik**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., Notre Dame, 2004; M.T.S., Harvard, 2008

**Anne Diebel**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., Wisconsin (Madison), 2004; M.A., Columbia, 2007; M.Phil., 2009; Ph.D., 2013

**Jessica Dzaman**



*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Brown, 2006; M.A., Columbia, 2008; Ph.D., 2015

**Darius V. Echeverría**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Rutgers, 1999; M.A., Temple, 2003; Ph.D., 2006

**A. Alexander España**

*Associate Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.S., Southwestern Adventist, 1994; M.A., Andrews, 1997

**Aileen Forbes**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Columbia, 1993; M.A., Princeton, 1999; Ph.D., 2004

**MaryMartha E. Ford-Dieng**

*Adviser/Program Coordinator, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Temple, 2003; M.Ed., Northeastern, 2014

**Joshua Gaynor**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Marist, 1996; M.A., New York University, 1999

**Chad Gifford**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Brown, 1990; M.A., Columbia, 1995; Ph.D., 2003

**Parag Gupta**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.E., Vanderbilt, 2002; M.Eng., 2002; Ph.D., Northwestern, 2016

**Michael Hall**

*Executive Director, Financial Aid and Enrollment Operations*  
B.S., Saint Vincent, 1998; M.S.P.P.M., Carnegie Mellon, 2009; M.B.A., 2009

**Tara Hanna**

*Executive Director of Residential Life, Undergraduate Student Life*  
B.A., Boston College, 2007; M.S.Ed., Fordham, 2009; Ed.M., Teachers College, 2015

**Dawn Hemphill**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Hiram, 1995; M.Ed., Kent State, 1999

**Kay Hershberger**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Goshen, 1988; M.S., Indiana, 1994

**Fay Ju**

*Associate Dean of Columbia Global Programs*  
B.S., Bucknell, 1989; M.A., Teachers College, 2001

**Lavinia Lorch**

*Senior Assistant Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Barnard, 1977; M.A., Columbia, 1978; Ph.D., 1990

**Josh Lucas**

*Director of Student Community Programs, Undergraduate Student Life*  
B.A., Tennessee, 2006; M.S., Kentucky, 2009

**Hazel May**

*Senior Associate Dean of Academic Planning and Administration*  
B.A., Northumbria, 1988; M.Sc., London School of Economics, 1990; Ph.D., Sheffield, 1997; M.A., Teachers College, 2006

**Joanna May**

*Associate Dean of Undergraduate Admissions*  
B.A., University of Delaware, 1998; M.A., New York University, 2002

**Roosevelt Montas**

*Director of the Center for the Core Curriculum and Associate Dean of Academic Affairs*  
B.A., Columbia, 1995; M.A., 1996; M.Phil., 1999; Ph.D., 2004

**Niamh O'Brien**

*Associate Dean of Undergraduate Career Development, Center for Career Education*  
B.A., Trinity College Dublin (Ireland), 1990; M.S., New York University, 2003

**Matthew Patashnick**

*Assistant Dean of Student and Family Support*  
B.A., George Washington University, 2002; M.Ed., Massachusetts (Amherst), 2004; Ed.D., University of Pennsylvania, 2016

**Jennifer Preis**

*Associate Dean of Experiential Education, Center for Career Education*  
B.S., Fairfield, 2004

**Megan Rigney**

*Associate Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Miami (Ohio), 1993; M.A., New York University, 1996

**Erica Siegel**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
B.A., Columbia, 1998; M.A., 2005; Ph.D., 2011

**Justin Snider**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., Amherst, 1999; M.A., Chicago, 2000; M.A.S., Vienna, 2002; M.Ed., Harvard, 2003; M.A., Teachers College, 2014; M.Ed., 2014

**Catherine Steindler**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

A.B., Harvard, 1998; M.F.A., Columbia, 2013

**Danielle Wong-Asuncion**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

B.A., SUNY (Stony Brook), 1996; M.A., Teachers College, 1999; M.Ed., 1999

**Nancy Workman**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*

A.B., Occidental, 1984; M.A., Columbia, 1987; M.Phil., 1992; Ph.D., 1998

# ADMISSION

**Mailing address**

Office of Undergraduate Admissions (<http://undergrad.admissions.columbia.edu>)  
1130 Amsterdam Avenue  
212 Hamilton Hall, Mail Code 2807  
New York, NY 10027

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

**Telephone:** 212-854-2522

**E-mail:** [ugrad-ask@columbia.edu](mailto:ugrad-ask@columbia.edu)

**Website:** <http://undergrad.admissions.columbia.edu>

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 2016–2017 academic year of nine months is as follows:

Tuition	\$52,478
Mandatory Fees	\$2,578
Average Room and Board Cost	\$13,244
Books and Personal Expenses	\$3,285
Travel	varies
<b>Total</b>	<b>\$71,585 + Travel</b>

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 2016–2017 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 2016–2017

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 2016–2017 is \$26,239 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 \$1,752.

### 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	\$1,558
Columbia Health Fee	\$1,020
<b>Total</b>	<b>\$2,578</b>

### 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 \$70 each term, totaling \$140 for academic year 2016–2017. 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 2016–2017 are as follows:

Fall Term	August 15, 2016– December 31, 2016	\$475
Spring Term	January 1, 2017– August 14, 2017	\$475

## Student Health Insurance Premiums

The University policy also requires all registered international students and full-time domestic 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.

Domestic 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 new Summer enrollment). All waiver requests are considered, but approval is not guaranteed.

Navigating the U.S. health care system can be complex. To help ensure that international students have access to the highest quality of care on- and off-campus **Columbia University requires all international students to enroll in the Columbia Student Health Insurance Plan.** Please contact the Student Health Insurance Team with any questions. They can be reached via [studentinsurance@columbia.edu](mailto:studentinsurance@columbia.edu), 212-854-3286 (<http://bulletin.columbia.edu/columbia-college/fees-expenses-financial-aid/tel:212-854-3286>), or by visiting the office on the 3<sup>rd</sup> Floor of John Jay Hall.

The following rates are for the 2016–2017 plan year. Columbia Plan rates and benefits change annually.

### Fall Term: August 15, 2016–December 31, 2016

Gold Plan	\$1,090
Platinum Plan	\$1,586

### Spring Term and Summer Session: January 1, 2017–August 14, 2017

Gold Plan	\$1,772
Platinum Plan	\$2,578

Each year students must make an enrollment/waiver request on SSOL (<https://ssol.columbia.edu>). 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 (<http://bulletin.columbia.edu/columbia-college/academic-calendar>) 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://health.columbia.edu/insurance> 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 (<http://bulletin.columbia.edu/columbia-college/academic-calendar>), 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 <b>for new students only</b> , 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](mailto: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

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### Scholarship A-Z Listing

## A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

### A

#### FREDERICK F. AND HELEN M. ABDOO SCHOLARSHIP FUND

(1998) Gifts of the family of Frederick F. Abdoo CC'41, LAW'47 ^, P: GS'88 and Helen M. Abdoo ^ P: GS'88.

#### SAM ACKERMAN SCHOLARSHIP FUND

(2010) Gift of an anonymous donor.

#### CARROLL ADAMS SCHOLARSHIP FUND

(1997) Gift of Russell F. Warren CC'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 CC'80, P: CC'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 CC'21.

#### SHEPARD L. ALEXANDER SCHOLARSHIP FUND

(2011) Bequest of Patricia and Shepard L. Alexander CC'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 CC'39.

#### ALAN J. ALTHEIMER SCHOLARSHIP FUND

(1992) Gift of the Jewish Students Scholarship Fund in honor of Alan Altheimer CC'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 CC'37 ^.

#### ERICA L. AMSTERDAM FAMILY SCHOLARSHIP FUND FOR COLUMBIA COLLEGE

(2002) Gift of Mark Lemle Amsterdam CC'66, LAW'69, P: CC'07, CC'10 in honor of his mother, Erica L. Amsterdam ^ P: CC'66, LAW'69.

CATHERINE AND DENIS ANDREUZZI SCHOLARSHIP FUND

(1995) Gift of Denis M. Andreuzzi CC'53.

JULIO LOUIS ANON AND ROBERT A. KAMINSKI SCHOLARSHIP FUND

(2013) Gift of J. Louis Anon CC'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 CC'37, GSAS'40.

AQUILA FAMILY SCHOLARSHIP FUND

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

ROONE P. ARLEDGE SCHOLARSHIP FUND

(1987) Gift of Rooney P. Arledge CC'52 ^.

NICHOLAS F. AND FRANCES N. ARTUSO SCHOLARSHIP FUND

(2006) Gift of Anthony A. Artuso CC'80, P: CC'08, CC'12 and various donors in memory of Anthony's parents, Frances N. and Nicholas F. Artuso SEAS'49, P: CC'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 CC'62 in memory of his parents, Louis and Theonie Aslanides P: CC'62, GSAS'61.

CHARLES B. ASSIFF SCHOLARSHIP FUND

(1996) Gift of Matthew J. Assiff CC'89 in memory of his father, Charles B. Assiff P: CC'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 CC'49 ^.

BERTHA AND WILLIAM AUGENBRAUN ENDOWED SCHOLARSHIP FUND AT COLUMBIA COLLEGE

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

**B**

A. JAMES AND VONA HOPKINS BACH SCHOLARSHIP FUND

(1992) Gift of A. James Bach CC'53, BUS'52.

FREDERICK AND ELEANORE BACKER SCHOLARSHIP FUND

(1984) Bequest of Eleanore W. Backer.

KAMEL S. BAHARY SCHOLARSHIP FUND

(2015) Gift of Kamel S. Bahary CC'54.

BAKER FAMILY SCHOLARSHIP FUND

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

GARY THOMAS BAKER SCHOLARSHIP FUND

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

ADELLE PHYLLIS BALFUS SCHOLARSHIP FUND

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

ALFRED M. BARABAS MEMORIAL FUND

(1988) Bequest of Alfred M. Barabas CC'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 CC'87, P: CC'17 and David B. Barry CC'87, P: CC'17.

MICHAEL BARRY '89 SCHOLARSHIP FUND

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

FREDERIC D. BARSTOW SCHOLARSHIP FUND

(1943) Bequest of William S. Barstow.

ANDREW AND AVERY BARTH SCHOLARSHIP FUND

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

MILTON B. AND EDITH C. BASSON ENDOWMENT FUND

(1987) Bequest of Milton B. Basson CC'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 CC'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 CC'28, LAW'30.

#### DANIEL J. AND JANE H. BERKTOLD COLUMBIA COLLEGE SCHOLARSHIP FUND

(2010) Gift of the Southwest Florida Community Foundation.

#### 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 CC'55, P: CC'92 and Morris Lamer ^ in honor of Samara B. Meshel CC'92, P: CC'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 CC'69, GSAS'73, SIPA'73, LAW'74.

#### BIKHCHANDANI SCHOLARSHIP FUND

(2013) Gift of an anonymous donor.

#### GIUSEPPE AND MARIA BISIO SCHOLARSHIP FUND

(1993) Gift of Attilio Bisio CC'52, SEAS'53, SEAS'54, P: CC'85, LAW'92 in honor of Giuseppe and Maria Bisio.

#### BLACK ALUMNI COUNCIL ENDOWED SCHOLARSHIP FUND

(2015) Gift of Columbia College Black Alumni Council, alumni, and friends.

#### CHARLES P. BLACKMORE ATHLETIC SCHOLARSHIP

(1990) Bequest of Charles P. Blackmore CC'38, GSAS'53.

#### LEO BLITZ MEMORIAL SCHOLARSHIP FUND

(1987) Gift of Steven M. Blitz CC'62, SEAS'63.

#### THE WILLARD AND ROBERTA BLOCK FAMILY SCHOLARSHIP FUND

(1999) Gift of Willard Block CC'51.

#### MAXWELL A. BLOOMFIELD SCHOLARSHIP FUND

(2002) Bequest of Maxwell Bloomfield.

#### BOCKLAGE FAMILY SCHOLARSHIP FUND

(2010) Gift of Alanna and Chandler B. Bocklage CC'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 CC'54, SEAS'55, SEAS'64.

#### STEVE BOOTHE SCHOLARSHIP

(2014) Gift of Steven E. Boothe CC'90.

#### HOWARD H. BORN SCHOLARSHIP FUND

(1990) Bequest of Howard H. Born.

#### H. HUBER BOSCOWITZ SCHOLARSHIP FUND

(1994) Bequest of H. Huber Boscowitz CC'23.

#### DR. LEONARD BRAM SCHOLARSHIP FUND

(2011) Gift of Jonathan D. Bram CC'87, P: CC'14, CC'17.

#### EDWARD M. BRATTER SCHOLARSHIP FUND

(1984) Gift of Thomas Bratter CC'61 ^, P: CC'87, CC'90 and Carole Bratter W: CC'61 , P: CC'87, CC'90 and in honor of Edward M. Bratter CC'26, LAW'28 ^, P: CC'61 ^.

#### THE MICHAEL O. BRAUN SCHOLARSHIP FUND

(2006) Gift of Michael O. Braun CC'70, LAW'73, P: CC'09.

#### BREAD OF LIFE FOUNDATION SCHOLARSHIP

(1993) Gift of Paul J. Grant CC'65.

#### JESSICA LEE BRETT SCHOLARSHIP FUND

(2008) Gift of Patricia Brett CC'87, P: CC'18 and James T. Brett CC'84, P: CC'18.

#### LAURENCE AND MARION BREWER '38 CC SCHOLARSHIP FUND

(2006) Bequest of Marion and Laurence A. Brewer CC'38.

#### JOHN B. BRIDGWOOD SCHOLARSHIP FUND

(1985) Gift of John B. Bridgwood ^.

#### BRILLO-SONNINO FAMILY SCHOLARSHIP FUND

(2009) Gift of Mark D. Sonnino CC'82 and Lyn C. Brillo.

#### THE CRAIG B. BROD SCHOLARSHIP

(2011) Gift of Craig B. Brod CC'77.

#### HAROLD BROD MEMORIAL ROOM SCHOLARSHIP FUND

(1958) Gift of Beth Brod W: CC'47 in memory of her husband, Harold Brod CC'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 CC'69.

#### ROBERT R. BROOKHART MEMORIAL SCHOLARSHIP FUND

(1991) Bequest of Herbert A. Deane CC'42, GSAS'53 in honor of Robert R. Brookhart CC'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 CC'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 CC'46, GSAS'46, GSAS'49.

#### SAMUEL POTTER BROWN SCHOLARSHIP FUND

(1998) Bequest of Samuel P. Brown CC'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 CC'25.

#### LOUISE AND ROBERT BRUNNER FAMILY SCHOLARSHIP FUND

(2014) Gift of Rochelle L. and Thomas W. Brunner CC'66, P: CC'95.

#### MICHAEL S. BRUNO, M.D. SCHOLARSHIP FUND

(1989) Gift of Michael S. Bruno CC'43, PS'45 ^, P: BUS'70, BUS'82.

#### DR. ELI BRYK SCHOLARSHIP FUND

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

#### BRYNJOLFSSON FAMILY UNDERGRADUATE SCHOLARSHIP FUND

(2008) Gift of Margaret and John Brynjolfur Brynjolfsson CC'86.

#### BUCHMAN FAMILY SCHOLARSHIP FUND

(1989) Gift of Stephen L. Buchman CC'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 CC'63.

#### DR. IRVIN J. BUSSING SCHOLARSHIP FUND

(1996) Gift of Irvin J. Bussing CC'22, GSAS'35 ^.

#### RICHARD BUTLER SCHOLARSHIP FUND

(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: CC'92, CC'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 CC'73, P: CC'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 CC'24.

#### EDWARD F. CALESA SCHOLARSHIP FUND

(1989) Gift of Edward F. Calesa CC'63 in honor of Joel Larus GSAS'60.

#### STEVEN C. CALICCHIO FUND

(2013) Gift of Steven C. Calicchio Foundation.

#### CAMPBELL FAMILY SCHOLARSHIP FUND

(2015) Gift of William V. Campbell CC'62, TC'64 ^, P: CC'04, CC'13, SIPA'08.

#### JOHN AND BETTY CARROLL MEMORIAL SCHOLARSHIP FUND

(2004) Gift of Barbara Bartlik and David S. Carroll CC'76, LAW'79, P: CC'11 in honor of David's parents, John and Betty Carroll P: CC'76, LAW'79.

#### PROFESSOR JOHN P. CARTER SCHOLARSHIP FUND

(2001) Bequest of Rachel H. Carter in memory of her husband, John P. Carter CC'36.

#### EDWIN H. CASE MEMORIAL SCHOLARSHIP FUND

(1994) Gift of Stephen H. Case CC'64, LAW'68, P: CC'92, BUS'02 and various donors in memory of Stephen's son, Edwin H. Case CC'92.

#### CENTRAL DELICATESSEN FUND



(2015) Gift of an anonymous donor.

DOUGLAS A. CHADWICK, JR. SCHOLARSHIP FUND  
(2004) Gift of Douglas A. Chadwick CC'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 CC'02.

SO YOUNG CHANG FAMILY SCHOLARSHIP FUND  
(2015) Gift of So Young Chang BUS'02.

JOYCE CHANG SCHOLARSHIP FUND  
(2016) Gift of Joyce Chang CC'87 and David I. Robbins.

CHANG CHAN YUK PING SCHOLARSHIP FUND  
(2011) Gift of Pamela and Eric M.P. Tang P: CC'09.

CHAPMAN FAMILY SCHOLARSHIP FUND  
(2015) Gift of Kenneth B. Chapman CC'97.

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

CHARLIE CHO SCHOLARSHIP FUND  
(2011) Gift of Charles W. Cho CC'96.

THE CHODASH FAMILY SCHOLARSHIP FUND  
(2015) Gift of Craig L. Chodash CC'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 CC'44, PS'49.

JEREMIAH AND YOLANDA CIANCIA FAMILY  
SCHOLARSHIP FUND  
(2008) Gift of Jeremiah and Yolanda Cancia 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 CC'67.

JOHN J. CIRIGLIANO SCHOLARSHIP FUND  
(1987) Gift of John J. Cirigliano CC'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 CC'77, PS'86 and the George A. Hyman Revocable Trust in memory of Barry's father, George A. Hyman CC'42, PS'45, P: CC'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 CC'56, SEAS'57, BUS'58, P: CC'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 CC'58, BUS'59 ^, P: CC'91, Bernard W. Nussbaum CC'58, P: CC'93, BUS'02, 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 CC'61, GSAS'64.

#### ETHEL CLYDE SCHOLARSHIP FUND

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

#### DONN COFFEE MEMORIAL SCHOLARSHIP FUND

(2005) Gift of Toni Coffee BC'56, W: CC'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 CC'83.

#### PETER AND JOAN COHN SCHOLARSHIP FUND

(2004) Gift of Peter F. Cohn CC'58, PS'62, P: CC'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 R. Higgins CC'74, LAW'78 in honor of Henry S. Coleman CC'46, SEAS'46 ^.

#### HENRY S. COLEMAN LEADERSHIP SCHOLARSHIP FUND

(1994) Gift of Mary Lou and Robert F. Coviello CC'67, BUS'68, P: CC'99 in honor of Henry S. Coleman CC'46, SEAS'46 ^.

#### LAURA AND STEVEN COLEMAN SCHOLARSHIP FUND

(2013) Gift of Steven E. Coleman CC'83, P: CC'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.

#### CONEDISON ENDOWED SCHOLARSHIP FUND

(2015) Gift of Consolidated Edison Company of New York, Inc.

#### HARRIET WALLER CONKLIN/LILLIAN CHERNOK SABLE FUND

(2010) Gift of an anonymous donor.

#### COOK FAMILY FUND

(2011) Gift of Michael L. Cook CC'65.

#### CORNACCHIA FAMILY SCHOLARSHIP FUND

(2010) Gift of Thomas W. Cornacchia CC'85, P: CC'17, CC'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 CC'25.

#### PAUL AND LILLIAN COSTALLAT SCHOLARSHIP FUND

(1972) Bequest of Lillian and Paul Costallat.

#### BERTHE COSTIKYAN SCHOLARSHIP FUND

(1990) Gift of Andrew M. Costikyan CC'43 ^ and Edward N. Costikyan CC'47, LAW'49 ^ in memory of their mother, Berthe Costikyan P: CC'43 ^, CC'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

### FATHER JOHN K. DALY MEMORIAL SCHOLARSHIP FUND

(2014) Gift of Arthur D. Trezise CC'50 in memory of Father John K. Daly.

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

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

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

ARTHUR M. DAVIS SCHOLARSHIP FUND  
(1989) Bequest of Arthur M. Davis CC'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 CC'75, SIPA'76, LAW'80, P: CC'05, CC'07.

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

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

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

RICHARD AND DANIELA DE LOS REYES SCHOLARSHIP FUND  
(2015) Gift of Richard N. de los Reyes CC'97.

HERBERT A. DEANE SCHOLARSHIP FUND  
(1991) Bequest of Herbert A. Deane CC'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 CC'39.

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

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

CARL W. DESCH SCHOLARSHIP FUND IN MEMORY OF KATHARINE W. DESCH  
(1992) Gift of Carl W. Desch CC'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.

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 CC'25, LAW'26 ^ and Sidney R. Diamond CC'20, LAW'22 ^, P: GSAS'60, LAW'63.

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 CC'91.

WILLIAM A.S. DOLLARD AND BERNARD F. KELLEY SCHOLARSHIP  
(2001) Bequest of William A.S. Dollard CC'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 CC'04, BUS'09.

ELIZABETH AND DANIEL DWYER SCHOLARSHIP FUND

(2010) Gift of Elizabeth A. Dwyer CC'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 CC'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 CC'91, BUS'98.

ADOLPHUS EHRLICH SCHOLARSHIP FUND  
(2011) Bequest of Adolphus O. Ehrlich.

THE ERIC EISNER SCHOLARSHIP FUND  
(2010) Gift of Eric Eisner CC'70, LAW'73, P: CC'11.

ABIGAIL ELBAUM SCHOLARSHIP FUND  
(2007) Gift of Abigail Black Elbaum CC'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 CC'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: CC'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 CC'71, P: CC'12, CC'14 and Pamela S. Falk LAW'92, P: CC'12, CC'14.

HAMEN AND PHYLLIS FAN FAMILY SCHOLARSHIP FUND  
(2011) Gift of Phyllis M.W. and Hamen S.H. Fan P: CC'13, BUS'15.

FANG FAMILY SCHOLARSHIP FUND  
(2011) Gift of Anna A. Fang-Hamm CC'04.

GERALD FEINBERG MEMORIAL SCHOLARSHIP FUND  
(2007) Bequest of Barbara J. Feinberg P: CC'92, CC'95, LAW'95 in memory of her husband, Gerald Feinberg CC'53, GSAS'54, GSAS'57, P: CC'92, CC'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 CC'76, PS'80.

FERGANG FAMILY SCHOLARSHIP FUND  
(2009) Gift of Yale M. Fergang CC'87, SEAS'88.

E. ALVIN AND ELAINE M. FIDANQUE FUND  
(1994) Bequest of E. Alvin Fidanque CC'26.

CAROL AND JOHN FINLEY SCHOLARSHIP FUND  
(2015) Gift of John G. and Carol T. Finley BC'83, LAW'86, BUS'87.

PETER AND SUSAN FISCHBEIN FAMILY SCHOLARSHIP FUND  
(2014) Gift of Susan G. Kaufman and Peter D. Fischbein CC'60, LAW'63, P: CC'16.

ANDREW L. FISHER '66 CC SCHOLARSHIP FUND  
(2005) Gift of Phebe and Louis A. Goodman CC'65.

ELIZA AND CANNING FOK ENDOWED FUND FOR INTERNATIONAL STUDENT FINANCIAL AID  
(2011) Gift of Canning Fok P: CC'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, LAW'03.

#### IAN FORBES FRASER SCHOLARSHIP FUND

(1974) Bequest of Ian Forbes Fraser CC'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 CC'62, in memory of his parents, Doris and Jesse Freidin P: CC'62.

#### A. ALAN FRIEDBERG SCHOLARSHIP FUND

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

#### LAWRENCE N. FRIEDLAND SCHOLARSHIP FUND

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

#### JACOB W. FRIEDMAN SCHOLARSHIP FUND

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

#### ROBERT AND BARBARA FRIEDMAN SCHOLARSHIP FUND

(2010) Gift of Robert L. Friedman CC'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 CC'88.

### G

#### GAGUINE SCHOLARSHIP FUND

(1984) Gift of Benito Gaguine CC'32, LAW'34 ^, P: CC'69.

#### STUART GARCIA MEMORIAL SCHOLARSHIP FUND

(1987) Gift of various donors in memory of Stuart L. Garcia CC'84.

#### DOUGLAS B. GARDNER SCHOLARSHIP FUND

(2002) Gift of Neal L. Wolkoff CC'77.

#### GEHRIG SCHOLARSHIP FUND

(1958) Gift of Mel Allen and various donors in honor of Lou Gehrig CC'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 CC'32, LAW'34.

#### JOSEPH E. GLASS, JR. SCHOLARSHIP FUND

(1996) Gift of Christopher K. Tahbaz CC'86, LAW'90 and various donors in memory of Joseph Glass CC'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 CC'81.

#### CHARLES AND JANE GOLDMAN SCHOLARSHIP FUND

(1993) Gift of Charles N. Goldman CC'53, LAW'55.

#### ABRAHAM AND LEE GOLDEN SCHOLARSHIP FUND

(2011) Gift of Bruce Golden CC'81 and Michelle Mercer.

#### GOLDEN FUTURE SCHOLARSHIP FUND

(2012) Gift of an anonymous donor.

#### GOLDSCHMIDT FAMILY SCHOLARSHIP FUND

(2010) Gift of Lawrence E. Goldschmidt CC'64, LAW'67, P: SW'95, LAW'99, SIPA'04 and Beatrice C. Goldschmidt TC'41, W: CC'32, P: CC'64, LAW'67.

#### ERIC AND TAMAR GOLDSTEIN SCHOLARSHIP FUND

(2006) Gift of Eric S. Goldstein CC'80, P: CC'15, CC'18.

#### THE CARTER GOLEMBE SCHOLARSHIP FUND

(1995) Gift of various donors in honor of Carter H. Golembe CC'45, GSAS'52 ^.

#### JOHN P. GOMMES SCHOLARSHIP FUND

(2011) Gift of Thomas D. Gommès CC'98, LAW'02, JRN'06 in honor of his father, John P. Gommès P: CC'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 CC'23, BUS'23 ^ in honor of Sara Goodman.

#### RICHARD GOODMAN SCHOLARSHIP

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

#### ALAN GORNICK SCHOLARSHIP FUND

(1990) Gift of Alan L. Gornick CC'35, LAW'37 ^.

#### EUGENE AND PHYLLIS GOTTFRIED SCHOLARSHIP FUND



(2013) Gift of Eugene L. Gottfried CC'50, PS'54 and Phyllis Swain Gottfried ^.

#### THE SARAH E. GRANT SCHOLARSHIP FUND AT COLUMBIA COLLEGE

(2007) Gift of Annette M. Grant BC'83, P: CC'12, CC'17, CC'18, SEAS'20 and Geoffrey T. Grant SEAS'82, P: CC'12, CC'17, CC'18, SEAS'20.

#### GREATER NEW YORK MUTUAL INSURANCE COMPANY FUND

(1967) Gift of the Greater New York Mutual Insurance Company.

#### THE GEOFFREY E. GROSSMAN SCHOLARSHIP FUND

(2007) Gift of Geoffrey E. Grossman CC'08, GSAS'11.

#### THE MATTHEW C. GROSSMAN SCHOLARSHIP FUND

(2007) Gift of Matthew C. Grossman CC'05, GSAS'07.

#### THE SHARON AND PETER GROSSMAN FAMILY SCHOLARSHIP

(2005) Gift of Sharon and Peter A. Grossman CC'79, P: CC'05, CC'08, GSAS'07, GSAS'11.

#### PETER GRUENBERGER FAMILY SCHOLARSHIP FUND

(2000) Gift of Peter Gruenberger CC'58, LAW'61.

#### GRUENSTEIN FAMILY SCHOLARSHIP FUND

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

#### WALTER GUENSCH SCHOLARSHIP FUND

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

#### LEE AND ELIZABETH GUITTAR SCHOLARSHIP FUND

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

#### GURIAN FAMILY SCHOLARSHIP FUND

(2008) Gift of Lori Bikson-Gurian and Craig R. Gurian CC'79, LAW'83, GSAS'03, P: CC'13, LAW'17.

#### LAWRENCE GUSSMAN COLUMBIA COLLEGE SCHOLARSHIP FUND

(1987) Gift of Lawrence A. Gussman CC'37, SEAS'38, SEAS'39 ^, P: CC'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 CC'37, GSAS'39.

#### ALBERT J. HAMBRET FUND

(1969) Bequest of Albert J. Hambret.

#### ALEXANDER HAMILTON SCHOLARSHIP FUND

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

#### GEORGE HAMMOND SCHOLARSHIP FUND AT COLUMBIA COLLEGE

(2004) Bequest of George Hammond CC'28.

#### JINDUK HAN AND FAMILY SCHOLARSHIP FUND

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

#### ELLEN KING HAND MEMORIAL FUND

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

#### HAO FAMILY SCHOLARSHIP FUND

(2015) Gift of Kenneth Hao.

#### 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 CC'68, LAW'71, P: CC'99 in honor of his father, C. Lowell Harriss GSAS'40 ^, P: CC'68, LAW'71, BUS'72 ^, LAW'74, BUS'75, LAW'79.

#### LAWRENCE S. HARTE SCHOLARSHIP FUND

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

#### THE PETER AND HILARY HATCH SCHOLARSHIP FUND

(2008) Gift of Hilary R. Hatch CC'92 and Peter A. Hatch CC'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 R. O'Malley CC'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 CC'36, SEAS'36.

#### JOSEPH AND MARION HEFFERNAN SCHOLARSHIP FUND

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

#### HELLENIC STUDENT FUND

(2013) Gift of an anonymous donor.

#### M. AND M. HERMAN SCHOLARSHIP FUND

(1988) Gift of Paul R. Herman CC'58, LAW'61, P: CC'97, CC'98 in memory of his parents, Miriam R. and Murry S. Herman P: CC'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: CC'38 in memory of her son, Richard Herpers CC'38.

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 CC'68, LAW'71.

ROBERT IRWIN HERZ MEMORIAL FUND  
(1969) Gift of Fred S. Herz ^ P: CC'66 ^ in honor of his son, Robert I. Herz CC'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 CC'61 ^, P: CC'87, CC'90 and other donors in memory of George Whiting Hibbitt.

RICHARD AND CHRISTIANE HIEGEL SCHOLARSHIP FUND  
(2012) Gift of Richard J. Hiegel CC'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 CC'67, PS'72.

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 CC'42.

HOFFEN FAMILY SCHOLARSHIP FUND  
(2013) Gift of Sandra H. Kim Hoffen CC'87 and Howard I. Hoffen SEAS'85.

ROBERTA L. AND JOEL S. HOFFMAN SCHOLARSHIP FUND

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

FRANK AND MARY HOGAN SCHOLARSHIP FUND  
(1975) Gift of Mary R. Hogan ^ in memory of her husband, Frank Smithwick Hogan CC'24, LAW'28.

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 CC'48, LAW'50 ^.

ELISSA HOROWITZ SCHOLARSHIP FUND  
(2004) Gift of Benjamin A. Horowitz CC'88, P: CC'11, CC'16.

FELICIA AND BEN HOROWITZ SCHOLARSHIP FUND  
(2010) Gift of Benjamin A. Horowitz CC'88, P: CC'11, CC'16.

GEDALE B. AND BARBARA S. HOROWITZ SCHOLARSHIP FUND  
(2000) Gift of Gedale B. Horowitz CC'53, LAW'55, P: BC'83, LAW'89.

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

RUSSELL C. AND MELONEE A.R. HOROWITZ SCHOLARSHIP FUND  
(2002) Gift of Melonee and Russell C. Horowitz CC'88.

CHARLES EUGENE HUBER, JR. M.D. SCHOLARSHIP FUND  
(1970) Bequest of Francis D. Huber CC'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: CC'65 ^, CC'81, LS'70 ^ in memory of her son, John L. Huemer CC'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 CC'49 in honor of Jacques Barzun CC'27, GSAS'28, GSAS'32 ^, P: PS'66.

HAROLD M. STEWART AND MARY STEWART HUTCHENS ENDOWMENT FUND

(2013) Bequest of Mary Steward Hutchens.

#### ALLEN HYMAN SCHOLARSHIP FUND

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

#### ANDREW HYMAN AND MOLLY CHREIN SCHOLARSHIP FUND

(2007) Gift of Andrew D. Hyman CC'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 CC'43.

#### MARGARET MILAM INSERNI SCHOLARSHIP FUND

(2016) Gift of Margarita Inserni P: CC'16.

#### 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 CC'75 in memory of his father, Martin D. Jacobs CC'25, LAW'27, P: CC'75.

#### JACOBSON BERLINSKI FAMILY SCHOLARSHIP FUND

(2011) Gift of Britta Wilson Jacobson CC'96.

#### HOWARD I. JACOBY PRESIDENTIAL SCHOLARSHIP FUND

(1981) Bequest of Jacob J. Jacoby.

#### JAFFE FAMILY SCHOLARSHIP FUND

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

#### GEORGE M. JAFFIN SCHOLARSHIP FUND

(1986) Gift of George M. Jaffin CC'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 CC'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 CC'71 ^ in memory of his father Lee Johnson and later renamed in his memory by his wife, WeiWei Du W: CC'71.

#### AL JOLSON FUND

(1962) Bequest of Al Jolson.

#### CLAYTON E. JONES SCHOLARSHIP FUND

(2015) Gift of Clayton E. Jones CC'81, P: CC'17, CC'20.

#### 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 CC'80.

### K

#### THEODORE KAHAN SCHOLARSHIP FUND

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

#### ALAN R. KAHN FAMILY SCHOLARSHIP FUND

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

#### PROCTOR WILLIAM E. KAHN SCHOLARSHIP FUND

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

#### THE KAISER FAMILY SCHOLARSHIP

(2010) Gift of Michael G. and Michelle E. Kaiser CC'87, PH'92, PS'97, P: CC'20.

#### KAMATH FAMILY SCHOLARSHIP FUND

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

#### SANDRA AND MICHAEL KAMEN SCHOLARSHIP FUND

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

#### VICTOR V. KAMINSKI III MEMORIAL SCHOLARSHIP FUND

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

#### LAMONT AND LEAH KAPLAN SCHOLARSHIP FUND

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

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

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

#### RAVI KAPUR SCHOLARSHIP FUND

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

#### JUDY AND JEANETTE KATEMAN MEMORIAL SCHOLARSHIP FUND

(1987) Gift of Paul R. Kateman CC'64, P: CC'89, CC'93, LAW'92 in memory of his wife, Judith A.B. Kateman P: CC'89, CC'93, LAW'92, and mother, Jeanette Kateman P: CC'64.

SAMUEL AND VICKI KATZ SCHOLARSHIP FUND  
(2015) Gift of Samuel L. Katz CC'86.

RALPH KEEN SCHOLARSHIP FUND  
(2001) Gift of Ralph Keen CC'79.

ELLWOOD WADSWORTH KEMP, JR., COLUMBIA COLLEGE CLASS OF 1919 MEMORIAL SCHOLARSHIP FUND  
(1990) Bequest of Morris Kemp CC'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 CC'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 CC'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 CC'85 in memory of his fiancée, Seilai Khoo CC'86.

KHOSROWSHAHI FAMILY SCHOLARSHIP FUND  
(2014) Gift of Delia M. and Bijan Khosrowshahi P: CC'16, CC'18.

KILLAM CANADIAN FUND  
(2012) Bequest of Constance Killam and Elizabeth Killam Rodgers.

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 CC'90, BUS'97.

SANG AND BORAH KIM FAMILY SCHOLARSHIP FUND

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

THE MARK AND ANLA CHENG KINGDON FUND  
(2005) Gift of Anla C. and Mark E. Kingdon CC'71, P: CC'09, CC'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 CC'71, P: CC'08.

LAWRENCE AND RUTH KOBRIN SCHOLARSHIP FUND  
(1993) Gift of Lawrence A. Kobrin CC'54, LAW'57, P: CC'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 CC'23, LAW'25.

KOWDLEY-DIXIT SCHOLARSHIP FUND  
(2015) Gift of Kris V. Kowdley CC'81.

DAVID H. KRAFT SCHOLARSHIP FUND  
(1995) Gift of Gilman Kraft CC'47 ^, BC'86.

ROBERT KRAFT FAMILY SCHOLARSHIP FUND  
(1986) Gift of Robert K. Kraft CC'63, P: CC'94.

KRAMER ENDOWED SCHOLARSHIP FUND  
(1965) Gift of the Kramer Foundation.

FREDERICK AND RICHARD KRAMER FAMILY SCHOLARSHIP  
(2003) Gift of Richard A. Kramer CC'87.

ROBERT J. KRANE AND JULIUS Y. GRAFF SCHOLARSHIP FUND  
(1997) Gift of Robert J. Krane CC'63 ^, P: '04 and Diane Graff Krane BC'65, W: CC'63, P: CC'04 in honor of Diane's father, Julius Y. Graff P: BC'65, and later renamed in memory of Robert.

MARCY AND JOSH KREVITT SCHOLARSHIP FUND  
(1913) Gift of Josh A. Krevitt CC'89 and Marcy Nislow Krevitt BC'90.

THE KRISBERG FAMILY SCHOLARSHIP  
(2006) Gift of Brian C. Krisberg CC'81, LAW'84, P: CC'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 CC'72.

#### THE KUNG AND YEUNG SCHOLARSHIP FUND

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

#### MARY KUO AND ALLEN CHU FAMILY SCHOLARSHIP FUND

(2015) Gift of Allen Chu and Mary A. Kuo CC'92, P: CC'20.

#### PAUL SAMUEL KURZWEIL SCHOLARSHIP FUND

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

### L

#### LAACU ENDOWED SCHOLARSHIP FUND

(2015) Gift of various donors.

#### PREM LACHMAN SCHOLARSHIP FUND

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

#### AMNON AND Yael LANDAN SCHOLARSHIP FUND

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

#### NORMAN JOSEPH LANDAU SCHOLARSHIP FUND

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

#### JERRY G. LANDAUER SCHOLARSHIP FUND

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

#### PATRICIA LANDMAN AND DANIELLE LANDMAN MEMORIAL FUND

(2007) Bequest of Shirley Landman.

#### DENNIS '71, SUSAN, WILLIAM '04 AND THOMAS '08 LANGER SCHOLARSHIP FUND

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

#### GEORGE R. LANYI MEMORIAL FOUNDATION SCHOLARSHIP FUND

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

#### 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 CC'88, P: CC'16, CC'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 CC'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: CC'08, CC'13.

#### FRANK LAMPSON LEE SCHOLARSHIP FUND

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

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

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

#### KAI-FU AND SHEN-LING LEE SCHOLARSHIP FUND

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

#### K.C. LEE SCHOLARSHIP FUND

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

#### ROBERT AND ALISON LEE FAMILY SCHOLARSHIP FUND

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

#### ERWIN H. LEIWANT SCHOLARSHIP FUND

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

#### NICHOLAS LEONE FAMILY SCHOLARSHIP FUND

(2014) Gift of Nicholas P. Leone CC'88, P: CC'19.

#### HAROLD LEVENTHAL SCHOLARSHIP FUND

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

#### THE LEVINE FAMILY SCHOLARSHIP FUND

(2004) Gift of Karen and Joseph H. Levine CC'76, P: CC'07, GSAS'12, GSAS'13, PS'14.

#### 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 CC'74.

#### SALLY LIPPER MEMORIAL SCHOLARSHIP



(1993) Gift of Kenneth Lipper CC'62 in memory of his mother, Sally Lipper P: CC'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 CC'31.

#### FRANK A. LLOYD, JR. SCHOLARSHIP FUND

(2012) Bequest of Frank A. Lloyd, Jr. CC'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 CC'83.

#### JAMES J. AND JOVIN C. LOMBARDO SCHOLARSHIP FUND

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

#### THE BENJAMIN B. AND BETSY A. LOPATA SCHOLARSHIP FUND

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

#### FRANK AND VICTOR LOPEZ-BALBOA SCHOLARSHIP FUND

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

#### LORENZO FAMILY SCHOLARSHIP FUND

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

#### OLEGARIO LORENZO MEMORIAL SCHOLARSHIP FUND

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

#### IRWIN AND MARIANETTE L. LOWELL SCHOLARSHIP FUND

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

#### LI LU '96 SCHOLARSHIP FUND

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

#### STANLEY B. AND JUDITH M. LUBMAN SCHOLARSHIP FUND

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

#### A. LEONARD LUHBY CLASS OF 1938 SCHOLARSHIP FUND

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

#### LUI FAMILY SCHOLARSHIP

(2011) Gift of Frederick Lui P: CC'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 CC'36 ^ and various donors in honor of Thomas M. Macioce CC'39, LAW'42 ^.

#### THE MADDON FAMILY SCIENCE SCHOLARSHIP FUND

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

#### DR. LEO C. MAITLAND SCHOLARSHIP FUND

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

#### MALIN-SERLE FAMILY SCHOLARSHIP FUND

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

#### DONALD LEE MARGOLIS SCHOLARSHIP FUND

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

#### JAMES, DONALD, AND EMILY MARGOLIS SCHOLARSHIP FUND

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

#### HERBERT MARK '42 MEMORIAL SCHOLARSHIP FUND

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

#### MARSHALL D. AND KATHERINE S. MASCOTT ENDOWED SCHOLARSHIP

(2007) Bequest of Katherine S. and Marshall D. Mascott CC'48.

#### DR. JEROME & CORA MARKS SCHOLARSHIP FUND

(2012) Bequest of Cora M. Marks.

#### MICHAEL D. MARTOCCI SCHOLARSHIP FUND

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

#### THE AARON LEO MAYER SCHOLARSHIP FUND

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

#### BARBARA MAZUR SCHOLARSHIP FUND

(1999) Gift of Ilana B. Mazur SW'86 and Marc B. Mazur CC'81 P: CC'12, CC'15 in memory of their mother, Barbara Mazur P: CC'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 CC'61, LAW'64.

#### PAUL C. MCCORMICK SCHOLARSHIP FUND

(2010) Gift of Paul C. McCormick CC'78, PS'82, PS'89, PH'00, P: CC'10, CC'14, GS'12, PS'16.

#### WILLIAM MCDAVID SCHOLARSHIP FUND

(2008) Gift of William H. McDavid CC'68, P: CC'08, CC'10, CC'14, GS'17.

#### 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 CC'86.

#### MCKEEVER FAMILY SCHOLARSHIP

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

#### NICHOLAS MCDOWELL MCKNIGHT SCHOLARSHIP FUND

(1962) Bequest of Carl J. McKnight.

#### SPENCER J. MCGRADY SCHOLARSHIP FUND

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

#### MABEL C. MEAD FUND

(1958) Bequest of Mabel C. Mead.

#### LILAVATI H. MEHTA SCHOLARSHIP FUND

(2015) Gift of an anonymous donor.

#### RAPHAEL MEISELS SCHOLARSHIP FUND

(1985) Gift of Raphael Meisels CC'21 ^.

#### MELCHER FAMILY FUND

(2015) Gift of James L. Melcher CC'61, P: CC'90.

#### BARBARA MELCHER MEMORIAL SCHOLARSHIP FUND

(2009) Gift of Elizabeth Melcher Luckett CC'90.

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

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

#### SAMUEL AND BLANCHE MENDELSON MEMORIAL SCHOLARSHIP FUND

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

#### MERLAU FAMILY SCHOLARSHIP FUND

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

#### MESHEL FAMILY SCHOLARSHIP FUND

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

#### CHARLES AND JEANNE METZNER SCHOLARSHIP FUND

(2013) Bequest of Jeanne Metzner ^.

#### ASENATH KENYON AND DUNCAN MERRIWETHER SCHOLARSHIP FUND

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

#### LILLIAN S. MICHAELSON SCHOLARSHIP FUND

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

#### JOSEPH S. MIGHTOM SCHOLARSHIP FUND

(1948) Bequest of Joseph Stewart Michtom.

#### THE IRA L. MILLER FAMILY SCHOLARSHIP FUND

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

#### JAMES MILLER SCHOLARSHIP FUND

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

#### MILLER-HEDIN FAMILY SCHOLARSHIP

(2008) Gift of Evan Miller CC'78.

#### MAX MILLER SCHOLARSHIP FUND

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

#### MEREDITH G. MILSTEIN SCHOLARSHIP FUND

(2011) Gift of Meredith G. Milstein CC'09, BUS'17.

#### THE PHILIP AND CHERYL MILSTEIN SCHOLARSHIP FUND

(1987) Gift of Philip L. Milstein CC'71, P: CC'09, CC'10, BC'14, BUS'17 and Cheryl S. Milstein BC'82, P: CC'09, CC'10, BC'14, BUS'17.

#### SEYMOUR MILSTEIN SCHOLARSHIP FUND

(2002) Gift of Philip Milstein CC'71, P: CC'09, CC'10, BC'14, BUS'17.

#### THOMAS AND JOY MISTELE SCHOLARSHIP FUND

(2008) Gift of C. Joy and Thomas M. Mistele P: CC'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 CC'24 ^.

#### DR. ROYAL M. MONTGOMERY SCHOLARSHIP FUND

(1992) Gift of Maxine C. Montgomery ^ in honor of her husband, Royal M. Montgomery CC'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 CC'30 ^, P: CC'63 ^ in memory of his son, Peter N. Morrison CC'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 CC'30.

#### MOXIE'S CREATIVE INTELLECT SCHOLARSHIP FUND

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

#### MUKHERJEE-RUSSELL MEMORIAL FUND

(2010) Gift of Tanmoy Mukherjee CC'86.

#### PROFESSOR HERMAN J. MULLER SCHOLARSHIP FUND

(2008) Bequest of Charles S. Lyons.

#### GLADYS H. MUÑOZ SCHOLARSHIP FUND

(1996) Gift of Carlos R. Muñoz CC'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 CC'33.

#### ALI NAMVAR SCHOLARSHIP FUND

(2011) Gift of Ali Namvar CC'91.

#### JON NARCUS SCHOLARSHIP FUND

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

#### AMERICO C. NARDIS SCHOLARSHIP FUND

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

#### MURRAY AND BELLE NATHAN SCHOLARSHIP ENDOWMENT

(2011) Bequest of Belle C. and Murray L. Nathan CC'34, GS'41.

#### NAWN FAMILY SCHOLARSHIP FUND

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

#### THE NAYYAR FAMILY SCHOLARSHIP FUND

(2013) Gift of Ashok Nayyar CC'85, P: CC'20.

#### THOMAS B. NEFF SCHOLARSHIP FUND

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

#### THE CHARLES E. AND DOROTHY C. NEWLON SCHOLARSHIP FUND

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

#### THE JEFFREY NEWMAN SCHOLARSHIP FUND

(2015) Bequest of Jeffrey A. Newman CC'67, LAW'71, P: CC'02, CC'04.

#### 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 CC'01, GSAPP'10.

#### NG TENG FONG SCHOLARSHIP FUND

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

#### LOUIS AND MARINA NICHOLAS SCHOLARSHIP FUND

(1998) Gift of Socrates Nicholas CC'56.

#### 9/11 MEMORIAL FUND SCHOLARSHIP

(2002) Gift of Robert Berne CC'60, BUS'62; Mark E. Kingdon CC'71, P: CC'09, CC'16; Philip L. Milstein CC'71, P: CC'09, CC'10, BC'14, BUS'17; Richard E. Witten CC'75, P: CC'10, BUS'15, LAW'15; and various donors in memory of Richard A. Aronow CC'75, Robert M. Murach CC'78, John B. Fiorito CC'82, Seilai Khoo CC'86, Brian P. Williams CC'94, Joseph A. Della Pietra CC'99, Brooke A. Jackman CC'00, and Tyler V. Ugolyn CC'01.

#### ADRIANE NOCCO SCHOLARSHIP FUND

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

#### DAVID NORR, CLASS OF 1943 SCHOLARSHIP FUND

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

#### NORRY FAMILY SCHOLARSHIP FUND FOR THE COLLEGE

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

## O

#### EUGENE V. OEHLERS SCHOLARSHIP FUND

(1994) Bequest of Josephine M. Yacavone in honor of Eugene V. Oehlers CC 1920 ^.

#### ALFRED OGDEN FUND

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

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

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

#### GIDEON H. OPPENHEIMER SCHOLARSHIP FUND

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

#### GEORGE M. ORPHANOS SCHOLARSHIP FUND

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

#### BLANCHE WITTES OSHEROV SCHOLARSHIP FUND

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

JENNIFER MAXFIELD OSTFELD AND SCOTT D.  
OSTFELD FAMILY SCHOLARSHIP FUND

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

OUZOUNIAN FAMILY SCHOLARSHIP FUND

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

OZ FAMILY SCHOLARSHIP FUND

(2009) Gift of Lisa J. and Mehmet C. Oz P: CC'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 CC'82.

STELIOS AND ESPERANZA PAPADOPOULOS  
SCHOLARSHIP FUND

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

EMANUEL M. PAPPER AND PATRICIA M. SCHOLARSHIP  
FUND

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

MAX PAPPER SCHOLARSHIP FUND

(1961) Gift of Lillian M. Jaffe; Emanuel M. Papper CC'35, '88 HON ^; and Solomon Papper CC'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 CC'69.

ROBERT I. PEARLMAN SCHOLARSHIP FUND - CC

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

B. DAVID AND ROSANN PECK SCHOLARSHIP FUND

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

ROBERT L. PELZ SCHOLARSHIP FUND

(1989) Gift of Robert L. Pelz CC'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 CC'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 CC'51, SIPA'54.

WILLIAM E. PETERSEN SCHOLARSHIP FUND

(1992) Gift of William E. Petersen CC'27, BUS'28, '80 HON ^, P: CC'68, BUS'73.

THE PETITO FAMILY SCHOLARSHIP FUND

(2007) Gift of Paula K. and Dominic A. Petito CC'77, P'13.

MARY ELLEN AND BRUCE EBEN PINDYCK  
SCHOLARSHIP FUND

(1981) Gift of Bruce E. Pindyck CC'67, LAW'70, BUS'71, P: CC'03, JRN'15 and Mary Ellen Pindyck LAW'73, GSAPP'75, P: CC'03, JRN'15.

FRANK R. PITT SCHOLARSHIP FUND

(1967) Gift of Frank R. Pitt CC'28, LAW'30 ^.

FRANK R. PITT SCHOLARSHIP FUND

(2000) Bequest of Frank R. Pitt CC'28, LAW'30.

PLANALP TREVOR FAMILY SCHOLARSHIP FUND

(2010) Gift of Stephen S. Trevor CC'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 CC'74, LAW'77 in honor of Peter R. Pouncey GSAS'69, P: CC'00, SOA'08.

LEONARD PRICE SCHOLARSHIP FUND

(2006) Bequest of Leonard Price CC'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 CC'12 and Gabriele Quandt P: CC'12.



ROBERT T. AND MARILYN L. QUITTMAYER  
SCHOLARSHIP FUND

(1986) Gift of Robert T. Quittmeyer CC'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 CC'58, SEAS'59.

THOMAS D. RABIN SCHOLARSHIP FUND

(1997) Gift of Ruth H. and I. Stephen Rabin CC'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 CC'69; Robert D. Rapaport BUS'59; Martin S. Rapaport CC'62, LAW'65, P: CC'09; Richard A. Rapaport CC'69; and M. Murray Peshkin ^.

BROOKE AND RICHARD RAPAPORT SCHOLARSHIP  
FUND

(1999) Gift of Richard A. Rapaport CC'69.

PROFESSOR WILLIAM H. REINMUTH SCHOLARSHIP  
FUND

(1988) Gift of Curtis Instruments in memory of William H. Reinmuth P: CC'89.

ROSE AND SAM REISS SCHOLARSHIP FUND

(1987) Gift of Robert S. Reiss CC'52, in honor of his parents, Sam and Rose Reiss P: CC'52.

HUBERT M. RELYEA SCHOLARSHIP FUND

(1993) Bequest of Hubert M. Relyea CC'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.

RJM FOUNDATION SCHOLARSHIP FUND

(2015) Gift of Roberta M. Campbell TC'69, P: CC'04. CC'13, SIPA'08.

EDWIN ROBBINS CC 1953 RESIDENTIAL SCHOLARSHIP  
FUND

(1985) Gift of Edwin Robbins CC'53, LAW'55, P: BC'82, LAW'88.

EDWIN ROBBINS CLASS OF 1953 RESIDENTIAL  
SCHOLARSHIP FUND II

(2014) Gift of Edwin Robbins CC'53 , LAW'55, P: BC'82, 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 CC'50, PS'55.

RODIN LEVINE FAMILY SCHOLARSHIP FUND

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

ROELOFFS FAMILY SCHOLARSHIP

(2012) Gift of Kurt W. Roeloffs CC'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 CC'89.

ARTHUR G. ROSEN FAMILY SCHOLARSHIP FUND

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

PROFESSOR JOHN D. ROSENBERG SCHOLARSHIP  
FUND

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

IDA ROSENBERG SCHOLARSHIP FUND

(1999) Gift of Robert J. Rosenberg CC'67, P: CC'99, LAW'02; Lauren Rosenberg Gershell CC'99, LAW'02; and Marcia R. Fox P: CC'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 CC'59.

LEWIS A. ROSENTHAL SCHOLARSHIP FUND  
(1951) Gift of William Rosenthal P: CC'28 in memory of his son, Lewis A. Rosenthal CC'28.

KATHLEEN ROSKOT MEMORIAL SCHOLARSHIP FUND  
(2005) Gift of various donors in memory of Kathleen Roskot CC'02.

EUGENE T. ROSSIDES SCHOLARSHIP FUND  
(1996) Gift of Eugene T. Rossides CC'49, LAW'52, P: CC'84.

SAMUEL H. ROTHFELD CC 1934 SCHOLARSHIP FUND  
(1995) Gift of Michael B. Rothfeld CC'69, BUS'71, JRN'71, SIPA'71, P: CC'06, CC'08 in memory of his father, Samuel H. Rothfeld GS'34, P: CC'69, BUS'71, JRN'71, SIPA'71.

DAVID H. ROUS SCHOLARSHIP FUND  
(1973) Gift of various donors in memory of David H. Rous CC'25, LAW'28.

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

SAMUEL RUDIN SCHOLARSHIP FUND  
(2000) Gift of Joan H. and Paul A. Marks CC'46, PS'49, '00 HON, P: GSAS'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 CC'62.

THE RICHARD RUZIKA SCHOLARSHIP FUND  
(2000) Gift of Richard M. Ruzika CC'81 ^, P: CC'16.

THE FRIENDS OF RICH RUZIKA SCHOLARSHIP FUND  
(2013) Gift of various donors in memory of Richard M. Ruzika CC'81, P: CC'16.

## S

DAVID G. SACKS SCHOLARSHIP FUND  
(2005) Bequest of David G. Sacks CC'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 CC'36 ^, P: CC'67, CC'69.

ARNOLD A. SALTZMAN SCHOLARSHIP FUND FOR  
DOUBLE DISCOVERY PROGRAM  
(2006) Gift of Arnold A. Saltzman CC'36 ^, P: CC'67, CC'69.

ERIC F. SALTZMAN SCHOLARSHIP FUND  
(1986) Gift of Eric F. Saltzman CC'69, P: CC'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: CC'13.

HERB AND PEARL SANDICK SCHOLARSHIP FUND  
(2010) Gift of Herbert Sandick CC'43, PS'45 ^, P: CC'69.

AARON AND JAMES SATLOFF SCHOLARSHIP FUND  
(1996) Gift of James E. Satloff CC'84, BUS'86 in honor of his father, Aaron Satloff CC'56, P: CC'84, BUS'86.

SATOW FAMILY SCHOLARSHIP FUND  
(1988) Gift of Phillip M. Satow CC'63, P: CC'88, CC'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.

SHELL-O'CONNOR FAMILY SCHOLARSHIP FUND  
(2013) Gift of Kathleen O. and J. Michael Schell CC'69.

SCHENLEY INDUSTRIES, INC., SCHOLARSHIP FUND  
(1962) Gift of Schenley Industries Inc. in memory of Ralph T. Heymsfeld CC'27, P: CC'65.

JONATHAN SCHILLER SCHOLARSHIP FUND  
(2011) Gift of Jonathan D. Schiller CC'69, LAW'73, P: CC'01, CC'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 CC'32.

**MILDRED AND SAMUEL SCHOLNICK SCHOLARSHIP FUND**

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

**SAMUEL AND ANNA SCHREIBER SCHOLARSHIP FUND**

(1987) Gift of Leonard I. Schreiber CC'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: CC'60.

**WILLIAM P. SCHWEITZER SCHOLARSHIP FUND**

(1973) Gift of Gertrude Schweitzer ^ P: CC'60, in memory of her husband, William P. Schweitzer CC'21, GSAS'22, P: CC'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 CC'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 CC'81, P: CC'08, CC'09.

**KARL LUDWIG SELIG SCHOLARSHIP FUND**

(2001) Gift of Thomas H. Gloer CC'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 CC'63, GSAPP'87, P: CC'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: CC'48, P: CC'73, CC'75, BUS'76 and Arthur J. Shadek LAW'48 ^, P: CC'73, CC'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 CC'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 CC'53.

**PO-CHIEH SHAW SCHOLARSHIP FUND**

(2013) Gift of Gordon Shaw BUS'92.

**JAMES PATRICK SHENTON SCHOLARSHIP FUND**

(1998) Gift of Socrates Nicholas CC'56.

**JAMES T. SHERWIN SCHOLARSHIP FUND**

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

**EDITH SHIH SCHOLARSHIP FUND**

(2008) Gift of Edith Shih TC'77, TC'78.

**JESSE SIEGEL SCHOLARSHIP FUND**

(1984) Gift of Jesse S. Siegel CC'49 ^, P: BC'80, SW'83.

**SIDNEY J. SILBERMAN SCHOLARSHIP FUND AT COLUMBIA COLLEGE**

(1998) Gift of Sidney J. Silberman CC'42, LAW'47 ^.

**RONALD K. SIMONS CC '82 SCHOLARSHIP**

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

**SINGH FAMILY SCHOLARSHIP FUND**

(2001) Gift of Ravi M. Singh CC'88.

**LUCIANO SIRACUSANO SCHOLARSHIP FUND**

(2013) Gift of Luciano Siracusano CC'87, P: CC'18.

**MARVIN SIROT SCHOLARSHIP FUND**

(1984) Gift of Margaret Sirot W: CC'56, BUS'57, P: BC'85 and various donors in memory of Marvin Sirot CC'56, BUS'57, P: BC'85.

**SAMUEL T. SKIDMORE SCHOLARSHIP FUND**

(1990) Bequest of Samuel T. Skidmore.

**JOSEPH M. SKRYPISKI SCHOLARSHIP FUND**

(2007) Bequest of Joseph M. Skrypski CC'39.

**LAWRENCE SLAUGHTER SCHOLARSHIP FUND**

(2010) Gift of Lawrence D. Slaughter CC'85, P: CC'19.

**ELLIOT SLOANE AND POLLY LEIDER SCHOLARSHIP**

(2012) Gift of Elliot B. Sloane CC'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 CC'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 CC'86, P: CC'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 CC'63, LAW'66.

#### ESTHER AND JULIUS SPIEGEL SCHOLARSHIP FUND

(2015) Gift of Allen M. Spiegel CC'67.

#### SOL SPIEGELMAN SCHOLARSHIP FUND

(1992) Gift of Richard Axel CC'67, P: SIPA'11.

#### SPINGARN FAMILY SCHOLARSHIP FUND

(1990) Gift of James L. Spingarn CC'62, P: CC'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 CC'77, P: CC'09, CC'11.

#### EARLE J. STARKEY MEMORIAL SCHOLARSHIP FUND

(2009) Gift of Charles P. Starkey CC'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 CC'52, P: BUS'85.

#### ALAN W. STEINBERG SCHOLARSHIP FUND

(1990) Gift of Suzanne and Alan W. Steinberg CC'48, SEAS'50.

#### MRS. RICHARD STEINSCHNEIDER SCHOLARSHIP FUND

(1958) Gift of Richard Steinschneider CC 1919 ^, P: CC'43, SEAS'43 ^ and Marie R. Steinschneider ^ P: CC'43, SEAS'43 ^.

#### MICHAEL D. STEPHENS SCHOLARSHIP FUND

(2002) Gift of Michael D. Stephens CC'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 CC'59, P: CC'07, SOA'12.

#### WARREN AND SUSAN STERN FAMILY SCHOLARSHIP FUND

(2014) Gift of Warren R. Stern CC'74.

#### ARNOLD AND MATILE STIEFEL SCHOLARSHIP FUND

(1948) Bequest of Matile L. Stiefel.

#### ROBERT S. (1959C) AND MARCIA B. SCHOLARSHIP FUND

(1992) Gift of Robert S. Stone CC'59, P: CC'91; Chester I. Stone CC'67; and Phyllis B. Stone CC'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: CC'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 CC'46, P: CC'79, GSAS'83, GSAS'89, GSAS'91 and Marjorie H. Sunshine LS'69, P: CC'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 CC'64 and Barbara Ellis BC'64, GSAS'65.

#### SWERGOLD FAMILY SCHOLARSHIP FUND

(1990) Gift of Leopold Swergold CC'62.

#### ANNA WARE AND MACRAE SYKES SCHOLARSHIP FUND

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

#### ROBERT J. SZARNICKI FAMILY SCHOLARSHIP FUND

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

### T

#### THE LEAH G. AND CHRISTOPHER K. TAHBAZ FAMILY SCHOLARSHIP FUND

(2015) Gift of Christopher K. Tahbaz CC'86, LAW'90.

#### DANIEL TAMKIN AND CINDY CARDINAL SCHOLARSHIP FUND

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

#### THE ANGELO TARALLO MEMORIAL SCHOLARSHIP FUND

(2005) Gift of Patricia Tarallo W: CC'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 CC'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 CC'76, P: CC'18.

DAVE AND EMILY TERRY SCHOLARSHIP  
(2015) Gift of Emily M. Terry CC'89 and David P. Terry CC'90.

FRANKLIN A. THOMAS SCHOLARSHIP FUND  
(2008) Gift of Franklin A. Thomas CC'56, LAW'63, '79 HON.

BRIAN J. THOMSON SCHOLARSHIP  
(2012) Gift of Brian J. Thomson CC'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: CC'54, CC'60, GSAPP'62 and various donors in memory of Isabel's husband, Irving N. Tolkin P: CC'54, CC'60, 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 CC'79, LAW'81 and Laurie J. Tolkin BC'79, DM'83.

LILLIAN AND TRYGVE H. TONNESSEN SCHOLARSHIP FUND  
(1989) Gift of Trygve H. Tonnessen CC'39, GSAS'51.

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 CC'93 in honor of his grandfather, Kyriakos Tsakopoulos.

MARIA TSAKOS SCHOLARSHIP FUND

(2016) Gift of Nikolas P. Tsakos CC'85.

THE TUKMAN FAMILY SCHOLARSHIP FUND  
(2007) Gift of Lois and Melvin Tukman P: CC'89, BUS'98.

THE TUNIS FAMILY ANNUAL SCHOLARSHIP  
(2015) Gift of Marissa and Jonathan D. Tunis LAW'01.

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 CC'01.

IVAN B. VEIT ENDOWMENT FUND  
(2005) Bequest of Ivan B. Veit CC'28.

SIGMUND AND MARY VIOLIN SCHOLARSHIP FUND  
(1996) Gift of George A. Violin CC'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 CC'42, LAW'48 and gift of various donors in his memory.

VOLLBRECHTHAUSEN FAMILY - GOLDMAN SACHS SCHOLARSHIP FUND  
(2014) Gift of Alejandro Vollbrechthausen P: CC'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 CC'26.

## W

LEO J. WALSH MEMORIAL SCHOLARSHIP FUND



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

#### WANG FAMILY SCHOLARSHIP FUND

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

#### WILLIAM H. WARDEN MEMORIAL SCHOLARSHIP FUND

(1996) Bequest of Dorothy Warden.

#### THE WARREN FAMILY SCHOLARSHIP FUND

(2005) Gift of Irwin H. Warren CC'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 CC'24, SEAS'26.

#### MORRIS W. WATKINS SCHOLARSHIP FUND

(1987) Gift of William E. Collin CC'24 ^ in honor of Morris W. Watkins CC'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 CC'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 Joshua H. Weiner CC'36 ^ and Donna Weiner W: CC'36.

#### ARTHUR S. AND MARIAN E. WEINSTOCK SCHOLARSHIP FUND

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

#### GEORGE J. AND FRANCES K. WEINSTOCK SCHOLARSHIP FUND

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

#### EDWARD S. WEISIK SCHOLARSHIP FUND

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

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

(1992) Bequest of Rabbi Sheldon J. Weltman CC'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: CC'08, LAW'15.

#### JOSEPH THOMAS WIDOWFIELD SCHOLARSHIP FUND

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

#### MARK HINCKLEY WILLES SCHOLARSHIP FUND

(1989) Gift of Mark H. Willes CC'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: CC'11, GS'16.

#### RICHARD E. WITTEN SCHOLARSHIP FUND

(2005) Gift of Richard E. Witten CC'75, P: CC'10, BUS'15, LAW'15.

#### WOLF FAMILY SCHOLARSHIP FUND

(2011) Gift of Sherri P. Wolf CC'90 and Douglas R. Wolf CC'88.

#### BEN D. WOOD SCHOLARSHIP FUND

(1986) Bequest of Benjamin D. Wood CC'22, GSAS'24.

#### GORDON W. WOOD SCHOLARSHIP FUND

(1992) Gift of Gordon W. Wood CC'43, 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 CC'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: CC'80 ^ and various donors in memory of Helen's son, Philip C. Yacos CC'80.

#### YATRAKIS SCHOLARSHIP FUND

(2009) Gift of Demetrios P. Yatrakis CC'05, BUS'10.

#### ONG YEE SCHOLARSHIP FUND

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

#### KENNETH YIM FAMILY FUND

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

#### SAMUEL YIN SCHOLARSHIP FUND

(2005) Gift of Samuel Yin CC'76.

#### YI-CHANG YIN AND WAN-HUNG CHANG YIN SCHOLARSHIP FUND

(2000) Gift of Samuel Yin CC'76.

#### THE WILLIAM H. YOKEL SCHOLARSHIP FUND

(2007) Bequest of William H. Yokel CC'44.

#### THE YU FAMILY FUND

(2005) Gift of Kyung-Sun Yu P: CC'09, CC'13.

#### YU FAMILY SCHOLARSHIP FUND

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

#### TUNG LI AND HUI HSI YUAN MEMORIAL SCHOLARSHIP FUND

(1967) Gifts of various donors in memory of Tung Li Yuan CC'22 and later renamed in memory of Hui Hsi and Tung Li Yuan CC'22.

## Z

#### VICTOR AND BETTY ZARO SCHOLARSHIP FUND

(1995) Gift of Victor J. Zaro CC'42 ^.

#### TIMOTHY ZARO SCHOLARSHIP FUND

(1998) Gift of Victor J. Zaro CC'42 ^ in honor of Timothy Zaro.

#### VICTOR J. ZARO SCHOLARSHIP FUND

(1996) Gift of Victor J. Zaro CC'42 ^.

#### JESSICA ZAUNER MEMORIAL SCHOLARSHIP FUND

(2006) Gift of Anton Zauner CC'73, BUS'75, P: CC'08 ^, BUS'11 and Anna E. Zauner GS'79, P: CC'08 ^, BUS'11 in memory of their daughter, Jessica Zauner CC'08.

#### JOSEPH C. ZAVATT SCHOLARSHIP FUND—COLUMBIA COLLEGE

(2006) Bequest of Anna Maas Zavatt in memory of her husband, Joseph C. Zavatt CC'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 CC'58.

#### ZIENTS FAMILY SCHOLARSHIP FUND

(2015) Gift of Mary M. and Jeffrey D. Zients P: CC'17.

#### DAVID AND RAY MOONEY ZWERLING SCHOLARSHIP FUND

(1991) Gift of L. Steven Zwerling CC'60, GSAS'61 and Leonard J. Zwerling CC'65 in honor of their parents, Ray M. and David Zwerling P: CC'60, CC'65, GSAS'61, 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 (<http://bulletin.columbia.edu/columbia-college/study-abroad/#sponsoredprogramtext>).

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 only the grade received in a course taken for the first time is factored into the GPA. 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 (<http://bulletin.columbia.edu/columbia-college/regulations/#placementadvancedstandingtext>).

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 UN1003 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 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. 76). They include general education requirements in major disciplines and, except for Physical Education, must be taken for a letter grade:

### Literature Humanities

HUMA CC1001 - HUMA CC1002	Masterpieces of Western Literature and Philosophy and Masterpieces of Western Literature and Philosophy
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### Frontiers of Science

SCNC CC1000	Frontiers of Science
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### University Writing

ENGL CC1010	University Writing
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### Contemporary Civilization

COCI CC1101 - COCI CC1102	Introduction To Contemporary Civilization in the West and Introduction To Contemporary Civilization In the West
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### Art Humanities

HUMA C1121	Masterpieces of Western Art
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### Music Humanities

HUMA UN1123	Masterpieces of Western Music
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### Science Requirement

Two terms from the list of approved courses
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### Global Core Requirement

Two terms from the list of approved courses
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### Foreign Language Requirement

Four terms or the equivalent
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### Physical Education

Two terms and a swimming test
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Students are 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* in their sophomore year, and *Art Humanities* and *Music Humanities* by the end of junior year. For pedagogical reasons, the College considers *Literature Humanities* to be a pre-requisite for *Contemporary Civilization*. All Columbia College students must complete *Literature Humanities* before taking *Contemporary Civilization*. Columbia Engineering students have been given an exception to this rule because of the structure of their curriculum.

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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>)'s Committee on Academic Standing, except for the Global Core and the Science

requirements, for which students must petition the appropriate faculty committee and must first meet with their advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). Students who wish to satisfy degree requirements with courses taken at other universities in the summer must meet with their advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 as of 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 carefully read 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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

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 of Academic Planning and Administration*, in 202 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* (<http://bulletin.columbia.edu/columbia-college/regulations>)).

## PLANNING A PROGRAM

All students are expected to consult with their advising deans in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 Berick Center for Student Advising (<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 dean using the online Comprehensive Advising Management System (<http://studentaffairs.columbia.edu/csa/appointments>).

Though students are assigned an advising dean, students may make appointments with any of the advisers in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). Students who wish to change advisers permanently should not hesitate to make an appointment with Andrew Plaa, 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 CC1010), *Frontiers of Science* (SCNC CC1000), *Masterpieces of Western Literature and Philosophy I & II* (HUMA CC1001-HUMA CC1002), as well as *Introduction to Contemporary Civilization in the West* (COCI CC1101-COCI CC1102) *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 online or to the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

## 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 for New Students* prior to their first advising appointment. Students will receive information by email 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 pre-registered 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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 help 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 at the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 one to six 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

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

## Chair of Literature Humanities

Prof. Julie A. Crawford

602 Philosophy

212-854-5779

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Literature Humanities Website (<http://www.college.columbia.edu/core/lithum>)

*HUMA CC1001-HUMA CC1002 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 well-reasoned 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 CC1001-HUMA CC1002 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 CC1001 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 2016: HUMA CC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1001	001/25510	M W 8:10am - 10:00am 301 Hamilton Hall	Rachel Zhang	4	20/22
HUMA 1001	002/61032	M W 8:10am - 10:00am 306 Hamilton Hall	Brendan Niebuurt	4	22/22
HUMA 1001	003/75282	M W 12:10pm - 2:00pm 301 Hamilton Hall	Arthur Salvo	4	22/22
HUMA 1001	004/81781	M W 12:10pm - 2:00pm 109 Hartley Hall	Claire Catenaccio	4	21/22
HUMA 1001	005/85530	M W 12:10pm - 2:00pm 201 80 Claremont	Zachary Roberts	4	22/22
HUMA 1001	006/72192	M W 12:10pm - 2:00pm 303 Hamilton Hall	Christoph Schaub	4	21/22
HUMA 1001	007/90944	M W 12:10pm - 2:00pm 222 Pupin Laboratories	Arden Hegele	4	21/22
HUMA 1001	008/13008	M W 2:10pm - 4:00pm 304 Hamilton Hall	Eliza Zingesser	4	21/22
HUMA 1001	009/11032	M W 2:10pm - 4:00pm 302 Hamilton Hall	Cathy Popkin	4	22/22
HUMA 1001	010/14280	M W 2:10pm - 4:00pm 307 Pupin Laboratories	Samuel McVane	4	22/22
HUMA 1001	011/29031	M W 2:10pm - 4:00pm 602 Northwest Corner	Humberto Ballesteros	4	22/22
HUMA 1001	012/60828	M W 2:10pm - 4:00pm C01 Knox Hall	Kate Brassel	4	13/22
HUMA 1001	013/60829	M W 2:10pm - 4:00pm 411 Hamilton Hall	Steven Baker	4	22/22
HUMA 1001	014/20949	M W 4:10pm - 6:00pm 507 Hamilton Hall	Gerard Lynch	4	22/22
HUMA 1001	015/63010	M W 4:10pm - 6:00pm 306 Hamilton Hall	Joseph Howley	4	22/22
HUMA 1001	016/92073	M W 4:10pm - 6:00pm 109 Hartley Hall	Christopher McKeen	4	20/22
HUMA 1001	017/60281	M W 4:10pm - 6:00pm 303 Hamilton Hall	Dustin Stewart	4	20/22
HUMA 1001	018/60899	M W 4:10pm - 6:00pm	Christoph Schaub	4	21/22

		425 Pupin Laboratories				HUMA 1001	039/74694	T Th 12:10pm - 2:00pm 206 Broadway Residence Hall	Hiie Saumaa	4	22/22
HUMA 1001	019/61500	M W 4:10pm - 6:00pm 304 Hamilton Hall	Amy Johnson	4	22/22						
HUMA 1001	020/62247	M W 4:10pm - 6:00pm 313 Pupin Laboratories	Arthur Salvo	4	22/22	HUMA 1001	040/85945	T Th 12:10pm - 2:00pm 301 Hamilton Hall	Katharine McIntyre	4	20/22
HUMA 1001	021/86497	M W 6:10pm - 8:00pm 302 Hamilton Hall	Maude Meisel	4	20/22	HUMA 1001	041/95941	T Th 12:10pm - 2:00pm 304 Hamilton Hall	Dalia Inbal	4	22/22
HUMA 1001	022/87346	M W 6:10pm - 8:00pm 206 Broadway Residence Hall	Katherine Balkoski	4	22/22	HUMA 1001	042/13009	T Th 2:10pm - 4:00pm 304 Hamilton Hall	Karen Van Dyck	4	22/22
HUMA 1001	023/88046	M W 6:10pm - 8:00pm 301 Hamilton Hall	Ana Fernandez Cebrian	4	22/22	HUMA 1001	043/10032	T Th 2:10pm - 4:00pm 109 Hartley Hall	Andrea Crow	4	21/22
HUMA 1001	024/88647	T Th 8:10am - 10:00am 607 Hamilton Hall	Eleanor Johnson	4	22/22	HUMA 1001	044/12531	T Th 2:10pm - 4:00pm 607 Hamilton Hall	Edward Mendelson	4	22/22
HUMA 1001	025/91647	T Th 8:10am - 10:00am 301 Hamilton Hall	Wolfgang Mann	4	19/22	HUMA 1001	045/14530	T Th 2:10pm - 4:00pm 424 Pupin Laboratories	Debashree Mukherjee	4	22/22
HUMA 1001	026/92397	T Th 10:10am - 12:00pm 616 Hamilton Hall	Mark Anderson	4	22/22	HUMA 1001	046/11198	T Th 2:10pm - 4:00pm 306 Hamilton Hall	Katherine Biers	4	22/22
HUMA 1001	027/93197	T Th 10:10am - 12:00pm 303 Hamilton Hall	Janet Lee	4	22/22	HUMA 1001	047/11596	T Th 2:10pm - 4:00pm 303 Hamilton Hall	Matthew Hart	4	22/22
HUMA 1001	028/93748	T Th 10:10am - 12:00pm C01 80 Claremont	Clemence Boulouque	4	21/22	HUMA 1001	048/12047	T Th 2:10pm - 4:00pm 111 Carman Hall	Janet Lee	4	22/22
HUMA 1001	029/96496	T Th 10:10am - 12:00pm 401 Hamilton Hall	Bianca Calabresi	4	21/22	HUMA 1001	049/12547	T Th 4:10pm - 6:00pm 109 Hartley Hall	Michael Paulson	4	17/22
HUMA 1001	030/97048	T Th 10:10am - 12:00pm 304 Hamilton Hall	Rebecca Stanton	4	21/22	HUMA 1001	050/13001	T Th 4:10pm - 6:00pm 609 Hamilton Hall	Sophie Salvo	4	22/22
HUMA 1001	031/97747	T Th 10:10am - 12:00pm 707 Hamilton Hall	Jessica Merrill	4	17/22	HUMA 1001	051/13347	T Th 4:10pm - 6:00pm 111 Carman Hall	Nassime Chida	4	17/22
HUMA 1001	032/98348	T Th 10:10am - 12:00pm 313 Pupin Laboratories	Christina Iglesias	4	22/22	HUMA 1001	052/13746	T Th 4:10pm - 6:00pm 407 Hamilton Hall	Alvaro Enrique	4	22/22
HUMA 1001	033/75033	T Th 10:10am - 12:00pm 602 Northwest Corner	Robyn Jensen	4	19/22	HUMA 1001	053/16196	T Th 4:10pm - 6:00pm 318 Hamilton Hall	Nicole Gervasio	4	22/22
HUMA 1001	034/77780	T Th 10:10am - 12:00pm 302 Hamilton Hall	Nicholas Dames	4	21/22	HUMA 1001	054/16597	T Th 4:10pm - 6:00pm 302 Hamilton Hall	Dalia Inbal	4	22/22
HUMA 1001	035/80030	T Th 10:10am - 12:00pm 206 Broadway Residence Hall	Hiie Saumaa	4	22/22	HUMA 1001	055/16997	T Th 6:10pm - 8:00pm 206 Broadway Residence Hall	Rebecca Hildebrand	4	14/22
HUMA 1001	036/82529	T Th 12:10pm - 2:00pm 201 80 Claremont	Humberto Ballesteros	4	22/22	HUMA 1001	056/17450	T Th 6:10pm - 8:00pm 109 Hartley Hall	Anuk Arudpragasam	4	15/22
HUMA 1001	037/85030	T Th 12:10pm - 2:00pm 111 Carman Hall	Alexander Rocca	4	20/22	HUMA 1001	057/17897	T Th 6:10pm - 8:00pm 302 Hamilton Hall	Konstantia Zanou	4	15/22
HUMA 1001	038/87531	T Th 12:10pm - 2:00pm 303 Hamilton Hall	Robert Kubala	4	22/22	HUMA 1001	061/86399	M W 12:10pm - 2:00pm 306 Hamilton Hall	Jennifer Rhodes	4	21/22
						HUMA 1001	062/82286	M W 2:10pm - 4:00pm 401 Hamilton Hall	Austin Graham	4	22/22

HUMA 063/25800 T Th 2:10pm - Elisabeth 4 15/22  
1001 4:00pm Ladenson  
402 Hamilton Hall

### **HUMA CC1002 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 2017: HUMA CC1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1002	001/27780	M W 8:10am - 10:00am 301 Hamilton Hall	Rachel Zhang	4	21/22
HUMA 1002	002/28033	M W 8:10am - 10:00am 306 Hamilton Hall	Brendan Nieuburt	4	20/22
HUMA 1002	003/28034	M W 12:10pm - 2:00pm 301 Hamilton Hall	Arthur Salvo	4	22/22
HUMA 1002	004/28035	M W 12:10pm - 2:00pm 109 Hartley Hall	Claire Catenaccio	4	22/22
HUMA 1002	005/28037	M W 12:10pm - 2:00pm 201 80 Claremont	Zachary Roberts	4	22/22
HUMA 1002	006/28280	M W 12:10pm - 2:00pm 303 Hamilton Hall	Christoph Schaub	4	22/22
HUMA 1002	007/28282	M W 12:10pm - 2:00pm 222 Pupin Laboratories	Arden Hegele	4	22/22
HUMA 1002	008/28283	M W 2:10pm - 4:00pm 304 Hamilton Hall	Eliza Zingesser	4	21/22
HUMA 1002	009/28284	M W 2:10pm - 4:00pm 302 Hamilton Hall	Cathy Popkin	4	21/22
HUMA 1002	010/28532	M W 2:10pm - 4:00pm 307 Pupin Laboratories	Samuel McVane	4	20/22
HUMA 1002	011/28534	M W 2:10pm - 4:00pm 602 Northwest Corner	Humberto Ballesteros	4	22/22
HUMA 1002	012/28535	M W 2:10pm - 4:00pm 309 Hamilton Hall	Kate Brassel	4	20/22
HUMA 1002	013/28781	M W 2:10pm - 4:00pm 411 Hamilton Hall	Steven Baker	4	22/22
HUMA 1002	014/28782	M W 4:10pm - 6:00pm 507 Hamilton Hall		4	21/22

HUMA 1002	015/28783	M W 4:10pm - 6:00pm 306 Hamilton Hall	Joseph Howley	4	21/22
HUMA 1002	016/28784	M W 4:10pm - 6:00pm 109 Hartley Hall	Christopher McKeen	4	11/22
HUMA 1002	017/29030	M W 4:10pm - 6:00pm 303 Hamilton Hall	Dustin Stewart	4	18/22
HUMA 1002	018/29031	M W 4:10pm - 6:00pm 425 Pupin Laboratories	Christoph Schaub	4	22/22
HUMA 1002	019/29033	M W 4:10pm - 6:00pm 304 Hamilton Hall	John Collins	4	21/22
HUMA 1002	020/29280	M W 4:10pm - 6:00pm 313 Pupin Laboratories	Arthur Salvo	4	21/22
HUMA 1002	021/29281	M W 6:10pm - 8:00pm 302 Hamilton Hall	Maude Meisel	4	22/22
HUMA 1002	022/29282	M W 6:10pm - 8:00pm 206 Broadway Residence Hall	Katherine Balkoski	4	22/22
HUMA 1002	023/29283	M W 6:10pm - 8:00pm 301 Hamilton Hall	Ana Fernandez Cebrian	4	22/22
HUMA 1002	024/29532	T Th 8:10am - 10:00am 607 Hamilton Hall	Eleanor Johnson	4	22/22
HUMA 1002	025/29533	T Th 8:10am - 10:00am 301 Hamilton Hall	Wolfgang Mann	4	22/22
HUMA 1002	026/29534	T Th 10:10am - 12:00pm 616 Hamilton Hall	Mark Anderson	4	20/22
HUMA 1002	027/29780	T Th 10:10am - 12:00pm 303 Hamilton Hall	Janet Lee	4	22/22
HUMA 1002	028/29782	T Th 10:10am - 12:00pm C01 80 Claremont	Clemence Boulouque	4	21/22
HUMA 1002	029/29783	T Th 10:10am - 12:00pm 401 Hamilton Hall	Bianca Calabresi	4	21/22
HUMA 1002	030/29784	T Th 10:10am - 12:00pm 304 Hamilton Hall	Elizabeth Marcus	4	19/22
HUMA 1002	031/20944	T Th 10:10am - 12:00pm 707 Hamilton Hall	Jessica Merrill	4	22/22
HUMA 1002	032/20945	T Th 10:10am - 12:00pm 313 Pupin Laboratories	Christina Iglesias	4	20/22
HUMA 1002	033/20947	T Th 10:10am - 12:00pm 602 Northwest Corner	Robyn Jensen	4	22/22
HUMA 1002	034/22192	T Th 10:10am - 12:00pm 302 Hamilton Hall	Nicholas Dames	4	22/22
HUMA 1002	035/22193	T Th 10:10am - 12:00pm	Hiie Saumaa	4	22/22

HUMA 1002	036/22194	206 Broadway Residence Hall T Th 12:10pm - 2:00pm	Humberto Ballesteros	4	22/22
HUMA 1002	037/23442	201 80 Claremont T Th 12:10pm - 2:00pm	Alexander Rocca	4	22/22
HUMA 1002	038/23443	111 Carman Hall T Th 12:10pm - 2:00pm	Robert Kubala	4	22/22
HUMA 1002	039/23445	303 Hamilton Hall T Th 12:10pm - 2:00pm	Hiie Saumaa	4	22/22
HUMA 1002	040/23447	206 Broadway Residence Hall T Th 12:10pm - 2:00pm	Katharine McIntyre	4	22/22
HUMA 1002	041/24693	301 Hamilton Hall T Th 12:10pm - 2:00pm	Deborah Martinsen	4	18/22
HUMA 1002	042/24694	304 Hamilton Hall T Th 2:10pm - 4:00pm	Karen Van Dyck	4	22/22
HUMA 1002	043/24695	304 Hamilton Hall T Th 2:10pm - 4:00pm	Andrea Crow	4	18/22
HUMA 1002	044/24696	109 Hartley Hall T Th 2:10pm - 4:00pm	Edward Mendelson	4	22/22
HUMA 1002	045/25949	607 Hamilton Hall T Th 2:10pm - 4:00pm	Debashree Mukherjee	4	21/22
HUMA 1002	046/25950	424 Pupin Laboratories T Th 2:10pm - 4:00pm	Katherine Biers	4	22/22
HUMA 1002	047/25951	306 Hamilton Hall T Th 2:10pm - 4:00pm	Matthew Hart	4	22/22
HUMA 1002	048/27194	303 Hamilton Hall T Th 2:10pm - 4:00pm	Janet Lee	4	22/22
HUMA 1002	049/27195	111 Carman Hall T Th 4:10pm - 6:00pm	Michael Paulson	4	6/22
HUMA 1002	050/27199	109 Hartley Hall T Th 4:10pm - 6:00pm	Sophie Salvo	4	22/22
HUMA 1002	051/27200	609 Hamilton Hall T Th 4:10pm - 6:00pm	Nassime Chida	4	21/22
HUMA 1002	052/28443	111 Carman Hall T Th 4:10pm - 6:00pm	Elizabeth Marcus	4	16/22
HUMA 1002	053/28444	407 Hamilton Hall T Th 4:10pm - 6:00pm	Nicole Gervasio	4	22/22
HUMA 1002	054/28445	302 Hamilton Hall T Th 4:10pm - 6:00pm	Rebecca Stanton	4	21/22
HUMA 1002	055/28447	318 Hamilton Hall T Th 6:10pm - 8:00pm	Rebecca Hildebrand	4	16/22
HUMA 1002	056/29697	206 Broadway Residence Hall T Th 6:10pm - 8:00pm	Anuk Arudpragasam	4	19/22

HUMA 1002	057/29698	109 Hartley Hall T Th 6:10pm - 8:00pm	Konstantia Zanou	4	22/22
HUMA 1002	061/25511	302 Hamilton Hall M W 12:10pm - 2:00pm	Jude Webre	4	21/22
HUMA 1002	062/25512	306 Hamilton Hall M W 2:10pm - 4:00pm	Austin Graham	4	21/22
HUMA 1002	063/29575	401 Hamilton Hall T Th 2:10pm - 4:00pm	Elisabeth Ladenson	4	16/22
		402 Hamilton Hall			

## CONTEMPORARY CIVILIZATION

### Chair of Contemporary Civilization:

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 CC1101-COCI CC1102 Introduction To Contemporary Civilization In the West*, 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 CC1101-COCI CC1102 Introduction To Contemporary Civilization In the West* 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 CC1101 Introduction To Contemporary Civilization in the West. 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 2016: COCI CC1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COCI 1101 001/91648		M W 8:10am - 10:00am 206 Broadway Residence Hall	Justin Reynolds	4	21/22
COCI 1101 002/92996		M W 8:10am - 10:00am 111 Carman Hall	Jason Resnikoff	4	22/22
COCI 1101 003/96246		M W 10:10am - 12:00pm 306 Hamilton Hall	Nadia Urbinati	4	17/22
COCI 1101 004/97446		M W 10:10am - 12:00pm 309 Hamilton Hall	Michael Stanislawski	4	22/22
COCI 1101 005/98349		M W 10:10am - 12:00pm 302 Hamilton Hall	Matthew Jones	4	22/22
COCI 1101 006/75534		M W 10:10am - 12:00pm 303 Hamilton Hall	Katharina Ivanyi	4	20/22

COCI 1101 007/78283	M W 10:10am - 12:00pm 111 Carman Hall	Ana Lee	4	22/22
COCI 1101 008/81033	M W 10:10am - 12:00pm 206 Broadway Residence Hall	Kathryn Tabb	4	22/22
COCI 1101 009/84532	M W 12:10pm - 2:00pm 425 Pupin Laboratories	Ruen-Chuan Ma	4	19/22
COCI 1101 010/87193	M W 12:10pm - 2:00pm 304 Hamilton Hall	Heidi Hausse	4	21/22
COCI 1101 011/10033	M W 12:10pm - 2:00pm 424 Pupin Laboratories	Christine Susienka	4	22/22
COCI 1101 012/13530	M W 12:10pm - 2:00pm 111 Carman Hall	Daniel del Nido	4	22/22
COCI 1101 013/11146	M W 12:10pm - 2:00pm 302 Hamilton Hall	Kevin Elliott	4	22/22
COCI 1101 014/11597	M W 12:10pm - 2:00pm 206 Broadway Residence Hall	Nicholas Chong	4	22/22
COCI 1101 015/12197	M W 2:10pm - 4:00pm 601b Fairchild Life Sciences Bldg	Candace Cunard	4	16/22
COCI 1101 016/12747	M W 2:10pm - 4:00pm 224 Pupin Laboratories	Christopher Florio	4	19/22
COCI 1101 017/13246	M W 2:10pm - 4:00pm 303 Hamilton Hall	Kevin Elliott	4	21/22
COCI 1101 018/15848	M W 2:10pm - 4:00pm 318 Hamilton Hall	Jason Fitzgerald	4	22/22
COCI 1101 019/16496	M W 2:10pm - 4:00pm 109 Hartley Hall	Alana Hein	4	21/22
COCI 1101 020/17147	M W 2:10pm - 4:00pm 111 Carman Hall	Francis Hittinger	4	20/22
COCI 1101 021/17846	M W 2:10pm - 4:00pm 206 Broadway Residence Hall	Nicholas Chong	4	22/22
COCI 1101 022/18447	M W 2:10pm - 4:00pm 301 Hamilton Hall	Melissa Fusco	4	18/22
COCI 1101 023/21097	M W 4:10pm - 6:00pm 411 Hamilton Hall	Patricia Kitcher	4	22/22
COCI 1101 024/21646	M W 4:10pm - 6:00pm 301 Hamilton Hall	Peter Pazzagli	4	22/22
COCI 1101 025/22197	M W 4:10pm - 6:00pm 302 Hamilton Hall	Kathy Eden	4	22/22
COCI 1101 026/22797	M W 4:10pm - 6:00pm 511 Hamilton Hall	Dennis Tenen	4	22/22

COCI 1101 027/23296	M W 4:10pm - 6:00pm 316 Hamilton Hall	Mona El-Ghobashy	4	22/22
COCI 1101 028/23697	M W 4:10pm - 6:00pm 616 Hamilton Hall	Justin Clarke-Doane	4	22/22
COCI 1101 029/26347	M W 4:10pm - 6:00pm 111 Carman Hall	Francis Hittinger	4	18/22
COCI 1101 030/26898	M W 4:10pm - 6:00pm 206 Broadway Residence Hall	Benjamin Barasch	4	21/22
COCI 1101 031/27249	M W 6:10pm - 8:00pm 309 Hamilton Hall	Jeremy Forster	4	22/22
COCI 1101 032/28448	M W 6:10pm - 8:00pm 306 Hamilton Hall	Foad Torshizi	4	21/22
COCI 1101 033/28782	T Th 8:10am - 10:00am 309 Hamilton Hall	Emily Yao	4	22/22
COCI 1101 034/92074	T Th 8:10am - 10:00am 401 Hamilton Hall	Nicole Callahan	4	20/22
COCI 1101 035/13010	T Th 10:10am - 12:00pm 402 Hamilton Hall	Emmanuelle Saada	4	21/22
COCI 1101 036/62031	T Th 10:10am - 12:00pm 306 Hamilton Hall	Whitney Laemmli	4	22/22
COCI 1101 037/77782	T Th 10:10am - 12:00pm 313 Hamilton Hall	Joshua Simon	4	21/22
COCI 1101 038/80785	T Th 10:10am - 12:00pm 224 Pupin Laboratories	Joel Klein	4	20/22
COCI 1101 039/86030	T Th 10:10am - 12:00pm 111 Carman Hall	Neslihan Senocak	4	22/22
COCI 1101 040/89030	T Th 10:10am - 12:00pm 301 Hamilton Hall	Donna Bilak	4	22/22
COCI 1101 041/77193	T Th 10:10am - 12:00pm 109 Hartley Hall	John Ma	4	21/22
COCI 1101 042/88447	T Th 2:10pm - 4:00pm 309 Hamilton Hall	Alexandre Roberts	4	22/22
COCI 1101 043/10280	T Th 2:10pm - 4:00pm 401 Hamilton Hall	Stephanie Ramsey	4	17/22
COCI 1101 044/60283	T Th 2:10pm - 4:00pm 301 Hamilton Hall	Andreas Avgousti	4	21/22
COCI 1101 045/62779	T Th 2:10pm - 4:00pm 302 Hamilton Hall	Richard Billows	4	22/22
COCI 1101 046/60900	T Th 2:10pm - 4:00pm 602 Northwest Corner	E. Valentine Daniel	4	22/22
COCI 1101 047/61397	T Th 2:10pm - 4:00pm 325 Pupin Laboratories	Luke Mayville	4	20/22

COCI 1101 048/61846	T Th 2:10pm - 4:00pm 206 Broadway Residence Hall	Michael Stevenson	4	20/22
COCI 1101 049/62297	T Th 2:10pm - 4:00pm 507 Hamilton Hall	Marwa Elshakry	4	22/22
COCI 1101 050/62746	T Th 4:10pm - 6:00pm 613 Hamilton Hall	Michelle Chun	4	21/22
COCI 1101 051/65848	T Th 4:10pm - 6:00pm 402 Hamilton Hall	Richard John	4	18/22
COCI 1101 052/66847	T Th 4:10pm - 6:00pm C01 80 Claremont	Abram Kaplan	4	18/22
COCI 1101 053/67297	T Th 4:10pm - 6:00pm 301 Hamilton Hall	Andreas Avgousti	4	22/22
COCI 1101 054/67748	T Th 4:10pm - 6:00pm 206 Broadway Residence Hall	Michael Stevenson	4	22/22
COCI 1101 055/68149	T Th 4:10pm - 6:00pm 315 Hamilton Hall	Douglas Chalmers	4	22/22
COCI 1101 056/68546	T Th 6:10pm - 8:00pm 607 Hamilton Hall	Gal Katz	4	14/22
COCI 1101 057/71346	T Th 6:10pm - 8:00pm 707 Hamilton Hall	Zachary Herz	4	11/22
COCI 1101 061/66099	T Th 6:10pm - 8:00pm 301 Hamilton Hall	Jeremy Forster	4	21/22
COCI 1101 062/71348	T Th 4:10pm - 6:00pm 717 Havemeyer Hall	Sam Wetherell	4	19/22

### **COCI CC1102 Introduction To Contemporary Civilization In the West. 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 2017: COCI CC1102**

<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>
COCI 1102 001/29577		M W 8:10am - 10:00am 206 Broadway Residence Hall	Justin Reynolds	4	20/22
COCI 1102 002/29578		M W 8:10am - 10:00am 111 Carman Hall	Jason Resnikoff	4	22/22
COCI 1102 003/29579		M W 10:10am - 12:00pm 306 Hamilton Hall	Victoria De Grazia	4	17/22

COCI 1102 004/60830	M W 10:10am - 12:00pm 309 Hamilton Hall	Manan Ahmed	4	22/22	COCI 1102 024/69263	M W 4:10pm - 6:00pm 301 Hamilton Hall	Roosevelt Montas	4	22/22
COCI 1102 005/60831	M W 10:10am - 12:00pm 302 Hamilton Hall	Matthew Jones	4	22/22	COCI 1102 025/75510	M W 4:10pm - 6:00pm 302 Hamilton Hall	Kathy Eden	4	22/22
COCI 1102 006/60832	M W 10:10am - 12:00pm 303 Hamilton Hall	Katharina Ivanyi	4	22/22	COCI 1102 026/75511	M W 4:10pm - 6:00pm 511 Hamilton Hall	Dennis Tenen	4	22/22
COCI 1102 007/92073	M W 10:10am - 12:00pm 111 Carman Hall	Ana Lee	4	22/22	COCI 1102 027/75512	M W 4:10pm - 6:00pm 316 Hamilton Hall	Mona El-Ghobashy	4	22/22
COCI 1102 008/92074	M W 10:10am - 12:00pm 206 Broadway Residence Hall	Kathryn Tabb	4	20/22	COCI 1102 028/75514	M W 4:10pm - 6:00pm 616 Hamilton Hall	Justin Clarke-Doane	4	22/22
COCI 1102 009/92075	M W 12:10pm - 2:00pm 424 Pupin Laboratories	Ruen-Chuan Ma	4	21/22	COCI 1102 029/81763	M W 4:10pm - 6:00pm 111 Carman Hall	Francis Hittinger	4	21/22
COCI 1102 010/92076	M W 12:10pm - 2:00pm 304 Hamilton Hall	Heidi Hausse	4	21/22	COCI 1102 030/81764	M W 4:10pm - 6:00pm 206 Broadway Residence Hall	Benjamin Barasch	4	15/22
COCI 1102 011/23322	M W 12:10pm - 2:00pm 602 Northwest Corner	Christine Susienka	4	22/22	COCI 1102 031/81765	M W 6:10pm - 8:00pm 309 Hamilton Hall	Jeremy Forster	4	22/22
COCI 1102 012/23323	M W 12:10pm - 2:00pm 111 Carman Hall	Daniel del Nido	4	18/22	COCI 1102 032/88010	M W 6:10pm - 8:00pm 306 Hamilton Hall	Foad Torshizi	4	19/22
COCI 1102 013/23324	M W 12:10pm - 2:00pm 302 Hamilton Hall	Kevin Elliott	4	22/22	COCI 1102 033/88011	T Th 8:10am - 10:00am 309 Hamilton Hall	Emily Yao	4	22/22
COCI 1102 014/88946	M W 12:10pm - 2:00pm 206 Broadway Residence Hall	Nicholas Chong	4	21/22	COCI 1102 034/88012	T Th 8:10am - 10:00am 401 Hamilton Hall	Nicole Callahan	4	22/22
COCI 1102 015/88947	M W 2:10pm - 4:00pm 601b Fairchild Life Sciences Bldg	Candace Cunard	4	12/22	COCI 1102 035/88013	T Th 10:10am - 12:00pm 306 Hamilton Hall	Harro Mueller	4	22/22
COCI 1102 016/88948	M W 2:10pm - 4:00pm 424 Pupin Laboratories	Christopher Florio	4	22/22	COCI 1102 036/94258	T Th 10:10am - 12:00pm 201 80 Claremont	Max Mishler	4	21/22
COCI 1102 017/88949	M W 2:10pm - 4:00pm 303 Hamilton Hall	Kevin Elliott	4	21/22	COCI 1102 037/94259	T Th 10:10am - 12:00pm 313 Hamilton Hall	Joshua Simon	4	21/22
COCI 1102 018/63013	M W 2:10pm - 4:00pm 318 Hamilton Hall	Jason Fitzgerald	4	20/22	COCI 1102 038/94260	T Th 10:10am - 12:00pm 224 Pupin Laboratories	Joel Klein	4	22/22
COCI 1102 019/63014	M W 2:10pm - 4:00pm 109 Hartley Hall	Alana Hein	4	14/22	COCI 1102 039/94261	T Th 10:10am - 12:00pm 111 Carman Hall	Neslihan Senocak	4	21/22
COCI 1102 020/63016	M W 2:10pm - 4:00pm 111 Carman Hall	Francis Hittinger	4	22/22	COCI 1102 040/73318	T Th 10:10am - 12:00pm 301 Hamilton Hall	Donna Bilak	4	22/22
COCI 1102 021/69260	M W 2:10pm - 4:00pm 206 Broadway Residence Hall	Nicholas Chong	4	22/22	COCI 1102 041/73319	T Th 10:10am - 12:00pm 109 Hartley Hall	John Ma	4	21/22
COCI 1102 022/69261	M W 2:10pm - 4:00pm 301 Hamilton Hall	Melissa Fusco	4	21/22	COCI 1102 042/73320	T Th 2:10pm - 4:00pm 309 Hamilton Hall	Alexandre Roberts	4	21/22
COCI 1102 023/69262	M W 4:10pm - 6:00pm 411 Hamilton Hall	Branka Arsic	4	22/22	COCI 1102 043/73321	T Th 2:10pm - 4:00pm 401 Hamilton Hall	Stephanie Ramsey	4	22/22
					COCI 1102 044/93636	T Th 2:10pm - 4:00pm 301 Hamilton Hall	Andreas Avgousti	4	21/22
					COCI 1102 045/93637	T Th 2:10pm - 4:00pm	Richard Billows	4	22/22

COCI 1102 046/93638	302 Hamilton Hall T Th 2:10pm - 4:00pm 602 Northwest Corner	Michael Gottsegen	4	20/22
COCI 1102 047/93639	T Th 2:10pm - 4:00pm 325 Pupin Laboratories	Luke Mayville	4	22/22
COCI 1102 048/13009	T Th 2:10pm - 4:00pm 206 Broadway Residence Hall	Michael Stevenson	4	21/22
COCI 1102 049/13010	T Th 2:10pm - 4:00pm 507 Hamilton Hall	Marwa Elshakry	4	22/22
COCI 1102 050/13012	T Th 4:10pm - 6:00pm 613 Hamilton Hall	Malgorzata Mazurek	4	20/22
COCI 1102 051/19259	T Th 4:10pm - 6:00pm 402 Hamilton Hall	Richard John	4	22/22
COCI 1102 052/19261	T Th 4:10pm - 6:00pm C01 80 Claremont	Abram Kaplan	4	18/22
COCI 1102 053/19262	T Th 4:10pm - 6:00pm 301 Hamilton Hall	Andreas Avgousti	4	19/22
COCI 1102 054/19263	T Th 4:10pm - 6:00pm 206 Broadway Residence Hall	Michael Stevenson	4	21/22
COCI 1102 055/25513	T Th 4:10pm - 6:00pm 315 Hamilton Hall	Douglas Chalmers	4	22/22
COCI 1102 056/25514	T Th 6:10pm - 8:00pm 607 Hamilton Hall	Gal Katz	4	22/22
COCI 1102 057/25515	T Th 6:10pm - 8:00pm 707 Hamilton Hall	Zachary Herz	4	13/22
COCI 1102 061/29582	T Th 6:10pm - 8:00pm 301 Hamilton Hall	Jeremy Forster	4	22/22
COCI 1102 062/60833	T Th 4:10pm - 6:00pm 601b Fairchild Life Sciences Bldg	Sam Wetherell	4	21/22

## ART HUMANITIES

### Chair of Art Humanities

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212-854-4505  
mpm8@columbia.edu

Art Humanities Website (<http://www.college.columbia.edu/core/classes/arthurm.php>)

HUMA UN1121 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/mc/arthurm/index.html>.

## REGISTRATION PROCEDURE

All information concerning registration in HUMA UN1121 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 UN1121 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 2016: HUMA UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1121	001/10641	M W 8:40am - 9:55am 607 Schermerhorn Hall	Jacob Stavis	3	20/22
HUMA 1121	002/18693	M W 8:40am - 9:55am 608 Schermerhorn Hall	Nomaduma Masilela	3	19/22
HUMA 1121	003/21711	M W 10:10am - 11:25am 604 Schermerhorn Hall	Meredith Gamer	3	20/22
HUMA 1121	004/75423	M W 10:10am - 11:25am 607 Schermerhorn Hall	Alexis Wang	3	20/22
HUMA 1121	005/64636	M W 10:10am - 11:25am 608 Schermerhorn Hall	Dawn Delbanco	3	22/22
HUMA 1121	006/63648	M W 11:40am - 12:55pm 604 Schermerhorn Hall	Maria Gonzalez Pendas	3	20/22

HUMA 1121	007/22582	M W 11:40am - 12:55pm 607 Schermerhorn Hall	Serdar Yalcin	3	21/22	HUMA 1121	024/67065	T Th 11:40am - 12:55pm 607 Schermerhorn Hall	Martina Mims	3	22/22
HUMA 1121	008/76090	M W 11:40am - 12:55pm 608 Schermerhorn Hall	Eleonara Pistis	3	21/22	HUMA 1121	025/24015	T Th 1:10pm - 2:25pm 604 Schermerhorn Hall	Sandrine Larrive-Bass	3	22/22
HUMA 1121	009/26731	M W 1:10pm - 2:25pm 607 Schermerhorn Hall	Serdar Yalcin	3	23/22	HUMA 1121	026/70041	T Th 1:10pm - 2:25pm 607 Schermerhorn Hall	Martina Mims	3	23/22
HUMA 1121	010/63867	M W 1:10pm - 2:25pm 608 Schermerhorn Hall	Susannah Blair	3	17/22	HUMA 1121	027/71176	T Th 2:40pm - 3:55pm 604 Schermerhorn Hall	Andrea Horisaki- Christens	3	18/22
HUMA 1121	011/77182	M W 2:40pm - 3:55pm 604 Schermerhorn Hall	Nicholas Frobes- Cross	3	20/22	HUMA 1121	028/23513	T Th 2:40pm - 3:55pm 607 Schermerhorn Hall	Francesca Marzullo	3	19/22
HUMA 1121	012/17247	M W 2:40pm - 3:55pm 607 Schermerhorn Hall	Courtney Fiske	3	21/22	HUMA 1121	029/11638	T Th 2:40pm - 3:55pm 608 Schermerhorn Hall	Stephen Murray	3	21/22
HUMA 1121	013/73956	M W 2:40pm - 3:55pm 608 Schermerhorn Hall	Leah Werier	3	20/22	HUMA 1121	030/76483	T Th 4:10pm - 5:25pm 607 Schermerhorn Hall	Michael Fowler	3	22/22
HUMA 1121	014/14476	M W 4:10pm - 5:25pm 604 Schermerhorn Hall	Susan Sivard	3	21/22	HUMA 1121	031/85948	M W 8:40am - 9:55am 604 Schermerhorn Hall	Jens Bartel	3	19/22
HUMA 1121	015/76588	M W 4:10pm - 5:25pm 607 Schermerhorn Hall	Abbe Schriber	3	19/22	HUMA 1121	032/86204	M W 1:10pm - 2:25pm 604 Schermerhorn Hall	Nicholas Frobes- Cross	3	22/22
HUMA 1121	016/10663	M W 4:10pm - 5:25pm 608 Schermerhorn Hall	Lynn Catterson	3	22/22	HUMA 1121	033/86347	T Th 10:10am - 11:25am 604 Schermerhorn Hall	Johanna Gosse	3	22/22
HUMA 1121	017/66583	M W 5:40pm - 6:55pm 604 Schermerhorn Hall	Nicholas Croggon	3	21/22	HUMA 1121	034/86499	T Th 4:10pm - 5:25pm 604 Schermerhorn Hall	James Chamberlain	3	22/22
HUMA 1121	018/75305	T Th 8:40am - 9:55am 604 Schermerhorn Hall	Trevor Stark	3	21/22	HUMA 1121	035/86748	T Th 5:40pm - 6:55pm 604 Schermerhorn Hall	James Chamberlain	3	19/22
HUMA 1121	019/70506	T Th 8:40am - 9:55am 607 Schermerhorn Hall	Elizabeth Perkins	3	20/22	HUMA 1121	036/86850	M W 6:10pm - 7:25pm 607 Schermerhorn Hall	Julia Siemon	3	22/22
HUMA 1121	020/11482	T Th 8:40am - 9:55am 608 Schermerhorn Hall	Page Knox	3	22/22	HUMA 1121	037/87003	M W 7:40pm - 8:55pm 604 Schermerhorn Hall	Irina Oryshkevich	3	22/22
HUMA 1121	021/24622	T Th 10:10am - 11:25am 607 Schermerhorn Hall	Daniel Greenberg	3	18/22	HUMA 1121	038/88047	T Th 11:40am - 12:55pm 608 Schermerhorn Hall	Amanda Gannaway	3	22/22
HUMA 1121	022/20503	T Th 10:10am - 11:25am 608 Schermerhorn Hall	Yoko Hara	3	21/22	HUMA 1121	039/88196	T Th 1:10pm - 2:25pm 608 Schermerhorn Hall	Amanda Gannaway	3	21/22
HUMA 1121	023/20740	T Th 11:40am - 12:55pm 604 Schermerhorn Hall	Sandrine Larrive-Bass	3	22/22	HUMA 1121	040/71851	M W 11:40am - 12:55pm 934 Schermerhorn Hall	Joseph Woldman	3	17/22



**Spring 2017: HUMA UN1121**

<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>	<b>HUMA 1121</b>	<b>017/21198</b>	<b>M W 4:10pm - 5:25pm 607 Schermerhorn Hall</b>	<b>Abbe Schriber</b>	<b>3</b>	<b>22/22</b>
HUMA 1121	001/13528	M W 8:40am - 9:55am 604 Schermerhorn Hall	Jacob Stavits	3	19/22	HUMA 1121	018/63586	M W 4:10pm - 5:25pm 608 Schermerhorn Hall	Susannah Blair	3	21/22
HUMA 1121	002/73413	M W 8:40am - 9:55am 607 Schermerhorn Hall	Jens Bartel	3	14/22	HUMA 1121	019/12541	T Th 8:40am - 9:55am 604 Schermerhorn Hall	Trevor Stark	3	19/22
HUMA 1121	003/61714	M W 8:40am - 9:55am 608 Schermerhorn Hall	Olivia Powell	3	22/22	HUMA 1121	020/29671	T Th 8:40am - 9:55am 607 Schermerhorn Hall	Caroline Wamsler	3	16/22
HUMA 1121	004/67980	M W 10:10am - 11:25am 604 Schermerhorn Hall	Serdar Yalcin	3	20/22	HUMA 1121	021/17487	T Th 8:40am - 9:55am 608 Schermerhorn Hall	Page Knox	3	22/22
HUMA 1121	005/61906	M W 10:10am - 11:25am 607 Schermerhorn Hall	Alexis Wang	3	22/22	HUMA 1121	022/22866	T Th 10:10am - 11:25am 604 Schermerhorn Hall	Michael Waters	3	21/22
HUMA 1121	006/10949	M W 10:10am - 11:25am 608 Schermerhorn Hall	Joseph Woldman	3	21/22	HUMA 1121	023/11920	T Th 10:10am - 11:25am 607 Schermerhorn Hall	Barry Bergdoll	3	22/22
HUMA 1121	007/17402	M W 11:40am - 12:55pm 604 Schermerhorn Hall	Serdar Yalcin	3	21/22	HUMA 1121	024/26339	T Th 10:10am - 11:25am 608 Schermerhorn Hall	Robert Harrist	3	20/22
HUMA 1121	008/60305	M W 11:40am - 12:55pm 607 Schermerhorn Hall	Sandrine Larrive-Bass	3	20/22	HUMA 1121	025/24978	T Th 11:40am - 12:55pm 604 Schermerhorn Hall	Daniel Greenberg	3	22/22
HUMA 1121	009/75011	M W 11:40am - 12:55pm 608 Schermerhorn Hall	Francesca Marzullo	3	22/22	HUMA 1121	026/28805	T Th 11:40am - 12:55pm 607 Schermerhorn Hall	Sandrine Larrive-Bass	3	22/22
HUMA 1121	010/64434	M W 1:10pm - 2:25pm 604 Schermerhorn Hall	Nicholas Probes-Cross	3	19/22	HUMA 1121	027/23293	T Th 11:40am - 12:55pm 608 Schermerhorn Hall	Martina Mims	3	22/22
HUMA 1121	011/25406	M W 1:10pm - 2:25pm 607 Schermerhorn Hall	Serdar Yalcin	3	22/22	HUMA 1121	028/73141	T Th 1:10pm - 2:25pm 604 Schermerhorn Hall	Kevin Lotery	3	22/22
HUMA 1121	012/61145	M W 1:10pm - 2:25pm 608 Schermerhorn Hall	Andrea Horisaki-Christens	3	22/22	HUMA 1121	029/70215	T Th 1:10pm - 2:25pm 607 Schermerhorn Hall	Sandrine Larrive-Bass	3	22/22
HUMA 1121	013/61322	M W 2:40pm - 3:55pm 604 Schermerhorn Hall	Nicholas Probes-Cross	3	21/22	HUMA 1121	030/15509	T Th 1:10pm - 2:25pm 608 Schermerhorn Hall	Martina Mims	3	24/22
HUMA 1121	014/24174	M W 2:40pm - 3:55pm 607 Schermerhorn Hall	Leah Werier	3	20/22	HUMA 1121	031/28188	T Th 2:40pm - 3:55pm 604 Schermerhorn Hall	Frederique Baumgartner	3	22/22
HUMA 1121	015/18167	M W 2:40pm - 3:55pm 608 Schermerhorn Hall	Courtney Fiske	3	21/22	HUMA 1121	032/70955	T Th 2:40pm - 3:55pm 607 Schermerhorn Hall	Martina Mims	3	22/22
HUMA 1121	016/17379	M W 4:10pm - 5:25pm 604 Schermerhorn Hall	Susan Sivard	3	22/22	HUMA 1121	033/61549	T Th 2:40pm - 3:55pm 608 Schermerhorn Hall	Meredith Gamer	3	22/22

HUMA 1121	034/29262	T Th 4:10pm - 5:25pm 604 Schermerhorn Hall	James Chamberlain	3	22/22
HUMA 1121	035/28292	M W 5:40pm - 6:55pm 604 Schermerhorn Hall	Matthew Teti	3	18/22
HUMA 1121	036/25289	M W 6:10pm - 7:25pm 608 Schermerhorn Hall	Julia Siemon	3	22/22
HUMA 1121	037/20961	M W 7:40pm - 8:55pm 604 Schermerhorn Hall	Irina Oryshkevich	3	23/22
HUMA 1121	038/24708	T Th 4:10pm - 5:25pm 607 Schermerhorn Hall	Michael Fowler	3	20/22
HUMA 1121	039/28465	T Th 5:40pm - 6:55pm 604 Schermerhorn Hall	James Chamberlain	3	20/22
HUMA 1121	040/29622	T Th 5:40pm - 6:55pm 607 Schermerhorn Hall	Nicholas Croggon	3	19/22

## MUSIC HUMANITIES

### Fall 2016: Chair of Music Humanities

Prof. Elaine R. Sisman  
604 Dodge; 212-854-7728  
es53@columbia.edu

### Spring 2017: 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 UN1123 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 UN1123 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 UN1123 Masterpieces of Western Music. 3 points.

Analysis and discussion of representative works from the Middle Ages to the present.

#### Fall 2016: HUMA UN1123

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1123	001/10823	M W 8:40am - 9:55am 404 Dodge Building	Mahir Cetiz	3	23/25
HUMA 1123	002/68567	M W 8:40am - 9:55am 405 Dodge Building	Ruth Longobardi	3	25/25
HUMA 1123	003/66293	M W 8:40am - 9:55am 622 Dodge Building	Thomas Smith	3	24/25
HUMA 1123	004/24816	M W 8:40am - 9:55am 716 Hamilton Hall	Velia Ivanova	3	20/25
HUMA 1123	005/61981	M W 10:10am - 11:25am 404 Dodge Building	Mahir Cetiz	3	25/25
HUMA 1123	006/65562	M W 10:10am - 11:25am 405 Dodge Building	Elliott Cairns	3	22/25
HUMA 1123	007/22945	M W 10:10am - 11:25am 716 Hamilton Hall	Alexander Rothe	3	25/25
HUMA 1123	008/27735	M W 1:10pm - 2:25pm 622 Dodge Building	Anne Levitsky	3	25/25
HUMA 1123	009/72843	M W 1:10pm - 2:25pm 716 Hamilton Hall	Alexander Rothe	3	24/25
HUMA 1123	010/64024	M W 2:40pm - 3:55pm 404 Dodge Building	Rodolfo Toledo	3	25/25
HUMA 1123	011/61722	M W 4:10pm - 5:25pm 404 Dodge Building	Julia Doe	3	25/25

HUMA 1123	012/64289	M W 4:10pm - 5:25pm 405 Dodge Building	Russell O'Rourke	3	23/25	HUMA 1123	003/17437	M W 8:40am - 9:55am 622 Dodge Building	Thomas Smith	3	23/25
HUMA 1123	014/61953	M W 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	24/25	HUMA 1123	004/22266	M W 8:40am - 9:55am 716 Hamilton Hall	Alexander Rothe	3	24/25
HUMA 1123	015/13306	M W 6:10pm - 7:25pm 405 Dodge Building	Thomas Fogg	3	23/25	HUMA 1123	005/12445	M W 10:10am - 11:25am 404 Dodge Building	Lucie Vagnerova	3	25/25
HUMA 1123	016/66584	M W 6:10pm - 7:25pm 716 Hamilton Hall	Lucie Vagnerova	3	25/25	HUMA 1123	006/24773	M W 10:10am - 11:25am 405 Dodge Building	John Rot	3	24/25
HUMA 1123	017/61317	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	25/25	HUMA 1123	007/64482	M W 10:10am - 11:25am 716 Hamilton Hall	Alexander Rothe	3	25/25
HUMA 1123	018/22615	T Th 8:40am - 9:55am 405 Dodge Building	John Rot	3	24/25	HUMA 1123	008/27707	M W 1:10pm - 2:25pm 622 Dodge Building	Sophia Di Castri	3	25/25
HUMA 1123	019/75054	T Th 8:40am - 9:55am 622 Dodge Building	Mark DeBellis	3	23/25	HUMA 1123	009/14813	M W 1:10pm - 2:25pm 716 Hamilton Hall	Susan Boynton	3	20/22
HUMA 1123	020/70275	T Th 8:40am - 9:55am 716 Hamilton Hall	William Dougherty	3	24/25	HUMA 1123	010/26138	M W 2:40pm - 3:55pm 404 Dodge Building	Eben Graves	3	23/25
HUMA 1123	021/12417	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	24/25	HUMA 1123	011/23964	M W 4:10pm - 5:25pm 404 Dodge Building	Carmel Raz	3	24/25
HUMA 1123	022/23502	T Th 10:10am - 11:25am 405 Dodge Building	Julia Hamilton	3	24/25	HUMA 1123	012/62881	M W 4:10pm - 5:25pm 405 Dodge Building	Mario Cancel-Bigay	3	24/25
HUMA 1123	024/10750	T Th 1:10pm - 2:25pm 405 Dodge Building	Marilyn McCoy	3	25/25	HUMA 1123	013/72705	M W 4:10pm - 5:25pm 716 Hamilton Hall	Mahir Cetiz	3	24/25
HUMA 1123	025/17926	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Maria Fantinato Geo de Siqueira	3	24/25	HUMA 1123	014/12848	M W 6:10pm - 7:25pm 404 Dodge Building	David Gutkin	3	25/25
HUMA 1123	026/18272	T Th 2:40pm - 3:55pm 404 Dodge Building	Matthew Goodheart	3	24/25	HUMA 1123	015/64782	M W 6:10pm - 7:25pm 405 Dodge Building	Russell O'Rourke	3	25/25
HUMA 1123	027/24192	T Th 2:40pm - 3:55pm 405 Dodge Building	Caleb Mutch	3	19/25	HUMA 1123	016/22519	M W 6:10pm - 7:25pm 716 Hamilton Hall	Julia Hamilton	3	24/25
HUMA 1123	029/26331	T Th 4:10pm - 5:25pm 404 Dodge Building	Edgardo Salinas	3	23/25	HUMA 1123	017/75893	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	25/25
HUMA 1123	030/63954	T Th 4:10pm - 5:25pm 405 Dodge Building	Caleb Mutch	3	19/25	HUMA 1123	018/28117	T Th 8:40am - 9:55am 405 Dodge Building	Deborah Bradley-Kramer	3	25/25
HUMA 1123	031/27222	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Brian Glasenapp	3	23/25	HUMA 1123	019/74216	T Th 8:40am - 9:55am 622 Dodge Building	Anne Levitsky	3	24/25
HUMA 1123	032/10726	T Th 6:10pm - 7:25pm 404 Dodge Building	Ryan Pratt	3	24/25	HUMA 1123	020/13874	T Th 8:40am - 9:55am 716 Hamilton Hall	Brian Glasenapp	3	19/25
HUMA 1123	033/17331	T Th 6:10pm - 7:25pm 716 Hamilton Hall	Mary Robb	3	22/25	HUMA 1123	021/71943	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	25/25
<b>Spring 2017: HUMA UN1123</b>						HUMA 1123	022/28847	T Th 10:10am - 11:25am 405 Dodge Building	Walter Frisch	3	25/25
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	HUMA 1123	023/71132	T Th 10:10am - 11:25am 716 Hamilton Hall	Elise Bonner	3	23/25
HUMA 1123	001/21225	M W 8:40am - 9:55am 404 Dodge Building	Lucie Vagnerova	3	25/25	HUMA 1123	024/19271	T Th 1:10pm - 2:25pm 404 Dodge Building	Elaine Sisman	3	25/25
HUMA 1123	002/27394	M W 8:40am - 9:55am 405 Dodge Building	Eamonn Bell	3	20/25						

HUMA 1123	025/68309	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Bradford Garton	3	25/25
HUMA 1123	026/10525	T Th 2:40pm - 3:55pm 404 Dodge Building	Velia Ivanova	3	23/25
HUMA 1123	027/19461	T Th 2:40pm - 3:55pm 405 Dodge Building	Caleb Mutch	3	25/25
HUMA 1123	028/72146	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Martha Newland	3	25/25
HUMA 1123	029/25983	T Th 4:10pm - 5:25pm 404 Dodge Building	Elliott Cairns	3	25/25
HUMA 1123	030/60704	T Th 4:10pm - 5:25pm 405 Dodge Building	Caleb Mutch	3	21/25
HUMA 1123	031/17041	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Mariusz Kozak	3	18/25
HUMA 1123	032/24748	T Th 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	24/25
HUMA 1123	033/17938	T Th 6:10pm - 7:25pm 716 Hamilton Hall	Cesar Colon-Montijo	3	25/25
HUMA 1123	034/27959	M W 2:40pm - 3:55pm 405 Dodge Building	John McWhorter	3	25/25
HUMA 1123	035/19814	M W 2:40pm - 3:55pm 716 Hamilton Hall	Mahir Cetiz	3	25/25

## 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 Center for the Core Curriculum.

## FRONTIERS OF SCIENCE

### Chair of Frontiers of Science

Prof. David J. Helfand

1008B Pupin Hall

212-854-6876

djh@astro.columbia.edu

Frontiers of Science Website (<http://www.college.columbia.edu/core/classes/fos.php>)

*SCNC CC1000 Frontiers of Science* and *SCNC CC1100 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 CC1000 Frontiers of Science* is included in the registration materials sent to students. All first-year students are preregistered in *Frontiers of Science*. 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 CC1001);
2. A mathematics course;
3. A language course at the elementary II level or above;
4. One of the following science major sequences:

CHEM UN2045	Intensive Organic Chemistry I
- CHEM UN2046	(Lecture) and Intensive Organic Chemistry II (Lecture)

PHYS UN1601	Physics, I: Mechanics and
- PHYS UN1602	Relativity and Physics, II: Thermodynamics, Electricity, and Magnetism

PHYS UN2801	Accelerated Physics I
- PHYS UN2802	and Accelerated Physics II

\* formerly *CHEM W3045-CHEM W3046*.

Students wishing to petition to postpone should do so in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) located in 403 Lerner.

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 CC1000 *Frontiers of Science*. 4 points.

Corequisites: SCNC C1100

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 brain and behavior, global climate change, relativity, and biodiversity, among others. Taught by members of natural science departments and Columbia Science Fellows.

#### Fall 2016: SCNC CC1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SCNC 1000	001/92946	M 10:30am - 12:00pm 147 Horace Mann Bldg	Ivana Hughes	4	572/575

#### Spring 2017: SCNC CC1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SCNC 1000	001/60834	M 10:30am - 12:00pm 147 Horace Mann Bldg	Ivana Hughes	4	523/570

## 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 CC1010 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. Each section of University Writing has a theme. None presume that students will arrive with any background in that area.

## COURSES OF INSTRUCTION

### ENGL CC1010 *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 (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 2016: ENGL CC1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/63029	M W 8:40am - 9:55am 201b Philosophy Hall	Katherine Bergevin	3	12/14
ENGL 1010	002/64033	M W 8:40am - 9:55am 302 Hamilton Hall	Hannah Rogers	3	13/14
ENGL 1010	003/60846	M W 8:40am - 9:55am 408a Philosophy Hall	Meadhbh McHugh	3	14/14
ENGL 1010	004/61398	M W 8:40am - 9:55am 313 Hamilton Hall	Martin Larson-Xu	3	14/14
ENGL 1010	006/62347	M W 10:10am - 11:25am	Buck Wanner	3	14/14



ENGL 1010	007/62597	408a Philosophy Hall M W 10:10am - 11:25am	Rebecca Wisor	3	13/14	ENGL 1010	044/78500	616 Hamilton Hall T Th 2:40pm - 3:55pm	Vanessa Guida	3	14/14
ENGL 1010	010/66652	201b Philosophy Hall M W 11:40am - 12:55pm	Will Glovinsky	3	14/14	ENGL 1010	046/80947	502 Northwest Corner T Th 4:10pm - 5:25pm	John McCormack	3	13/14
ENGL 1010	013/67046	408a Philosophy Hall M W 1:10pm - 2:25pm	Taarini Mookherjee	3	14/14	ENGL 1010	047/81349	307 Mathematics Building T Th 4:10pm - 5:25pm	Noah Shannon	3	14/14
ENGL 1010	017/68196	502 Northwest Corner M W 2:40pm - 3:55pm	Kent Szlauderbach	3	14/14	ENGL 1010	048/81547	502 Northwest Corner T Th 4:10pm - 5:25pm	Elizabeth McIntosh	3	13/14
ENGL 1010	018/68697	407 Hamilton Hall M W 2:40pm - 3:55pm	Carina Schorske	3	14/14	ENGL 1010	050/81896	201b Philosophy Hall T Th 5:40pm - 6:55pm	Harald Sundt	3	14/14
ENGL 1010	022/71248	408a Philosophy Hall M W 4:10pm - 5:25pm	Therese Cox	3	13/14	ENGL 1010	051/82246	307 Mathematics Building T Th 5:40pm - 6:55pm	Li Qi Peh	3	14/14
ENGL 1010	024/72046	201b Philosophy Hall M W 5:40pm - 6:55pm	Julia Simons	3	14/14	ENGL 1010	052/82348	408a Philosophy Hall T Th 5:40pm - 6:55pm	Heather Radke	3	14/14
ENGL 1010	025/72247	412 Pupin Laboratories M W 5:40pm - 6:55pm	Jessica Stevens	3	14/14	ENGL 1010	101/77896	201b Philosophy Hall M W 10:10am - 11:25am	Carin White	3	14/14
ENGL 1010	026/72448	413 Hamilton Hall M W 5:40pm - 6:55pm	Michael Darnell	3	13/14	ENGL 1010	102/83047	507 Hamilton Hall M W 4:10pm - 5:25pm	Michael Kideckel	3	14/14
ENGL 1010	027/72947	408a Philosophy Hall T Th 8:40am - 9:55am	Elizabeth Bowen	3	13/14	ENGL 1010	103/83348	412 Pupin Laboratories T Th 10:10am - 11:25am	Kimberly Takahata	3	14/14
ENGL 1010	028/73147	502 Northwest Corner T Th 8:40am - 9:55am	Tana Wojczuk	3	14/14	ENGL 1010	201/85898	502 Northwest Corner M W 2:40pm - 3:55pm	Katherine McIntyre	3	14/14
ENGL 1010	030/73748	201b Philosophy Hall T Th 8:40am - 9:55am	Emily Ciavarella	3	13/14	ENGL 1010	202/86147	502 Northwest Corner M W 4:10pm - 5:25pm	Danielle Drees	3	13/14
ENGL 1010	032/76047	302 Hamilton Hall T Th 10:10am - 11:25am	Raluca Albu	3	14/14	ENGL 1010	203/86247	307 Mathematics Building T Th 11:40am - 12:55pm	Liza St. James	3	14/14
ENGL 1010	033/76347	408a Philosophy Hall T Th 10:10am - 11:25am	Warren Kluber	3	14/14	ENGL 1010	204/86397	408a Philosophy Hall T Th 1:10pm - 2:25pm	Olivia Ciacci	3	13/14
ENGL 1010	037/77297	4c Kraft Center T Th 1:10pm - 2:25pm	G'Ra Asim	3	14/14	ENGL 1010	205/86498	652 Schermerhorn Hall T Th 4:10pm - 5:25pm	Allen Durgin	3	14/14
ENGL 1010	040/77747	222 Pupin Laboratories T Th 1:10pm - 2:25pm	Jeremy Stevens	3	14/14	ENGL 1010	301/87954	511 Hamilton Hall M W 1:10pm - 2:25pm	Bernadette Myers	3	14/14
ENGL 1010	042/78196	224 Pupin Laboratories T Th 2:40pm - 3:55pm	Tara Gallagher	3	14/14	ENGL 1010	302/88098	307 Mathematics Building M W 1:10pm - 2:25pm	Phillip Polefrone	3	13/14
ENGL 1010	043/78346	408a Philosophy Hall T Th 2:40pm - 3:55pm	Montana Ray	3	14/14			407 Mathematics Building			

ENGL 1010	303/88149	T Th 2:40pm - 3:55pm 609 Hamilton Hall	Abigail Rabinowitz	3	14/14		408a Philosophy Hall				
ENGL 1010	401/88599	M W 11:40am - 12:55pm 201b Philosophy Hall	Rebecca Wisor	3	14/14	ENGL 1010	013/81782	M W 1:10pm - 2:25pm 201d Philosophy Hall	Rebecca Wisor	3	14/14
ENGL 1010	402/88698	M W 4:10pm - 5:25pm 408a Philosophy Hall	Daniel Pearce	3	14/14	ENGL 1010	014/81783	M W 1:10pm - 2:25pm 104 Knox Hall	Buck Wanner	3	14/14
ENGL 1010	403/90847	T Th 8:40am - 9:55am 613 Hamilton Hall	Stephen Preskill	3	14/14	ENGL 1010	016/81784	M W 2:40pm - 3:55pm 201b Philosophy Hall	Simon Porzak	3	12/14
ENGL 1010	404/90946	T Th 11:40am - 12:55pm 613 Hamilton Hall	Timothy Lundy	3	14/14	ENGL 1010	017/81785	M W 2:40pm - 3:55pm 407 Hamilton Hall	Montana Ray	3	14/14
ENGL 1010	501/91746	M W 1:10pm - 2:25pm 201b Philosophy Hall	Simon Porzak	3	14/14	ENGL 1010	018/88025	M W 2:40pm - 3:55pm 408a Philosophy Hall	Kent Szlauderbach	3	13/14
ENGL 1010	502/92097	M W 2:40pm - 3:55pm 425 Pupin Laboratories	Sierra Eckert	3	12/14	ENGL 1010	021/88026	M W 4:10pm - 5:25pm 408a Philosophy Hall	Jeremy Stevens	3	14/14
ENGL 1010	503/92198	T Th 11:40am - 12:55pm 201b Philosophy Hall	Jenna Schoen	3	14/14	ENGL 1010	022/88027	M W 4:10pm - 5:25pm 201b Philosophy Hall	Elizabeth McIntosh	3	14/14
ENGL 1010	504/96046	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Matthew Fernandez	3	13/14	ENGL 1010	023/94275	M W 4:10pm - 5:25pm 201d Philosophy Hall	Nolan Gear	3	14/14
ENGL 1010	901/96797	M W 11:40am - 12:55pm 411 Hamilton Hall	Elizabeth Walters	3	14/14	ENGL 1010	025/94276	M W 5:40pm - 6:55pm 413 Hamilton Hall	Justin Snider	3	13/14
ENGL 1010	902/97049	M W 5:40pm - 6:55pm 201b Philosophy Hall	Justin Snider	3	14/14	ENGL 1010	026/94277	M W 5:40pm - 6:55pm 408a Philosophy Hall	Nolan Gear	3	14/14
ENGL 1010	903/97200	T Th 5:40pm - 6:55pm 511 Hamilton Hall	Mor Sheinbein	3	13/14	ENGL 1010	027/94278	M W 5:40pm - 6:55pm 201b Philosophy Hall	Heather Radke	3	13/14
<b>Spring 2017: ENGL CC1010</b>						ENGL 1010	030/73341	T Th 8:40am - 9:55am 302 Hamilton Hall	Emily Ciavarella	3	14/14
<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>	ENGL 1010	031/73342	T Th 8:40am - 9:55am 201b Philosophy Hall	G'Ra Asim	3	13/14
ENGL 1010	002/69287	M W 8:40am - 9:55am 302 Hamilton Hall	Katherine Bergevin	3	14/14	ENGL 1010	034/73343	T Th 10:10am - 11:25am 408a Philosophy Hall	Will Glovinsky	3	14/14
ENGL 1010	003/69288	M W 8:40am - 9:55am 408a Philosophy Hall	Martin Larson-Xu	3	11/14	ENGL 1010	036/73345	T Th 11:40am - 12:55pm 201b Philosophy Hall	Glenn Gordon	3	14/14
ENGL 1010	004/69289	M W 8:40am - 9:55am 313 Hamilton Hall	Elliot Ross	3	14/14	ENGL 1010	037/93660	T Th 11:40am - 12:55pm 601b Fairchild Life Sciences Bldg	Elizabeth Bowen	3	13/14
ENGL 1010	007/75539	M W 10:10am - 11:25am 201b Philosophy Hall	Meadhbh McHugh	3	14/14	ENGL 1010	039/93661	T Th 1:10pm - 2:25pm 313 Hamilton Hall	Harald Sundt	3	14/14
ENGL 1010	008/75540	M W 11:40am - 12:55pm 201d Philosophy Hall	Rebecca Wisor	3	13/14	ENGL 1010	040/93662	T Th 1:10pm - 2:25pm	Allen Durgin	3	13/14
ENGL 1010	010/75541	M W 11:40am - 12:55pm	Raluca Albu	3	14/14						

ENGL 1010	041/13028	224 Pupin Laboratories T Th 1:10pm - 2:25pm 253 Engineering Terrace	Carina Schorske	3	14/14
ENGL 1010	045/13036	T Th 2:40pm - 3:55pm 201d Philosophy Hall	Abigail Rabinowitz	3	14/14
ENGL 1010	049/13037	T Th 4:10pm - 5:25pm 201d Philosophy Hall	Jason Ueda	3	14/14
ENGL 1010	050/13038	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Jessica Stevens	3	14/14
ENGL 1010	051/19277	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Li Qi Peh	3	14/14
ENGL 1010	052/19278	T Th 5:40pm - 6:55pm 201d Philosophy Hall	Sara Novic	3	14/14
ENGL 1010	053/19279	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Allen Durgin	3	14/14
ENGL 1010	101/25542	M W 8:40am - 9:55am 201b Philosophy Hall	Carin White	3	14/14
ENGL 1010	102/25543	M W 5:40pm - 6:55pm 201d Philosophy Hall	Erica Richardson	3	14/14
ENGL 1010	103/25544	T Th 10:10am - 11:25am 502 Northwest Corner	Kimberly Takahata	3	14/14
ENGL 1010	104/29610	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Tana Wojczuk	3	14/14
ENGL 1010	105/29611	T Th 4:10pm - 5:25pm 253 Engineering Terrace	Michael Kideckel	3	14/14
ENGL 1010	201/29612	M W 11:40am - 12:55pm 201b Philosophy Hall	Kristin Slaney	3	14/14
ENGL 1010	202/60862	M W 4:10pm - 5:25pm 307 Mathematics Building	Danielle Drees	3	14/14
ENGL 1010	203/60865	T Th 11:40am - 12:55pm 408a Philosophy Hall	Olivia Ciacci	3	14/14
ENGL 1010	204/60866	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Liza St. James	3	14/14
ENGL 1010	301/60867	M W 10:10am - 11:25am	Bernadette Myers	3	14/14

ENGL 1010	302/92102	408a Philosophy Hall M W 1:10pm - 2:25pm 253 Engineering Terrace	Phillip Polefrone	3	13/14
ENGL 1010	303/92103	T Th 8:40am - 9:55am 201d Philosophy Hall	Adam Winters	3	14/14
ENGL 1010	401/92104	M W 10:10am - 11:25am 301 Hamilton Hall	Valerie Jacobs	3	14/14
ENGL 1010	402/23355	M W 2:40pm - 3:55pm 201d Philosophy Hall	Timothy Lundy	3	14/14
ENGL 1010	403/23356	T Th 8:40am - 9:55am 613 Hamilton Hall	Stephen Preskill	3	14/14
ENGL 1010	404/23357	T Th 4:10pm - 5:25pm 502 Northwest Corner	Daniel Pearce	3	14/14
ENGL 1010	501/23358	M W 1:10pm - 2:25pm 408a Philosophy Hall	Sierra Eckert	3	14/14
ENGL 1010	502/88971	T Th 10:10am - 11:25am 201d Philosophy Hall	Jenna Schoen	3	14/14
ENGL 1010	503/88972	T Th 2:40pm - 3:55pm 253 Engineering Terrace	Susan Mendelsohn	3	14/14
ENGL 1010	504/88973	T Th 4:10pm - 5:25pm 306 Hamilton Hall	Avery Erwin	3	14/14
ENGL 1010	901/88974	M W 4:10pm - 5:25pm 413 Hamilton Hall	Avia Tadmor	3	14/14
ENGL 1010	902/63042	T Th 2:40pm - 3:55pm 652 Schermerhorn Hall	Mor Sheinbein	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 Planning and Administration  
202 Hamilton  
212-851-9814  
cc-apa@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 2102 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. 467)
- **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**  
*Language Resource Center*

## 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 Planning and Administration  
202 Hamilton  
212-851-9814  
cc-apa@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.

## SPRING 2017 APPROVED COURSES

*As Spring 2017 schedules become available, more courses will be added to this list. Please check back for additional updates. Last updated on February 3, 2017.*

### African-American Studies

AFAS UN1001	Introduction to African-American Studies
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### Anthropology

ANTH UN1008	The Rise of Civilization
ANTH UN3300	Pre-Columbian Histories of Native America

### Art History and Archaeology

AHUM UN2604	Art In China, Japan, and Korea
AHUM UN2802	Arts of Islam: Realignments of Empire and State (Effective Spring 2017)
AHUM UN2901	Masterpieces of Indian Art and Architecture



AHIS UN3501	African Art: The Next Generation. Focus: Congo (Effective beginning Spring 2017)
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#### Center for the Core Curriculum

AFCV UN1020	African Civilizations
LACV UN1020	Primary Texts of Latin American Civilization

#### Center for the Study of Ethnicity and Race

CSER W3510	Novels of Immigration, Relocation, and Diaspora (Also offered as ENGL GU4650, effective Spring 2017)
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CSER UN3928	Colonization/Decolonization
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#### Classics

CLCV UN3059	WORLDS OF ALEXANDER THE GREAT (Effective beginning Spring 2017)
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CSGM UN3567	Thessaloniki Down the Ages (Effective Spring 2017)
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GRKM UN3920	The World Responds to the Greeks (Effective beginning Spring 2017)
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#### Colloquia and Interdepartmental Seminars

INSM W3921	Nobility and Civility II
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#### Comparative Literature and Society

CPLS GU4111	World Philology (Effective beginning Spring 2017)
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#### East Asian languages and Cultures

ASCE UN1359	Introduction to East Asian Civilizations: China
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ASCE UN1361	Introduction to East Asian Civilizations: Japan
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AHUM UN1400	Colloquium on Major Texts: East Asia
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EAAS UN3322	East Asian Cinema (Effective beginning Spring 2017)
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EAAS GU4277	Japanese Anime and Beyond: Gender, Power and Transnational Media
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HSEA GU4822	Troubled Islands of the Indo Pacific (Effective beginning Spring 2017)
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#### English and Comparative Literature

ENGL GU4650	Novels of Immigration, Relocation, Diaspora (Formerly offered as ENGL W3510)
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#### History

HIST UN2377	INTERNATIONAL GLOBAL HISTORY SINCE WWII (Effective beginning Spring 2017)
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HIST UN2444	The Vietnam War (Effective beginning Spring 2017)
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HIST UN2661	Modern Latin American History (Latin American Civilization II)
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HIST UN2811	South Asia: Empire and Its Aftermath
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HIST UN3152	Byzantine Encounters in the Mediterranean and the Middle East (Taught on Morningside going forward, effective Spring 2017)
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HIST UN3779	Africa and France
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#### Latin American and Iberian Cultures

SPAN UN3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
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SPAN UN3350	Hispanic Cultures II: Enlightenment to the Present
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PORT UN3350	Lusophone Africa and Afro Brazilian Culture
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SPAN UN3361	Artistic Humanity (Effective beginning Spring 2017)
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#### Middle Eastern, South Asian, and African Studies

AHUM UN1399	Major Texts: Middle East/India (formerly AHUM UN3399, new course number effective Spring 2017)
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ASCM UN2008	Contemporary Islamic Civilization
MDES UN3121	Literature and Cultures of Struggle in South Africa (Effective beginning Spring 2017)

MDES UN3260	Rethinking Middle East Politics (Effective beginning Spring 2017)
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CLME GU4231	Cold War Arab Culture (Effective beginning Spring 2017)
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CLME GU4241	Sufism: Primary Texts and Contexts
MDES GU4150	Introduction to African Philosophy (Effective beginning Spring 2017)

#### Music

AHMM UN3320	Introduction To the Musics of East Asia and Southeast Asia
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MUSI GU4466	Sound and Image in Modern East Asian Music (Effective beginning Spring 2017)
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#### Religion

RELI UN2307	Chinese Religious Traditions
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RELI UN3303	Judaism and Translation in the Medieval and Early Modern Mediterranean (Effective beginning Spring 2017)
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RELI UN3511	Tantra in South Asia, East Asia the West
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#### Slavic Languages

GEOR GU4042	Cultural History: A Georgian Case Study (Effective beginning Spring 2017)
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## FALL 2016 APPROVED COURSES

*As Fall 2016 schedules become available, more courses will be added to this list. Please check back for additional updates. Last updated on February 3, 2017.*

#### African-American Studies

AFAS UN1001	Introduction to African-American Studies
<b>Anthropology</b>	
ANTH UN3821	Native America
ANTH UN3933	Arabia Imagined
<b>Art History and Archaeology</b>	
AHIS UN2500	The Arts of Africa
AHUM UN2604	Art In China, Japan, and Korea
AHUM UN2901	Masterpieces of Indian Art and Architecture
<b>Center for the Core Curriculum</b>	
AFCV UN1020	African Civilizations
LACV UN1020	Primary Texts of Latin American Civilization
<b>Center for the Study of Ethnicity and Race</b>	
CSER UN1010	Introduction to Comparative Ethnic Studies
CSER UN3922	Asian American Cinema
CSER UN3926	Latin Music and Identity
CSER UN3928	Colonization/Decolonization
<b>Classics</b>	
CLCV W3244	Global Histories of the Book (Effective beginning Fall 2015)
<b>East Asian Languages and Cultures</b>	
ASCE UN1002	Introduction to Major Topics in Asian Civilizations: East Asia
ASCE UN1359	Introduction to East Asian Civilizations: China
ASCE UN1361	Introduction to East Asian Civilizations: Japan
ASCE UN1363	Introduction to East Asian Civilizations: Korea
ASCE UN1365	Introduction to East Asian Civilizations: Tibet
EAAS UN2342	Mythology of East Asia
AHUM UN1400	Colloquium on Major Texts: East Asia
AHUM UN3830	Colloquium On Modern East Asian Texts
EAAS UN3927	China in the Modern World
HSEA GU4880	History of Modern China I
<b>Economics</b>	
ECON GU4325	Economic Organization and Development of Japan
<b>Germanic Languages</b>	
GERM UN3780	Berlin/Istanbul: Migration, Culture, Values (GER)
<b>History</b>	
HIST UN2657	Medieval Jewish Cultures
HIST UN2660	Latin American Civilization I
HIST UN2719	History of the Modern Middle East
HSME UN2810	History of South Asia I: al-Hind to Hindustan
<b>Latin American and Iberian Cultures</b>	

SPAN UN3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN UN3350	Hispanic Cultures II: Enlightenment to the Present
<b>Middle Eastern, South Asian, and African Studies</b>	
ASCM UN2003	Introduction to Islamic Civilization
ASCM UN2357	Introduction to Indian Civilization
MDES UN3000	Theory and Culture
MDES UN3130	East Africa and the Swahili Coast
AHUM UN3399	Colloquium on Major Texts: Middle East and South Asia
CLME UN3928	Arabic Prison Writing
<b>Music</b>	
AHMM UN3321	Introduction To the Musics of India and West Asia
<b>Religion</b>	
RELI UN2205	Buddhism: Indo-Tibetan (effective Fall 2016)
RELI UN2305	Islam
RELI UN2308	Buddhism: East Asian
RELI UN3357	I and We in the Christian East: The Making of Identity
RELI UN3407	Muslims in Diaspora
RELI UN3425	Judaism and Courtly Literature in Medieval and Early Modern Iberia and Italy
<b>Slavic Languages</b>	
SLCL UN3001	Slavic Cultures
<b>Theatre</b>	
THTR UN3000	Theatre Traditions in a Global Context

## ALL APPROVED COURSES: MORNINGSIDE CAMPUS

*Not all courses are taught each academic year. Below is the full list of all courses offered on the Morningside Heights campus that are approved for the Global Core Requirement, regardless of semester offered. Last updated on February 3, 2017.*

### African-American Studies

AFAS UN1001	Introduction to African-American Studies
<b>Anthropology</b>	
ANTH UN1008	The Rise of Civilization
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 UN3300	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 UN3821	Native America
ANTH V3892	Contemporary Central Asia (formerly ANTH V2029)
ANTH UN3933	Arabia Imagined
ANTH V3947	Text, Magic, Performance
ANHS W4001	The Ancient Empires
ANTH G4065	Archaeology of Idols

#### Art History and Archaeology

AHIS V2600	Arts of China (formerly AHIS V3201)
AHIS UN2500	The Arts of Africa
AHUM UN2604	Art In China, Japan, and Korea
AHUM UN2802	Arts of Islam: Realignment of Empire and State (Effective Spring 2017)
AHUM UN2901	Masterpieces of Indian Art and Architecture
AHIS W3500	Yoruba and the Diaspora (Effective beginning Fall 2014; formerly AHIS W3898)
AHIS UN3501	African Art: The Next Generation. Focus: Congo (Effective Spring 2017)
AHIS Q4570	Andean Art and Architecture (formerly AHIS G4085)
AHIS W3832	Sacred Landscapes of the Ancient Andes (Effective beginning Spring 2016)

#### Center for the Core Curriculum

AFCV UN1020	African Civilizations
LACV UN1020	Primary Texts of Latin American Civilization

#### Center for the Study of Ethnicity and Race

CSER UN1010	Introduction to Comparative Ethnic Studies
CSER W1601	Introduction to Latino/a Studies
CSER W3510	Novels of Immigration, Relocation, and Diaspora (Also offered as ENGL GU4650, effective Spring 2017)
CSER UN3922	Asian American Cinema
CSER UN3926	Latin Music and Identity
CSER UN3928	Colonization/Decolonization
CSER W3961	

#### Classics

CLCV UN3059	WORLDS OF ALEXANDER THE GREAT (Effective beginning Spring 2017)
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CLCV W3111	Plato and Confucius: Comparative Ancient Philosophies (Effective beginning Spring 2015)
CLCV W3244	Global Histories of the Book (Effective beginning Fall 2015)
CSGM UN3567	Thessaloniki Down the Ages (Effective Spring 2017)
GRKM UN3920	The World Responds to the Greeks (Effective beginning Spring 2017)

#### 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
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)
CPLS GU4111	World Philology (Effective Spring 2017)

#### East Asian Languages and Cultures

ASCE UN1002	Introduction to Major Topics in Asian Civilizations: East Asia
ASCE UN1359	Introduction to East Asian Civilizations: China
ASCE UN1361	Introduction to East Asian Civilizations: Japan
ASCE UN1363	Introduction to East Asian Civilizations: Korea
ASCE UN1365	Introduction to East Asian Civilizations: Tibet
EAAS UN2342	Mythology of East Asia
EAAS UN3322	East Asian Cinema (Effective Spring 2017)
EAAS V3350	Japanese Fiction and Film (Effective beginning Fall 2014)
AHUM UN1400	Colloquium on Major Texts: East Asia
AHUM UN3830	Colloquium On Modern East Asian Texts
HSEA GU4880	History of Modern China I
EAAS UN3927	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 GU4822	Troubled Islands of the Indo Pacific (Effective beginning Spring 2017)
HSEA W4866	Competing Nationalisms in East Asia: Representing Chinese and Tibetan Relations in History (Effective beginning Fall 2015)
HSEA Q3870	Japan Before 1600 (Effective beginning Spring 2015; formerly HSEA W4870)

**Economics**

ECON GU4325	Economic Organization and Development of Japan
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**English and Comparative Literature**

CLEN W4200	Caribbean Diaspora Literature
ENGL GU4650	Novels of Immigration, Relocation, Diaspora (formerly ENGL W3510)

**French and Romance Philology**

CLFR W3716	Francophone Romance : Love and Desire in French Colonial and Post- Colonial Literatures (Francophone Romance, Love, Sex, Intimacy in the French Colonial World [Effective beginning Fall 2017])
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**Germanic Languages**

GERM UN3780	Berlin/Istanbul: Migration, Culture, Values (GER)
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**History**

HIST W1004	Ancient History of Egypt (Effective beginning Spring 2015)
HIST W1054	Introduction to Byzantine History (Effective beginning Spring 2016)
HIST UN2377	INTERNATIONAL GLOBAL HISTORY SINCE WWII (Effective Spring 2017)
HIST UN2444	The Vietnam War (Effective beginning Spring 2017)
HIST W2618	The Modern Caribbean (formerly HIST W3618)
HIST UN2657	Medieval Jewish Cultures (formerly HIST W3657)
HIST UN2660	Latin American Civilization I
HIST UN2661	Modern Latin American History (Latin American Civilization II)
HIST W2701	Ottoman Empire (formerly HIST W3701)
HIST UN2719	History of the Modern Middle East (formerly HIST W3719)

HIST W2764	History of East Africa: Early Time to the Present (Effective beginning Spring 2014; formerly HIST W3764)
HIST W2772	West African History (formerly HIST W3772)
HIST W2880	Gandhi's India (formerly HIST W3800)
HIST W2803	The Worlds of Mughal India (Effective beginning Spring 2014; formerly HIST W3803)
HSME UN2810	History of South Asia I: al- Hind to Hindustan (formerly HSME W3810)
HIST UN2811	South Asia: Empire and Its Aftermath
HIST UN3152	Byzantine Encounters in the Mediterranean and the Middle East (Taught on Morningside going forward, effective Spring 2017)
HIST UN3766	African Futures (Effective beginning Fall 2017)
HSEA UN3898	The Mongols in History
HIST Q2900	History of the World to 1450 CE (formerly HIST W3902)
HIST W2903	History of the World from 1450 CE to the Present (Effective beginning Fall 2013; formerly HIST W2903)
HIST W2943	Cultures of Empire (formerly HIST W3943)
HIST Q3933	Empires and Cultures of the Early Modern Atlantic World (Effective only for Spring 2014; formerly HIST W4103)
HIST Q3400	Native American History (formerly HIST W4404)
HIST W4601	Jews in the Later Roman Empire, 300-600 CE (Effective beginning Fall 2014)
HIST W3678	Indigenous Worlds in Early Latin America (formerly HIST W4678)
HIST UN3779	Africa and France
<b>Latin American and Iberian Cultures</b>	
SPAN UN3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
PORT UN3350	Lusophone Africa and Afro Brazilian Culture
SPAN UN3350	Hispanic Cultures II: Enlightenment to the Present
SPAN UN3361	Artistic Humanity (Effective beginning Spring 2017)
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]
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### Middle Eastern, South Asian, and African Studies

AHUM UN1399	Major Texts: Middle East/India (formerly AHUM UN3399, new course number effective Spring 2017)
ASCM V2001	Introduction to Major Topics in the Civilizations of the Middle East and India
ASCM UN2003	Introduction to Islamic Civilization
ASCM UN2008	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 UN2357	Introduction to Indian Civilization
MDES W2650	Gandhi and His Interlocutors (Effective beginning Spring 2015)
MDES UN3000	Theory and Culture
CLME W3032	Colonialism: Film, Fiction, History Theory
MDES UN3121	Literature and Cultures of Struggle in South Africa (Effective beginning Spring 2017)
MDES UN3130	East Africa and the Swahili Coast
MDES UN3260	Rethinking Middle East Politics (Effective beginning Spring 2017)
MDES W3445	Societies Cultures Across the Indian Ocean (Effective beginning Fall 2013)
CLME UN3928	Arabic Prison Writing
CLME W4031	Cinema and Society In Asia and Africa
MDES G4052	Locating Africa in the Early 20th Century World
MDES GU4150	Introduction to African Philosophy (Effective beginning Spring 2017)
CLME GU4231	Cold War Arab Culture
CLME GU4241	Sufism: Primary Texts and Contexts
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 UN3320	Introduction To the Musics of East Asia and Southeast Asia

AHMM UN3321	Introduction To the Musics of India and West Asia
MUSI GU4466	Sound and Image in Modern East Asian Music (Effective Spring 2017)

### Religion

RELI UN2205	Buddhism: Indo-Tibetan (effective Fall 2016)
RELI UN2305	Islam
RELI UN2308	Buddhism: East Asian
RELI UN3303	Judaism and Translation in the Medieval and Early Modern Mediterranean (effective Spring 2017)
RELI V2309	Hinduism (formerly RELI V2205)
RELI UN2307	Chinese Religious Traditions
RELI V2335	Religion in Black America: An Introduction (formerly RELI V2645)
RELI UN3357	I and We in the Christian East: The Making of Identity (The course is a Teaching Scholar's course, and will only be offered for the Fall 2016 Semester)
RELI UN3407	Muslims in Diaspora (Effective beginning Spring 2016; formerly RELI V3307)
RELI UN3425	Judaism and Courtly Literature in Medieval and Early Modern Iberia and Italy (Effective beginning Fall 2016)
RELI Q3511	Tantra in South Asia, East Asia the West (Effective beginning Spring 2015; formerly RELI V3411)

### Slavic Languages

SLCL UN3001	Slavic Cultures
CLRS W4022	Russia and Asia: Orientalism, Eurasianism, Internationalism (Effective beginning Spring 2015)
GEOR GU4042	Cultural History: A Georgian Case Study (Effective beginning Spring 2017)
CLRS W4190	Race, Ethnicity, and Narrative, in the Russian/Soviet Empire

### Sociology

SOCI W3324	Global Urbanism
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### Theatre

THTR UN3000	Theatre Traditions in a Global Context
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## ALL APPROVED COURSES: OFFERED ABROAD

*Not all courses are taught each academic year. Below is the full list of all courses offered abroad through Columbia-sponsored programs that are approved for the Global Core Requirement, regardless of semester*



offered. For more information, consult the *Office of Global Programs* (<http://ogp.columbia.edu>). Last updated on February 3, 2017.

#### Center for the Study of Ethnicity and Race

CSER OC3928 Colonization/Decolonization  
(Effective beginning Summer 2017;  
taught in Mexico City)

#### Columbia in Amman and Paris: Middle Eastern and North African Studies (MENA) Program

MENA OC4100 Maghreb-Mashrek: East and West  
(Effective beginning Summer 2015;  
taught in Amman and Paris)

#### Columbia Global Seminar in Istanbul

Not offered during the Spring 2017 semester

CLGM OC3920 The World Responds to the  
Greeks: Modernity, Postmodernity,  
Globality (Effective beginning  
Spring 2015; taught in Istanbul)

#### Columbia Summer Program in Tunis and Istanbul: Democracy and Constitutional Engineering

Not offered during the Spring 2017 semester

POLS OC3545 Comparative Democratic Processes  
(Effective beginning Summer 2015;  
taught in Istanbul)

#### Slavic Languages - Office of Global Programs

Not offered during the Spring 2017 semester

CLSL OC4001 The Muslim and the Christian  
in Balkan Narratives (Effective  
beginning Summer 2016; taught in  
Istanbul)

#### Reid Hall in Paris

FREN OC3817 Black Paris (Effective Spring 2017;  
taught in Paris)

WMST OC3550 Women and Society - The Sex  
Trade Economy (Effective Spring  
2016, will be offered again Spring  
2017; taught in Paris)

## SCIENCE REQUIREMENT

### General Information:

Office of Academic Planning and Administration  
202 Hamilton  
212-851-9814  
[cc-apa@columbia.edu](mailto:cc-apa@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 CC1000 Frontiers of Science* in their first year in the term in which they are not taking *ENGL CC1010 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 UN1234	The Universal Timekeeper: Reconstructing History Atom by Atom
ASTR UN1403	Earth, Moon and Planets (Lecture)

ASTR UN1404	Stars, Galaxies and Cosmology (Lecture)
ASTR UN1420	Galaxies and Cosmology
ASTR UN1404 - ASTR BC1753	Stars, Galaxies and Cosmology (Lecture) and Life in the Universe
ASTR UN1453	Another Earth
ASTR UN1610	Theories of the Universe: From Babylon to the Big Bang
ASTR BC1753	Life in the Universe
ASTR BC1754	Stars, Galaxies, and Cosmology
ASTR UN1836	Stars and Atoms
<b>Recommended Sequences:</b>	
ASTR UN1403 - ASTR UN1404	Earth, Moon and Planets (Lecture) and Stars, Galaxies and Cosmology (Lecture)
ASTR UN1403 - ASTR UN1420	Earth, Moon and Planets (Lecture) and Galaxies and Cosmology
ASTR UN1403 - ASTR UN1836	Earth, Moon and Planets (Lecture) and Stars and Atoms
ASTR BC1753 - ASTR UN1404	Life in the Universe and Stars, Galaxies and Cosmology (Lecture)
ASTR BC1753 - ASTR BC1754	Life in the Universe and Stars, Galaxies, and Cosmology
<b>Biology</b>	
BIOL UN1002	Theory and Practice of Science: Biology
BIOL UN1130	Genes and Development
<b>Computer Science</b>	
COMS W1001	Introduction to Information Science
COMS W1002	Computing in Context
<b>Earth and Environmental Engineering</b>	
EAEE E2100	A better planet by design
<b>Earth and Environmental Sciences</b>	
EESC UN1001	Dinosaurs and the History of Life: Lectures and Lab
EESC UN1003	Climate and Society: Case Studies
EESC UN1011	Earth: Origin, Evolution, Processes, Future
EESC UN1030	Oceanography
EESC UN1053	Planet Earth
EESC UN1201	Environmental Risks and Disasters
EESC UN1401	Dinosaurs and the History of Life: Lectures
EESC UN1411	Earth: Origin, Evolution, Processes, Future: Lectures
EESC UN1600	Earth Resources and Sustainable Development
<b>Ecology, Evolution, and Environmental Biology</b>	
EEEB UN1001	Biodiversity
EEEB UN1011	Behavioral Biology of the Living Primates
EEEB UN1010	Human Origins and Evolution

**Recommended Sequences:**

EEEB UN1001 Biodiversity and Conservation Biology (see Additional Courses Approved for the Sequence Requirement)

EEEB UN1010 Human Origins and Evolution and Behavioral Biology of the Living Primates

**Electrical Engineering**

ELEN E1101 The digital information age

**Food Studies**

FSEB UN1020 Food and the Body

FSPH UN1100 Food, Public Health, and Public Policy

**Mathematics**

PHIL UN3411 Symbolic Logic

PHIL G4424 Modal Logic

**Physics**

PHYS UN1001 Physics for Poets

PHYS UN1018 Weapons of Mass Destruction

**Psychology**

PSYC UN1001 The Science of Psychology

PSYC UN1010 Mind, Brain and Behavior

**Recommended Sequences:**

PSYC UN1001 The Science of Psychology and Mind, Brain and Behavior

PSYC UN1001 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 W1800 From the Conservation of Energy to Energy Conservation

**Statistics**

STAT UN1001 Introduction to Statistical Reasoning

## 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 UN1403 General Chemistry I (Lecture)

CHEM UN1404 General Chemistry II (Lecture)

CHEM UN1500 General Chemistry Laboratory

CHEM UN1604 Intensive General Chemistry (Lecture)

CHEM UN1507	Intensive General Chemistry Laboratory
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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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ENGI E1006	Introduction to Computing for Engineers and Applied Scientists (Effective beginning Spring 2017)
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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 UN2100	Earth's Environmental Systems: The Climate System
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EESC UN2200	Earth's Environmental Systems: The Solid Earth System
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EESC UN2300	Earth's Environmental Systems: The Life System
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EESC UN2330	Science for Sustainable Development
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Any course numbered 3000 or higher

#### Ecology, Evolution, and Environmental Biology [EEEB]

EEEB UN2001	Environmental Biology I: Elements to Organisms
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EEEB UN2002	Environmental Biology II: Organisms to the Biosphere
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EEEB UN3087	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 GU4801	Mathematical Logic I
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CSPH G4802	Math Logic II: Incompleteness
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#### Physics [PHYS]

PHYS UN1201	General Physics I
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PHYS UN1202	General Physics II
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PHYS UN1401	Introduction To Mechanics and Thermodynamics
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PHYS UN1402	Introduction To Electricity, Magnetism, and Optics
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PHYS UN1403	Introduction to Classical and Quantum Waves
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PHYS UN1601	Physics, I: Mechanics and Relativity
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PHYS UN1602	Physics, II: Thermodynamics, Electricity, and Magnetism
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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 W3997

## 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/#studyoutsidecolumbiacollegertext>) Summer Study (<http://bulletin.columbia.edu/columbia-college/regulations/#studyoutsidecolumbiacollegertext>) 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>).

## 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. A waiver of the swimming test requirement may be granted if a student has a disability certified by a medical authority that precludes swimming. Students may also request waivers and accommodations on the grounds of religious observance or gender identity/expression. All requests for waivers and accommodations are reviewed by Abbey Lade, Director of Physical Education.

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 UN1005 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. 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>.

# 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 their degree that term.

Students not registered for at least 12 points by the end of the Change-of-Program period (<http://bulletin.columbia.edu/columbia-college/academic-calendar>) 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 (<http://bulletin.columbia.edu/columbia-college/university-policies>)—Religious Holidays (<http://bulletin.columbia.edu/columbia-college/university-policies>).

## LENGTH OF CANDIDACY

Students are normally permitted eight terms in which to earn the Bachelor of Arts (B.A.) degree at Columbia College. Students 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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). 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 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 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 Berick 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 transfer students 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 Berick 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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 Berick 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, may 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 email and express mail. The decision of the appeals committee is final.

International students with 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) (<http://www.columbia.edu/cu/isso>) to discuss available options.

## 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 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 upon 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 Berick 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 (Tuesday, November 1 in the fall semester and Friday, 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, a grade of zero or F will be factored for that portion of the final grade. No makeup 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 (<http://bulletin.columbia.edu/columbia-college/regulations/#grades>) section of this Bulletin.

## 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 23 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 Columbia College in the fall and spring, and in the Columbia School of Professional Studies 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 Pass/D/Fail grade. 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 the Pass/D/Fail 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 (<http://bulletin.columbia.edu/columbia-college/academic-calendar>). After this and no later than the dates specified on the *Academic Calendar*, i.e., Thursday, November 17 in Fall 2016 and Thursday, March 23 in Spring 2017, students may email their request to the Registrar's Office at [registrar@columbia.edu](mailto: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 may remove the Pass/D/Fail option from that of the most recently elected course at the request of the school.

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 until the end of the change of program period of the following semester. Students have until the end of the change of program period in the spring semester to uncover the grade of a fall course and until the end of the change of program 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 course taken in their final spring semester.

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 six 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* (<http://bulletin.columbia.edu/columbia-college/academic-honors-prizes-fellowships>)).

## 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* (<http://bulletin.columbia.edu/columbia-college/academic-honors-prizes-fellowships>)).

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 (<http://bulletin.columbia.edu/columbia-college/academic-calendar>) period ([\[calendar\]\(http://bulletin.columbia.edu/columbia-college/academic-calendar\)\)\). This does not apply to courses taken to fulfill the Global Core, Science, or Foreign Language requirements.](http://bulletin.columbia.edu/columbia-college/academic-</a></p>
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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 may 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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner, to discuss their plans and then submit a Columbia College Acknowledgment of Course Withdrawal form to their advising dean.

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 a course merits something other than grades A through F, and is 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 Andrew Plaa, Dean of Advising in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 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 or by Health Services at Columbia), grave family emergency, or circumstances of comparable gravity.

In order to receive the mark of IN, students must first speak with their advising dean and then petition the Committee on Academic Standing. Petition forms are available in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). For classes that require a final paper or project, petitions must be submitted no later than the last day of classes. For classes that require a final examination, petitions must be submitted no later than the day before the exam.

To be granted an IN, it is expected that students will have completed all work in the class with the exception of the final paper, project or exam. If a student has not completed all the other work in the class up to the final paper, 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 Berick 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 (<http://bulletin.columbia.edu/columbia-college/academic-honors-prizes-fellowships>)).

## 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 petitions for an R 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; and
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 (<http://bulletin.columbia.edu/columbia-college/academic-honors-prizes-fellowships>)).

## 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 (<http://bulletin.columbia.edu/columbia-college/academic-honors-prizes-fellowships>)).

## Report of Grades

Grades are available on Student Services Online (SSOL) (<https://ssol.columbia.edu>) on the first business day after they are submitted by the instructor. 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>) 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 New Student Orientation Program schedule distributed to incoming 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 Berick 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 a higher level course in the same field of study.

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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) and provide the relevant transcript/certificate.

For information about advanced standing for transfer students, see *Academic Regulations*—Regulations for Transfer Students (<http://bulletin.columbia.edu/columbia-college/regulations>).

## ADVANCED PLACEMENT (AP) EXAMINATIONS

College Board Advanced Placement (AP) 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*—Foreign Language Requirement (<http://bulletin.columbia.edu/columbia-college/core-curriculum/foreign-language-requirement>)). Each year, individual departments review the College Board AP curriculum and determine appropriate placements, credit, and/or exemptions.

Students entering in the 2016–2017 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 six points of credit for each score of six or seven in International Baccalaureate (IB) Higher Level examinations if taken in disciplines offered as undergraduate programs at Columbia College. The maximum number of advanced standing points that can be awarded is 16. For further information, students should consult with their advising dean in the Berick 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 six points of credit for each taken in the disciplines offered as undergraduate programs at Columbia College. The maximum number of advanced standing points that can be awarded is 16. For further information, students should consult with their advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

## OTHER NATIONAL SYSTEMS

Pending review by the appropriate academic department at Columbia U, 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 Berick 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 Combined Plan program (<http://undergrad.admissions.columbia.edu/learn/academiclife/engineering/combined-plan-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 from the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). 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 Berick 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* (<http://bulletin.columbia.edu/columbia-college/departments-instruction/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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). Deadlines are often earlier than the College registration and Change-of-Program periods.

## School of Professional Studies

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 Professional Studies. The School of Professional Studies sponsors the Summer Session at Columbia. For additional information on taking courses at Columbia during the summer, please see the Summer Study (<http://bulletin.columbia.edu/columbia-college/regulations/#summerstudy>) 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 for Faculty and Academic Affairs (<https://journalism.columbia.edu/contact-us?type=96>), Pulitzer Hall.

## 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 Accelerated Interdisciplinary Legal Education (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 from the Berick Center for Student Advising (<https://cc-seas.columbia.edu/csa>).

## 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 Berick 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 (<http://www.mailman.columbia.edu/students/student-academics/registration-course-info/downloadable-forms>) here. (<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 planning and administration of Columbia College, 202 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 Andrew Plaa, Dean of Advising in the Berick 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 for the entire Summer Session, and students cannot take more than eight 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* (<http://bulletin.columbia.edu/columbia-college/regulations/#examsandgradestext>) 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 offered in the Summer Session 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 Berick Center for Student Advising, (<https://cc-seas.columbia.edu/csa>) 403 Lerner.
2. Carefully read the following procedures 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 into the next 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 study plans with their advising dean in the Berick 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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 (<http://bulletin.columbia.edu/columbia-college/study-abroad/#sponsoredprogramtext>), or to participate in approved exchange programs (<http://bulletin.columbia.edu/columbia-college/study-abroad/#internationalexchangetext>). Exceptions may be granted for study during the summer. See the Summer Study (<http://bulletin.columbia.edu/columbia-college/regulations/#summerstudy>) 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, and only one Residence Unit 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 of Arts and Sciences.

## WITHDRAWALS, LEAVES, & READMISSION

Students can request a leave of absence during a semester or prior to the start of a semester. When a student takes a leave of absence during a term, this action is also considered a withdrawal. Withdrawal is defined as the dropping of one's entire program in a given term after the first day of classes of the term and as a result withdrawing from Columbia College. Withdrawing from Columbia College after the start of the semester can have implications for financial aid. Any student withdrawing from Columbia College must notify the Berick 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 Columbia 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.

Unless a student is granted an exception in extenuating circumstances, a student is permanently withdrawn after they exceed this maximum time period. 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.

Students must consult with their advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 email as this is the official means of communication by the University. As part of their readmission process, students must also provide medical documentation supporting their readmission. All questions can continue to be addressed to students' advising deans in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

## 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. If a leave begins after that deadline, courses will remain on the transcript.

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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 student must also obtain the approval of the relevant advising deans in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) as well as the appropriate faculty members. Students should consult with their advising deans in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 by the end of the Change of Program period. If the work is not completed by the end of the Change of Program period of the semester in which the student returns, the grade may convert to the contingency grade or an F. Due dates of incomplete work should be determined in consultation with the advising dean in the Berick Center for Student Advising 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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 the timely completion of their degree.

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 in a degree program while on leave from Columbia, the student will be considered to have transferred to another institution and will be permanently withdrawn from Columbia College.

## 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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) and then submit the following letters to their advising dean by email or fax:

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 student’s 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 Berick 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 after the stated deadlines. Students will receive notification regarding one of the following three outcomes of the Committee’s assessment of readmission requests:

1. Applicants are approved for an interview by a Columbia University Health Services practitioner for final adjudication. Students may then be officially readmitted or denied readmission and will be notified of a decision by the Berick Center for Student Advising by letter and email;
2. Additional information is requested; or
3. Readmission is denied. Students may reapply.

Once officially readmitted, students will be provided an online 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 a housing application by following the instructions in their readmission letter. Students on leave cannot participate in housing lotteries until formally readmitted.

Students must address all financial or other obligations to the University that are still outstanding from when they took their leave. If a hold has been placed on their registration, this hold must be cleared before they can enroll in classes or move into housing. If after being readmitted for the following semester, a student cannot register by the end of the Change of Program period of that semester, then they will be placed on an another leave of absence.

Students are urged to meet with their advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) and a Residential Life staff member, if applicable, during the



first two weeks upon their return to campus to ensure a smooth transition back to the campus community.

## VOLUNTARY LEAVE OF ABSENCE

A voluntary leave of absence 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 Berick 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 in a degree program while on leave from Columbia, the student will be considered to have transferred to another institution and will be permanently withdrawn from Columbia College. 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 Berick 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 withdrawal deadline. Normally, if a student leaves after the withdrawal 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 end of the Change of Program period 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 Berick 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 in a degree program while on leave from Columbia, the student will be

considered to have transferred to another institution and will be permanently withdrawn from Columbia College. Students who decide not to return must notify the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) of their decision. Leaves may not extend beyond four semesters. Students who do not notify the Berick Center for Student Advising of their intentions by the end of the two-year period will be permanently withdrawn from Columbia 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 Berick 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 Berick 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 with 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 in a degree program while on leave from Columbia, the student will be considered to have transferred to another institution and will be permanently withdrawn from Columbia College.

## GOVERNANCE

### DEGREE REQUIREMENTS

The Faculty Committee on Instruction of Columbia College review Columbia College degree requirements and curricular matters each year. This Bulletin reflects these faculty recommendations and curricular changes in its annual publication. Columbia College policy requires students to fulfill the degree requirements as stated in the bulletin of the first year of their matriculation into Columbia 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 in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

## THE COLUMBIA COLLEGE COMMITTEE ON ACADEMIC STANDING

The Columbia College Committee on Academic Standing (<https://www.cc-seas.columbia.edu/csa/cas>) 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 (<https://www.cc-seas.columbia.edu/csa/cas>) is expected to uphold the policies and regulations of the Committee on Instruction.

The Committee on Academic Standing (<https://www.cc-seas.columbia.edu/csa/cas>) is composed of advising deans, an associate dean of advising and the dean of advising.

# REGISTRATION

## Student Service Center

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, the 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 (+1-212-854-3587) 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 the University or of any other institution, without specific authorization from 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 time will be withdrawn from the College unless permission to remain is granted by the Committee on Academic Standing. Questions should be directed to the Berick Center for Student Advising (<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 (<http://bulletin.columbia.edu/columbia-college/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 online via Student Services Online (SSOL) (<https://ssol.columbia.edu>). Some classes may be blocked for online 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 advising deans in the Berick 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 online registration, or if the student is eligible to join the waitlist.

Students otherwise unable to register through SSOL must submit a completed Registration Adjustment form to the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 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 waitlist 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 (<http://bulletin.columbia.edu/columbia-college/academic-calendar>).

The Committee on Academic Standing in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 online when they have a registration appointment until the drop deadline. With the exception of certain Core Curriculum courses (see (<http://bulletin.columbia.edu/columbia-college/registration/#dropping-core>) below), the final dates for dropping courses are Tuesday, October 11 for Fall 2016 and Tuesday, February 21 for Spring 2017.

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 be placed on academic probation, or be suspended or dismissed. Students who do not make adequate progress to the degree (an average of 15.5 points per term) will also face academic probation, suspension, or dismissal.

To withdraw from a class, students must first meet with their advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner, to discuss their plans. They must and then submit a Columbia College Acknowledgment of Course Withdrawal form to their advising

dean in the Berick Center for Student Advising. (<https://www.cc-seas.columbia.edu/csa>)

Failure to attend classes or giving 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.

## DROPPING CORE COURSES

Students may drop a Core Curriculum course, using the online registration system, no later than Friday, September 16 for Fall 2016 and Friday, January 27 for Spring 2017. 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 or withdraw from *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 advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 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 17 for Fall 2016 and by Thursday, March 23 for Spring 2017.

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](mailto: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* (<http://bulletin.columbia.edu/columbia-college/regulations/#examsandgradestext>) 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](mailto: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;
- Complete the Core foreign language requirement (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
- Columbia University in London
- 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 Financial Aid and Educational Financing (<https://cc-seas.financialaid.columbia.edu>), 618 Lerner; 212-854-3711; [ugrad-finaid@columbia.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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>).

### **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](mailto:ogp@columbia.edu).

### **Columbia in London Program**

The Columbia in London Program operates under the direction of Columbia's Department of English and Comparative Literature, in partnership with Queen Mary University of London (QMUL), one of the UK's most prestigious academic institutions. The program's Global Seminar, *London as Literature*, studies major works of English and Anglophone literature from all periods and genres in a London context. Each fall, the program will be led by one Columbia faculty member whose research directly engages the literary culture of London. That faculty member will offer a version of the global seminar that will enable participating students to study literary texts in their immediate geographical and cultural settings, transforming their relationship to their objects of study and encouraging them to develop a wider range of reading practices and research methodologies.

In addition to regular class meetings, the Global Seminar will involve regular outings to urban sites, designed to complement and enhance the readings and classroom discussions. Destinations will include the British Library, the British Museum, the Victoria and Albert Museum, the Tate Museums, the Globe Theater, and a host of other London cultural institutions.

In addition to the Global Seminar, students will also enroll alongside local students in courses offered by the host institution. QMUL offers programs across a broad range of disciplines, including physical and natural sciences, business and management, engineering, humanities, and social sciences.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail [ogp@columbia.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:ogp@columbia.edu).

### **Art Humanities and Music Humanities in Paris**

This six-week program enables students to complete two Core Curriculum (<http://bulletin.columbia.edu/columbia-college/core-curriculum>) 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:ogp@columbia.edu).

### The Istanbul Blakan Transcultural Studies Summer Program

This six-week program offers coursework focusing on religious diversity in the region and will present a dynamic vision of the Ottoman Balkan culture and the Christian, Muslim and Jewish traditions that intertwined to create it. Students will gain insight into historical patterns of interreligious conflict, competition and creative compromise and the strategies for negotiating, representing, and performing these fraught relationships in distinct cultural forms. The program combines an international instructional network with opportunities for guided individual research, collaboration with cultural institutions in Istanbul, and acquisition of practical skills for applying new technologies to documenting and analyzing urban history and culture.

For program information, students may consult <http://www.ogp.columbia.edu> and e-mail [ogp@columbia.edu](mailto: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
- University College London

- University of Hong Kong
- Sabanci University
- 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](mailto: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 Financial Aid and Educational Financing (<https://cc-seas.financialaid.columbia.edu>), 618 Lerner; 212-854-3711; [ugrad-finaid@columbia.edu](mailto:ugrad-finaid@columbia.edu).

# SPECIAL PROGRAMS

## HEALTH PROFESSIONS

### Preprofessional Advising

**Berick Center for Student Advising** (<https://www.cc-seas.columbia.edu/csa>)  
403 Lerner  
212-854-6378  
[preprofessional@columbia.edu](mailto: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 (<http://bulletin.columbia.edu/columbia-college/core-curriculum>) 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), as well as their departmental major adviser in planning a program that meets 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 expected 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 Spring 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 Labs;

- 1 year of Introductory Biology and Biology Lab;
- 1 year of General Physics and Physics Labs; and
- 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 UN1403 - CHEM UN1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
CHEM UN1500	General Chemistry Laboratory

#### Option 2: for students who place into the accelerated track:

CHEM UN1604	Intensive General Chemistry (Lecture)
CHEM UN1507 or CHEM UN1500	Intensive General Chemistry Laboratory General Chemistry Laboratory

#### Option 3: available to students depending on results of placement exam:

CHEM UN1507	Intensive General Chemistry Laboratory
CHEM UN2045 - CHEM UN2046	Intensive Organic Chemistry I (Lecture) and Intensive Organic Chemistry II (Lecture)
CHEM UN2545	Intensive Organic Chemistry Laboratory

### Organic Chemistry

CHEM UN2443 - CHEM UN2444	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 UN2005 - BIOL UN2006	Introductory Biology I: Biochemistry, Genetics Molecular Biology and Introductory Biology II: Cell Biology, Development Physiology
BIOL UN2501	Contemporary Biology Laboratory (or other Biology laboratory approved by premedical adviser)

### Physics

Select one of the following three options:

#### Option 1:

PHYS UN1201 - PHYS UN1202	General Physics I and General Physics II
PHYS UN1291 - PHYS UN1292	General Physics Laboratory and General Physics Laboratory II

#### Option 2:



PHYS UN1401 - PHYS UN1402	Introduction To Mechanics and Thermodynamics and Introduction To Electricity, Magnetism, and Optics
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Or

PHYS UN1601 - PHYS UN1602	Physics, I: Mechanics and Relativity and Physics, II: Thermodynamics, Electricity, and Magnetism
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Also select one of the following laboratories:

PHYS UN1291 - PHYS UN1292	General Physics Laboratory and General Physics Laboratory II
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PHYS UN1493	Introduction to Experimental Physics
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PHYS UN1494	Introduction to Experimental Physics
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PHYS UN2699	Experiments in Classical and Modern Physics
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PHYS UN3081	Intermediate Laboratory Work
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**Option 3:**

PHYS UN2801 - PHYS UN2802	Accelerated Physics I and Accelerated Physics II
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Also select one of the following laboratories:

PHYS UN1493	Introduction to Experimental Physics
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PHYS W1494	Introduction to Experimental Physics
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PHYS UN2699	Experiments in Classical and Modern Physics
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PHYS UN3081	Intermediate Laboratory Work
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**Psychology**

PSYC UN1001	The Science of Psychology
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\* formerly *CHEM W3045-W3046*.\*\* formerly *CHEM W3443-W3444*.

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 CC1010) and *Masterpieces of Western Literature and Philosophy (Literature Humanities)* (HUMA CC1001-HUMA CC1002).
- **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 from the Association of American Medical Colleges (AAMC) (<https://services.aamc.org/msar/home/#null>).

## 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 (AP) 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](https://www.cc-seas.columbia.edu/sites/dsa/files/handbooks/MEDICAL%20SCHOOL%20ADMISSION%20REQUIREMENTS_June_2015%20V3.pdf)).

Generally, students with AP 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 1 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 end of the junior year. It is entirely acceptable — and often preferred — for students to take time between undergraduate and health profession school and thus to wait to apply to these schools for 1 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner [preprofessional@columbia.edu](mailto:preprofessional@columbia.edu).

## VOLUNTEER PROGRAM

Preprofessional Advising (<https://www.cc-seas.columbia.edu/preprofessional>) maintains an online 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 UN1101 - MATH UN1102 - MATH UN1201	Calculus I and Calculus II and Calculus III (at a minimum)
MATH UN1201	Calculus III
MATH UN1202	Calculus IV (required for some programs)
MATH UN2030	Ordinary Differential Equations

#### Chemistry

Select one of the following three sequences:

CHEM UN1403 - CHEM UN1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
CHEM UN1604	Intensive General Chemistry (Lecture)
CHEM UN2045 - CHEM UN2046	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 UN1401 - PHYS UN1402	Introduction To Mechanics and Thermodynamics and Introduction To Electricity, Magnetism, and Optics
PHYS UN1601 - PHYS UN1602	Physics, I: Mechanics and Relativity and Physics, II: Thermodynamics, Electricity, and Magnetism
PHYS UN2801 - PHYS UN2802	Accelerated Physics I and Accelerated Physics II

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 UN1105	Principles of Economics
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\* formerly *CHEM W3045-W3046*.

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 (<http://undergrad.admissions.columbia.edu/apply/combined-plan>) website). 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, Undergraduate Admissions conducts information sessions in which students meet with the Combined Plan Program administrator. For more information, students should contact their advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner, or email [combinedplan@columbia.edu](mailto: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 (SEAS) 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 fifth year of study commences in the fall semester and students are

required to conclude their studies while enrolled for two full-time semesters.

The program is selective, and admission is based on the following factors:

1. Granting of the B.S. at SEAS at the end of the fourth year;
2. The fulfillment of the Columbia College Core Curriculum (<http://bulletin.columbia.edu/columbia-college/core-curriculum>) requirements by the end of the fourth year at SEAS;
3. Maintaining a minimum GPA of 3.0 in Columbia College Core courses as well as those courses counting toward the Columbia College major;
4. Creating a plan to complete a Columbia 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner.

## 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 School of International and Public Affairs 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, starting in the fall semester, 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; have completed a minimum of 93 credits; taken a basic course in economics; achieved competence in a modern foreign language; and completed all Columbia College Core Curriculum (<http://bulletin.columbia.edu/columbia-college/core-curriculum>) requirements and major/concentration requirements, with the exception of six to eight 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 GPA. 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner.

## 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 Thursday, 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>). To apply, Columbia College students must have completed 94 points of coursework, including the Core Curriculum (<http://bulletin.columbia.edu/columbia-college/core-curriculum>) 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 Thursday, 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 provides 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 Columbia College Core Curriculum (<http://bulletin.columbia.edu/columbia-college/core-curriculum>) 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>).

Columbia College may nominate one or two juniors each year for consideration; 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 coursework 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 advising dean in the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) of their plans to graduate in order to be considered for honors and Phi Beta Kappa. AILE students receive Columbia 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 Preprofessional Advising (<https://www.cc-seas.columbia.edu/preprofessional>), 403 Lerner, 212-854-6378; [preprofessional@columbia.edu](mailto: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 School of International and Public Affairs Admissions Office (<https://sipa.columbia.edu/admissions/program-admissions/miampa-admissions>). 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 (<http://bulletin.columbia.edu/columbia-college/core-curriculum>) 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 GPA. 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner.

## 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 Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>), 403 Lerner; 212-854-6378; [csa@columbia.edu](mailto: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. As of academic year 2016-17, students who have been found responsible by the Office of Student Conduct and Community Standards for a violation of academic integrity will not be eligible for the Dean's List during the term of the sanction.

### 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.

1. College guidelines for departmental honors include the following three criteria:
2. 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);
3. A grade point average (GPA) of at least 3.6 in major courses is expected for a student to be considered for departmental honors;
4. 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 (<https://www.pbk.org/web>) 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 Otte 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 or of world peace and order.

### 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. Awarded annually to the Columbia College student who, in the opinion of the departmental committee, has made the most significant progress in University Writing.

### 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.

#### **GRANT SQUIRES PRIZE IN SOCIOLOGY**

Established by Grant Squires (Class of 1885) and awarded annually to a senior, majoring in sociology, in recognition of an outstanding and innovative scholarship representing original investigation of a sociological character or a significant use of sociological knowledge for the public good.

#### **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 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.

#### **BEESEN GLOBAL EXPERIENCE TRAVEL/RESEARCH FELLOWSHIPS**

Established to provide opportunities for non-native French undergraduate students of Columbia and Barnard to study or research in Paris during the summer, each fellowship provides monetary support to fellows to defray travel and living expenses. The fellowship's intent is to give Columbia University students the opportunity to pursue intellectual goals, gain valuable research and study experience, learn French in Paris, and engage with the Parisian community.

#### **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.

#### **HARVEY KRUEGER GLOBAL EXPERIENCE FELLOWSHIP**

Established to encourage Columbia College students to engage in study abroad or independent research projects in Israel or Poland, each fellowship provides funds for students to pursue research, participate in study abroad programs, or qualify as assistants in on-going laboratory projects over the summer at a location of their choosing in Israel or Poland. The fellowship's intent is to give CC students the opportunity to pursue intellectual goals and gain valuable international experience.

#### **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.

**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.

**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.

**NOBUHISA AND MARCIA ISHIZUKA GLOBAL FELLOWSHIP IN EAST ASIAN STUDIES**

Provides funding for one Columbia College each year for an international experience studying Japanese language and culture, or other East Asian languages and cultures. The fellowship's intent is to promote students' study and research activities in Japan

**PRESIDENTIAL GLOBAL FELLOWSHIP**

Funded by a grant from President Lee C. Bollinger, the Presidential Global Fellowship offers first-year undergraduates (CC, SEAS, GS) who are seeking to develop a strong global foundation and a deeper understanding of the world around them with a unique opportunity to enrich their Columbia education beginning in the summer after their first year. The Fellowship provides funding for participation on a Columbia summer study abroad program to a highly select group of intellectually curious students who are able to imagine how an overseas experience

can influence their examination of critical issues and who are committed to finding meaningful ways to engage a broad range of global topics throughout their undergraduate career.

**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.

**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.

**SUMMER UNDERGRADUATE RESEARCH FELLOWSHIP**

Offered to a select group of motivated undergraduate students who will benefit from the opportunity for hands-on biology related laboratory research on either the Morningside campus or in the biomedical labs at Columbia's Health Sciences. The fellowship provides for one summer of fulltime research.

**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.

A full list of behavioral and academic violations can be found on the Student Conduct and Community Standards (<http://studentconduct.columbia.edu>) site.

## 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; and
- 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 the University.

Violations of academic integrity may be intentional or unintentional and can include, but are 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 Columbia College or a University official; and
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.

Student Conduct and Community Standards is responsible for all disciplinary affairs concerning Columbia College students that are not reserved to some other body.

Columbia College students are expected to familiarize themselves with the Handbook of Standards and Discipline (<http://www.columbia.edu/cu/studentconduct/documents/SandDFall2016.pdf>) and the comprehensive list of policies and expectations available on the Student Conduct and Community Standards (<http://studentconduct.columbia.edu>) website.



# COLUMBIA UNIVERSITY POLICIES

Since policies and procedures are subject to change, please check the Columbia University website (<http://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 (<http://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 Email 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>) 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 email for privacy and security reasons. The blood test and MMR immunizations can be obtained at Columbia Health (<http://health.columbia.edu>).

For information about these requirements visit the Columbia Health Insurance and Immunization Compliance website (<http://health.columbia.edu/insurance-and-immunization-compliance-offices>), 212-854-7210, or email [hs-enrollment@columbia.edu](mailto: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 (<https://ssol.columbia.edu/ssv/crt/menIntro.html>)line (<https://ssol.columbia.edu/ssv/crt/menIntro.html>). Full instructions are given online, 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 (<http://health.columbia.edu>) 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 (<http://health.columbia.edu>).

Students paying the Columbia Health Fee are not charged for the following vaccines when administered at Columbia Health:

1. Measles, Mumps and Rubella (MMR);
2. Hepatitis A;
3. Hepatitis B;
4. Hepatitis Combination A and B;
5. Influenza;
6. Meningococcal Meningitis;
7. Pneumococcal (if clinically indicated);
8. Tetanus-Diphtheria;
9. Tetanus-Diphtheria-Pertussis; and
10. 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 email [immunizationcompliance@columbia.edu](mailto: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 University Commencement ceremony in May (see *Academic Calendar*).

### Application or Renewal of Application for the Degree

Students may pick up and file applications for their degree at the Berick Center for Student Advising (<https://www.cc-seas.columbia.edu/csa>) 403 Lerner Hall. Alternatively, students may complete the degree application form ([http://registrar.columbia.edu/sites/default/files/content/degree-app-updated\\_nov-2015.pdf](http://registrar.columbia.edu/sites/default/files/content/degree-app-updated_nov-2015.pdf)) electronically and submit it to [diplomas@columbia.edu](mailto:diplomas@columbia.edu).

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 email the Registrar's Office at [registrar@columbia.edu](mailto:registrar@columbia.edu).

If students wish to change their name, they must submit the Name Change Affidavit (<http://registrar.columbia.edu/content/name-change-affidavit>). The affidavit must be notarized and filed by the application deadline.

If a graduate's 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 through the Registrar (<http://registrar.columbia.edu/registrar-forms/application-replacement-diploma>).

Additional Information:

- Application for Degree or Certificate — University Registrar (<http://www.columbia.edu/cu/registrar/docs/forms/app-for-deg-or-cert.html>)
- Graduation and Diplomas — University Registrar (<http://registrar.columbia.edu/students/graduation-and-diplomas>)
- Commencement Week (<http://www.columbia.edu/cu/ceremonies/commencement>)
- GradZone (<https://www.cc-seas.columbia.edu/gradzone>)

## 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 (<http://ombuds.columbia.edu>) and the professional staff of the school in which the student is enrolled.

The Ombuds Office (<http://ombuds.columbia.edu>) 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 (<http://ombuds.columbia.edu>) before taking their concerns to the school, or they may wish to consult with the Ombuds Office (<http://ombuds.columbia.edu>) 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 (<http://ombuds.columbia.edu>), 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>).

Columbia College students with thoughts on ways to clarify or enhance these procedures should contact Columbia College Academic Affairs at [cc-academicaffairs@columbia.edu](mailto:cc-academicaffairs@columbia.edu).

## Time Frame for Proceedings

A student should ordinarily bring any concern or complaint within 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 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 Office, 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 (<http://ombuds.columbia.edu>) 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.

The 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**

Office of Equal Opportunity and Affirmative Action (<http://eoaa.columbia.edu>)  
103 Low Library  
212-854-5511

### **Department of Education**

Office for Civil Rights (New York Office)  
[OCR.NewYork@ed.gov](mailto: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 the Gender-Based Misconduct Office (<http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>) within Student Conduct and Community Standards. 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 (<http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>) Gender-Based Misconduct Policies for Students (<http://studentconduct.columbia.edu/gbm.html>). (<http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>) 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](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/eoaa-policies-and-procedures>) (<http://www.essential->

[policies.columbia.edu/policies-and-procedures-discrimination-and-harassment](http://policies.columbia.edu/policies-and-procedures-discrimination-and-harassment)) 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/eoaa-policies-and-procedures/consensual-romantic-and-sexual-relationship>) 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/eoaa-policies-and-procedures/consensual-romantic-and-sexual-relationship>) 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  
[eoaa.columbia.edu](http://eoaa.columbia.edu)  
212-854-5511

**Title IX Coordinator/Section 504 Officer for Columbia University**  
Office of Equal Opportunity and Affirmative Action  
103 Low Library  
212-854-5511

**Gender-Based Misconduct Office**  
Watson Hall  
612 West 115th Street, 8th Floor  
<http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>  
212-854-1717

### Additional Resources

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:

**Sexual Violence Response and Rape Crisis/Anti-Violence Support Center (Confidential)**  
24/7/365 Helpline  
212-854-HELP (4357)

**Health Services – Clinician-on-Call (Confidential)**

<https://health.columbia.edu/emergency>  
212-854-7426

**Counseling and Psychological Services**

Morningside Campus:  
2920 Broadway  
Lerner Hall 8th Floor  
<https://health.columbia.edu/counseling-and-psychological-services>  
(212) 854-9797

**Ombuds Office**

2920 Broadway  
710 Lerner Hall  
<http://ombuds.columbia.edu/>  
212-854-1493

**Office of the University Chaplain**

1200 Amsterdam Ave.  
660 Schermerhorn Extension  
212-854-1234



# 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.

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# 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](mailto:skr2001@columbia.edu)

**Director of Undergraduate Studies:** Prof. Kevin Fellezs; 816A Dodge Hall ; 212-854-3825; [kf2362@columbia.edu](mailto:kf2362@columbia.edu)

**Assistant Director:** Shawn Mendoza; 758 Schermerhorn Extension; 212-854-8789; [sm322@columbia.edu](mailto:sm322@columbia.edu)

**Administrative Assistant:** Sharon Harris; 758 Schermerhorn Extension; 212-854-7080; [sh2004@columbia.edu](mailto: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 UN1001	Introduction to African-American Studies
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AFAS C3936
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One senior research seminar
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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 UN1001 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 or a research seminar.

## COURSES

**AFAS UN1001 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 2016: AFAS UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 1001	001/61498	M W 10:10am - 11:25am 614 Schermerhorn Hall	Kevin Fellezs	3	100/110

#### AFAS W3030 African-American Music. 3 points.

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 UN3930 Topics in the Black Experience. 4 points.

Please refer to Institute for Research in African American Studies for section course descriptions: <http://iraas.columbia.edu/>

#### Fall 2016: AFAS UN3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930	001/78497	T 2:10pm - 4:00pm 758 Ext Schermerhorn Hall	C. Daniel Dawson	4	12/12
AFAS 3930	002/83148	M 2:10pm - 4:00pm 758 Ext Schermerhorn Hall	Gary Okihiro	4	6/14

#### Spring 2017: AFAS UN3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930	001/87782	T 4:10pm - 6:00pm 758 Ext Schermerhorn Hall	C. Daniel Dawson	4	17/14
AFAS 3930	002/86402	M 12:10pm - 2:00pm 758 Ext Schermerhorn Hall	Kaiana Glover, Maboula Soumahoro	4	17/14
AFAS 3930	003/81532	T 10:10am - 12:00pm 758 Ext Schermerhorn Hall	Carla Shedd	4	10/14

#### AFAS UN3936 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 2017: AFAS UN3936

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3936	001/11899	T 12:10pm - 2:00pm 758 Ext Schermerhorn Hall	Frank Guridy	4	15/14

#### AFAS GU4035 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](mailto: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 2017: AFAS GU4035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4035	001/73452	T 2:10pm - 4:00pm 327 Seeley W. Mudd Roberts Building	Samuel Roberts	4	15/18

#### AFAS UN4037 Third World Studies. 4 points.

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;

#### Fall 2016: AFAS UN4037

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AFAS 4037	001/88496	M W 11:40am - 12:55pm 201a Philosophy Hall	Gary Okihiro	4	12
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**AFAS GU4080 Topics in The Black Experience. 4 points.**

Please refer to Institute for Research in African American Studies for section-by-section course descriptions.

**Fall 2016: AFAS GU4080**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4080	001/29782	W 4:10pm - 6:00pm 758 Ext Schermerhorn Hall	Mariame Kaba	4	9/12
AFAS 4080	002/85781		Salamishah Tillet	4	2/14
AFAS 4080	003/16503	Th 12:10pm - 2:00pm 758 Ext Schermerhorn Hall	Christine Pinnock	4	7/12

**Spring 2017: AFAS GU4080**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4080	001/23039	Th 10:10am - 12:00pm 758 Ext Schermerhorn Hall	Frank Guridy	4	11/14
AFAS 4080	002/27825	W 12:10pm - 2:00pm 758 Ext Schermerhorn Hall	Obery Hendricks	4	8/14
AFAS 4080	003/26019	W 2:10pm - 4:00pm 758 Ext Schermerhorn Hall	Salamishah Tillet	4	14/14

**AFAS GR6100 Interdisciplinary Approaches to African American Studies: The Pro-Seminar. 4 points.**

AFAM M.A. students' only required class.

This course introduces students to central questions and debates in the fields of African American Studies, and it explores the various interdisciplinary efforts to address them. The seminar is designed to provide an interdisciplinary foundation and familiarize students with a number of methodological approaches. Toward this end we will have a number of class visitors/guest lecturers drawn from members of IRAAS's Core and Affiliated Faculty.

**Fall 2016: AFAS GR6100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 6100	001/16346	Th 4:10pm - 6:00pm 758 Ext Schermerhorn Hall	Steven Gregory	4	7/15

**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	Africana Colloquium
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 UN3930	Topics in American Studies
AMST W3931	

**Anthropology**

ANTH V1130	Africa and the Anthropologist
ANTH V2005	
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
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**Dance (Barnard)**

DNCE BC3578	Traditions of African-American Dance
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**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 CC1020

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 UN4584

HIST W4588

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)****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 GU4496 Contemporary African Politics

**Political Science (Barnard)**

POLS BC3101 \* Colloquium on Black Political Thought

POLS BC3810 \*Colloquium on Aid, Politics Violence in Africa

POLS W4445

**Psychology**

PSYC UN2460 Drugs and Behavior

PSYC W2650 Introduction to Cultural Psychology

PSYC GU4615 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/>

**Director:** Prof. Casey N. Blake, 321 Hamilton; 212-854-6698;  
 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:** Laken King, 319 Hamilton;  
 212-854-6698; lk2639@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 UN3267	Foundations of American Literature
HIST W2478	U.S. Intellectual History, 1865 To the Present (formerly HIST W3478)

#### 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)
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### Core Courses

Two American studies core courses:

ENGL UN3267	Foundations of American Literature
HIST W2478	U.S. Intellectual History, 1865 To the Present (formerly HIST W3478)

### 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

### AMHS UN3580 American Cultural Criticism. 4 points.

A seminar on the history of American cultural criticism since the late nineteenth century. Themes include the search for forms of artistic expression appropriate to a democratic society; the consequences of urbanism and corporate industrialization for American culture and values; the implications of ethno-racial diversity for American culture and national identity; tensions between "popular" or "mass" culture, the avant-garde, and "high" culture; selfhood and the moral life; the shift from a modernist to a postmodernist sensibility; and the public role of the critic in the United States. *Field(s): US*

#### Fall 2016: AMHS UN3580

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMHS 3580	001/23321	T 2:10pm - 4:00pm 317 Hamilton Hall	Casey Blake	4	14/18

### AMST UN3920 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. Application due June 15. See American Studies website.

#### Fall 2016: AMST UN3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3920	001/10941	T 6:10pm - 8:00pm 317 Hamilton Hall	Casey Blake	1	14/18

### AMST UN3930 Topics in American Studies. 4 points.

Please refer to the Center for American Studies for the course descriptions for each section.

#### Fall 2016: AMST UN3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3930	001/75505	W 12:10pm - 2:00pm 317 Hamilton Hall	John McWhorter	4	14/18
AMST 3930	002/88096	M 6:10pm - 8:00pm 317 Hamilton Hall	Benjamin Rosenberg	4	11/18
AMST 3930	003/93346	Th 2:10pm - 4:00pm 317 Hamilton Hall	Roger Lehecka	4	16/18
AMST 3930	004/12496	T 4:10pm - 6:00pm 317 Hamilton Hall	Roosevelt Montas	4	7/18
AMST 3930	005/17447	W 2:10pm - 4:00pm 317 Hamilton Hall	Caroline Miller	4	17/18
AMST 3930	006/27196	Th 4:10pm - 6:00pm 309 Hamilton Hall	Robert Pollack, Tess Cersonsky	4	19/18

### AMST UN3931 Topics in American Studies. 4 points.

Please refer to the Center for American Studies for section descriptions

#### Spring 2017: AMST UN3931

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	001/24691	T 4:10pm - 6:00pm 317 Hamilton Hall	Todd Gitlin	4	17/18
AMST 3931	002/75504	F 12:10pm - 2:00pm 317 Hamilton Hall	Cathleen Price	4	10/18
AMST 3931	003/77029	W 4:10pm - 6:00pm 317 Hamilton Hall	Michael Hindus	4	16/18
AMST 3931	004/17996	M 2:10pm - 4:00pm 317 Hamilton Hall	Adam Kirsch	4	13/15
AMST 3931	005/27796	M 4:10pm - 6:00pm 317 Hamilton Hall	Tamara Mann Tweel	4	14/18
AMST 3931	006/27529	T 2:10pm - 4:00pm 317 Hamilton Hall	Maura Spiegel, Casey Blake	4	18/18
AMST 3931	008/63449	T 10:10am - 12:00pm 317 Hamilton Hall	James Shapiro	4	13/15

**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.

**Spring 2017: AMST W3990**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3990	001/73146	F 4:10pm - 6:00pm Room TBA	Andrew Delbanco	4	12/18

**AMST UN3997 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.

**Fall 2016: AMST UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3997	001/10966			1-4	0/2

## AMERICAN STUDIES CORE COURSES

**ENGL UN3267 Foundations of American Literature. 3 points.**

(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.

**Spring 2017: ENGL UN3267**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3267	001/10062	M W 11:40am - 12:55pm 517 Hamilton Hall	Andrew Delbanco	3	81/75

**HIST W2478 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*

# 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 UN3998 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 UN3998	Directed Research In Ancient Studies
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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 UN1010	The Ancient Greeks 800-146 B.C.E.
AHIS V3248 or AHIS V3250	Greek Art and Architecture Roman Art and Architecture
PHIL UN2101	The History of Philosophy I: Presocratics to Augustine
CLLT UN3132	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.

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 UN1101	Elementary Greek I
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LATN UN1101	Elementary Latin I
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GREK UN1102	Elementary Greek II
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LATN UN1102	Elementary Latin II
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LATN V1120	Preparation for Intermediate Latin
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GREK UN1121	Intensive Elementary Greek
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LATN UN1121	Intensive Elementary Latin
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GREK UN1201	Intermediate Greek I
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LATN UN1201	Intermediate Latin I
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LATN UN1202	Intermediate Latin II
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CLLT UN3132	Classical Myth
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CLCV W4110	
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### **History**

HIST W4024	The Golden Age of Athens
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### **Philosophy**

PHIL UN2101	The History of Philosophy I: Presocratics to Augustine
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### **Religion**

# ANTHROPOLOGY

**Departmental Office:** 452 Schermerhorn; 212-854-4552  
<http://www.columbia.edu/cu/anthropology>

**Director of Undergraduate Studies: (Spring term 2017)**

Prof. Audra Simpson, 857 Schermerhorn Extension;  
 212-854-5901; [as3575@columbia.edu](mailto:as3575@columbia.edu) Office Hours: Tuesdays  
 2:30pm-5:30pm

**Departmental Consultants:**

*Archaeology:* Prof. Zoë Crossland, 965 Schermerhorn Extension;  
 212-854-7465; [zc2149@columbia.edu](mailto:zc2149@columbia.edu)

*Biological/Physical Anthropology:* Prof. Ralph Holloway, 856  
 Schermerhorn Extension; 212-854-4570; [rlh2@columbia.edu](mailto:rlh2@columbia.edu)

**Departmental Administrator:** Thomas D'Onofrio, 452  
 Schermerhorn Extension; 212-854-4329; [tjd2122@columbia.edu](mailto:tjd2122@columbia.edu)

**Undergraduate Secretary:** Marilyn Astwood, 452 Schermerhorn  
 Extension; 212-854-4552; [mp20@columbia.edu](mailto: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 UN3999 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

- Vanessa Agard-Jones
- Naor Ben-Yehoyada
- Sarah Muir (Barnard)
- 
- Maxine Weisgrau (Barnard)

## LECTURERS

- Brian Boyd

- 
- 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.

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## MAJOR IN ANTHROPOLOGY

*The requirements for this program were modified on January 29, 2016.*

The program of study should be planned as early as possible in consultation with the director of undergraduate studies.

The anthropology major requires 30 points in the Department of Anthropology.

### Sociocultural Focus

Students interested in studying sociocultural anthropology are required to take the following courses:

ANTH UN1002	The Interpretation of Culture
ANTH UN2004	Introduction to Social and Cultural Theory
ANTH V2005	

### Archaeology Focus

Students interested in studying archaeological anthropology are required to take the following courses:

ANTH UN1002	The Interpretation of Culture
ANTH UN2004	Introduction to Social and Cultural Theory
ACLG V2028	Pasts, Presents Futures: An Introduction to 21st Century Archaeology

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

The anthropology concentration requires 20 points in the Department of Anthropology.

### Sociocultural Focus

Students interested in studying sociocultural anthropology are required to take the following course:

ANTH UN1002      The Interpretation of Culture

### Archaeology Focus

Students interested in studying archaeological anthropology are required to take the following course:

ACLG V2028      Pasts, Presents Futures: An  
Introduction to 21st Century  
Archaeology

### 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 2016

### SOCIOCULTURAL ANTHROPOLOGY

#### ANTH UN1002 The Interpretation of Culture. 3 points.

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 2016: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/04478	M W 10:10am - 11:25am 405 Milbank Hall	Sarah Muir	3	74/103

##### Spring 2017: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/75227	M W 2:40pm - 3:55pm 501 Northwest Corner	Audra Simpson	3	79/120

ANTH 1002	002/03929	M W 10:10am - 11:25am 323 Milbank Hall	Brian Larkin	3	38/120
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#### ANTH UN1007 The Origins of Human Society. 3 points.

Mandatory recitation sections will be announced first week of classes.

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 2016: ANTH UN1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1007	001/03405	T Th 2:40pm - 3:55pm 304 Barnard Hall	Severin Fowles	3	93

#### ANTH UN1009 Introduction to Language and Culture. 3 points.

This is an introduction to the study of the production, interpretation, and reproduction of social meanings as expressed through language. In exploring language in relation to culture and society, it focuses on how communication informs and transforms the sociocultural environment.

##### Fall 2016: ANTH UN1009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1009	001/08283	M W 11:40am - 12:55pm 328 Milbank Hall	Elizabeth Green	3	52/60

#### ANTH UN2003 SOCIAL DYNAMICS IN INNER ASIA. 3 points.

The course introduces Inner Asia, the landlocked heartland of the Eurasian continent, from political, ethnographic and economic perspectives. Inner Asia offers some of the most relevant examples of nomadism, expanding empires, social engineering, state led modernization, ethnic construction and conflict, long distance trade, socialism, capitalist transformation, large weddings, lifetime dictators, globalization and rampant corruption. This course shows the interactions of these phenomena and their effect on the ground, while providing the basic theory.

##### Spring 2017: ANTH UN2003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2003	001/14530	T Th 10:10am - 11:25am 558 Ext Schermerhorn Hall	Rune Steenberg Reyhe	3	7/20

**ANTH UN2004 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 2016: ANTH UN2004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2004	001/62506	M W 1:10pm - 2:25pm 614 Schermerhorn Hall	John Pemberton	3	70

**ANTH UN2103 Anthropology of Populism. 3 points.**

Enrollment limit is 20.

Prerequisites: Enrollment priorities: CSER and Anthropology majors and concentrators.

Populism is generally understood as a political style that upholds the doctrine that the rights and prerogatives of ordinary people are being usurped by a minority. It is also often connected to a "Jacobin" political tradition-in other words, to a politics that makes claims for unmediated popular sovereignty. It is anti-elite and anti-bureaucratic in its claims, if not in its actual operation. Since populism flourishes in modern political systems it often implies the presence of a leader, who is meant to have a privileged relationship with the people, as against the interests of the "minority," that is then represented as an oligarchy, an elite, or a cabal. Enrollment priorities: CSER and Anthropology majors and concentrators.

**Fall 2016: ANTH UN2103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2103	001/69262	M W 10:10am - 11:25am 467 Schermerhorn Hall	Claudio Lomnitz	3	8/20

**ANTH UN2017 GETTING THE MAFIA. 3 points.**

Anti-Mafia investigations are as old as the Mafia, yet the debate about what the Mafia is remains unresolved. The main purpose of this course is to understand how questions of legal knowledge - doubt, certainty, suspicion and surprise - shape the struggle over the relationship between the state and society in Sicily.

**Fall 2016: ANTH UN2017**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2017	001/72547	Th 10:10am - 11:25am 201d Philosophy Hall	Naor Ben-Yehoyada	3	12/40

ANTH 2017	001/72547	T 10:10am - 11:25am 963 Ext Schermerhorn Hall	Naor Ben-Yehoyada	3	12/40
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**ANTH UN3035 Religion in Chinese Society. 3 points.**

Chinese popular religion and ritual during the late traditional period and in modern times. Popular beliefs and practices concerning the cosmos, the gods, and the ancestors; the role in popular religion of Buddhism, Taoism, and the Imperial State Cult; popular religion, social change, and the modern assault on "superstition."

**Fall 2016: ANTH UN3035**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3035	001/60591	M W 2:40pm - 3:55pm 644 Seeley W. Mudd Building	Myron Cohen	3	2

**ANTH UN3040 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 2016: ANTH UN3040**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3040	001/09257	T Th 10:10am - 11:25am 203 Diana Center	Nadia Abu El-Haj	4	19

**ANTH UN3719 CLOSEUP: CRISES IN EUROPE. 3 points.**

The formation of the European Union in the mid 1990s was one of those political projects that was supposed to celebrate and consolidate "a new world order" in the aftermath of the Cold War. Twenty years later, things look more complicated. Europeans seem to disagree on everything from the fabric of their political union, through the meaning of supra-national citizenship, to their moral obligations and responsibilities as persons, states, and a union.

**Fall 2016: ANTH UN3719**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3719	001/80948	Th 12:10pm - 2:00pm 963 Ext Schermerhorn Hall	Naor Ben-Yehoyada	3	4/16

**ANTH UN3811 Toxic. 4 points.**

Enrollment limit is 16.

It is no secret by now that we live in a toxic sea. Every day, in every place in this world, we are exposed to an unknown number of contaminants, including those in the places that we live, the air that we breathe, the foods that we eat, the water that we drink, the consumer products that we use, and in the social



worlds that we navigate. While we are all exposed, the effects of these exposures are distributed in radically unequal patterns, and histories of racialization, coloniality, and gendered inequality are critical determinants of the risks to wellness that these toxic entanglements entail. Scientists use the term "body burden" to describe the accumulated, enduring amounts of harmful substances present in human bodies. In this course, we explore the global conditions that give rise to local body burdens, plumbing the history of toxicity as a category, the politics of toxic exposures, and the experience of toxic embodiment. Foregrounding uneven exposures and disproportionate effects, we ask how scientists and humanists, poets and political activists, have understood toxicity as a material and social phenomenon. We will turn our collective attention to the analysis of ethnographies, memoirs, maps, film, and photography, and students will also be charged with creating visual and narrative projects for representing body burden of their own.

#### Fall 2016: ANTH UN3811

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3811	001/66097	W 2:10pm - 4:00pm 201d Philosophy Hall	Vanessa Agard-Jones	4	18/16

#### ANTH UN3821 Native America. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
Enrollment limited to 40.

This is an undergraduate seminar that takes up primary and secondary sources and reflections to: a) provide students with an historical overview of Native American issues and representational practices, b) provide students with an understanding of the ways in which land expropriation and concomitant military and legal struggle have formed the core of Native-State relations and are themselves central to American and Native American history and culture, and c) provide students with an understanding of Native representational practices, political subjectivity, and aspiration.

#### Fall 2016: ANTH UN3821

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3821	001/71032	M 2:10pm - 4:00pm 703 Hamilton Hall	Audra Simpson	4	39/40

#### ANTH UN3826 Brain Science: A Social History. 4 points.

Permission of the instructor is required. Enrollment limited to 20. Open to juniors and seniors only.

In light of the ascendance of neuroscience, this course explores the social history of brain science from the mid-19th century to the present. We will consider the contexts in which cerebral technologies, including psychoanalysis, psychosurgery, brainwashing, and psychotropic medications were created, as well as the doctors, psychologists, and military personnel who deployed them for various social and political ends. Throughout the course, we will investigate persisting interest in knowing the mind, enhancing mental functioning, and managing problem brains.

#### Fall 2016: ANTH UN3826

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3826	001/74735	T 10:10am - 12:00pm 467 Schermerhorn Hall	Karen Seeley	4	12/20

#### ANTH UN3829 Absent Bodies. 4 points.

Enrollment limited to 15.

Prerequisites: Open to undergrad majors; others with the instructor's permission.

Across a range of cultural and historic contexts, one encounters traces of bodies - and persons - rendered absent, invisible, or erased. Knowledge of the ghostly presence nevertheless prevails, revealing an inextricable relationship between presence and absence. This course addresses the theme of absent bodies in such contexts as war and other memorials, clinical practices, and industrialization, with interdisciplinary readings drawn from anthropology, war and labor histories, and dystopic science fiction.

#### Fall 2016: ANTH UN3829

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3829	001/04002	W 10:10am - 12:00pm 227 Milbank Hall	Lesley Sharp	4	8/15

#### ANTH UN3832 Economic Imaginaries. 4 points.

Spanish American republics were born in the context of Atlantic Revolutions. Jacobin ideas with regard to popular rule and popular emancipation have been on the horizon since independence. This undergraduate seminar explores the economic imagination of the Spanish American left since times of independence. Has there been innovation in economic ideas and ideals in the left? What different sorts of economic agendas have developed in the continent over two centuries since independence? Has failure been recognized? Has success been acknowledged? The course is at once an intellectual history of Latin American economic thought, and a political history of revolutionary aspirations. It can serve as an introduction to modern Spanish American history, and does not presuppose prior courses on the subject. Having taken the university core courses in Lit-Hum and Contemporary Civilization is a prerequisite for any undergraduate enrolling in this seminar.

#### Spring 2017: ANTH UN3832

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3832	001/61246	M 10:10am - 12:00pm 652 Schermerhorn Hall	Claudio Lomnitz	4	4/20

#### ANTH UN3854 The Anthropology of Corruption. 4 points.

Enrollment limit is 15. Priority given to anthropology majors.

What is corruption? Is it-as we are prone to suspect-detrimental to social equality, political participation, and economic growth? Through texts on the anthropology of liberalism, exchange, post-

colonialism, and witchcraft, this seminar will develop a critical perspective on corruption that both problematizes and takes these intuitive claims seriously.

**Fall 2016: ANTH UN3854**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3854	001/00744	M 2:10pm - 4:00pm 227 Milbank Hall	Sarah Muir	4	10/14

**ANTH UN3861 Anthropology of the Anthropocene. 4 points.**  
Enrollment limited to 20. 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 2016: ANTH UN3861**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3861	001/02641	W 2:10pm - 4:00pm 227 Milbank Hall	Paige West	4	9/20

**ANTH UN3933 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 2016: ANTH UN3933**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3933	001/26245	T 2:10pm - 4:00pm 457 Schermerhorn Hall	Brinkley Messick	4	25

**ANTH UN3939 The Anime Effect: Media and Technoculture in Contemporary 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 2016: ANTH UN3939**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3939	001/80942	W 2:10pm - 4:00pm 467 Schermerhorn Hall	Marilyn Ivy	4	13

**ANTH UN3949 Sorcery and Magic. 4 points.**

Enrollment limited to 40.

Prerequisites: the instructor's permission.

An introduction to the occult sides of making history, colonialism, and transforming reality through the study of south American shamanism, magic in Shakespeare's *Tempest*, sexual magic in politics and dictatorships, the uncanniness in Freud's hysterics, and William Burroughs' *Cities of the Red Night*.

**Fall 2016: ANTH UN3949**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3949	001/76323	W 6:10pm - 9:00pm 963 Ext Schermerhorn Hall	Michael Taussig, Christopher Santiago	4	30/40

**ANTH UN3957 Ethnography of the Everyday. 4 points.**

The 'Ethnography of the Everyday' offers students an opportunity to engage the discipline's methods and genres, and the ethico-philosophical questions about representativeness and exemplarity that subtend them. The course will consider the everyday as an alternative concept to 'culture' and habitus, while looking at the ethnographic works that were informed by those ideas. Students will undertake weekly writing assignments as part of an investigation not only of method, but of aesthetics, expression, and representation in general.

**Fall 2016: ANTH UN3957**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3957	001/60045	Th 12:10pm - 2:00pm 467 Schermerhorn Hall	Rosalind Morris	4	19/25

**ANTH UN3989 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 2016: ANTH UN3989

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3989	001/72957	T 2:10pm - 4:00pm 507 Philosophy Hall	Steven Gregory	4	10/18

#### **ANTH UN3999 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.

This two-term course is a combination of a seminar and a workshop that will help you conduct research, write, and present an original honors thesis in anthropology. The first term of this course introduces a variety of approaches used to produce anthropological knowledge and writing; encourages students to think critically about the approaches they take to researching and writing by studying model texts with an eye to the ethics, constraints, and potentials of anthropological research and writing; and gives students practice in the seminar and workshop formats that are key to collegial exchange and refinement of ideas.

During the first term, students complete a few short exercises that will culminate in a fully developed, 15-page project proposal, as well as a preliminary draft of one chapter of the senior thesis. The proposal will serve as the guide for completing the thesis during the spring semester. The spring sequence of the anthropology thesis seminar is a writing intensive continuation of the fall semester, in which students will have designed the research questions, prepared a full thesis proposal that will serve as a guide for the completion of the thesis or comparable senior capstone project, and written a draft of one chapter. Readings in the first semester will be geared toward exploring a variety of models of excellent anthropological or ethnographic work. Only those students who expect to have completed the fall semester portion of the course are allowed to register for the spring; final enrollment is contingent upon successful completion of first semester requirements. 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.

Note: The senior thesis seminar is open to CC and GS majors in Anthropology only. It requires the instructor's permission for registration. Students must have a 3.6 GPA in the major and a preliminary project concept in order to be considered. Interested students should communicate with the thesis instructor and the director of undergraduate study 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.

#### Fall 2016: ANTH UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/13183	T 6:10pm - 8:00pm 963 Ext Schermerhorn Hall	Lila Abu-Lughod	4	8/15

#### Spring 2017: ANTH UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/69630	M 4:10pm - 6:00pm 963 Ext Schermerhorn Hall	Lila Abu-Lughod	4	7/15

#### **ANTH GU4316 Textures of the City: Mapping New York's Present Past. 4 points.**

Permission of the instructor is required and enrollment limit is 16. Enrollment priorities: Archaeology and related fields (undergraduate and graduate)

This class explores how to map and visually represent New York's history and the continuing presence of past traces in the city. Students will receive training in the key archaeological techniques of landscape analysis and digital (GIS) mapping. We will draw on available archaeological evidence, landscape analysis, and documentary sources to map and explore different aspects of the city's past. We will critically assess what different mapping techniques offer, and what kind of narratives they underpin or foreclose upon. How do we draw upon such evidence as archaeologists and historians to represent and mediate the city's past?

#### Fall 2016: ANTH GU4316

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4316	001/85941	Th 1:00pm - 4:00pm 558 Ext Schermerhorn Hall	Nan Rothschild, Zoe Crossland	4	13/16

## ARCHAEOLOGY

#### **ANTH UN1007 The Origins of Human Society. 3 points.**

Mandatory recitation sections will be announced first week of classes.

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 2016: ANTH UN1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1007	001/03405	T Th 2:40pm - 3:55pm 304 Barnard Hall	Severin Fowles	3	93

## PHYSICAL ANTHROPOLOGY SPRING 2017 SOCIOCULTURAL ANTHROPOLOGY

### ANTH UN1002 The Interpretation of Culture. 3 points.

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 2016: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/04478	M W 10:10am - 11:25am 405 Milbank Hall	Sarah Muir	3	74/103

#### Spring 2017: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/75227	M W 2:40pm - 3:55pm 501 Northwest Corner	Audra Simpson	3	79/120
ANTH 1002	002/03929	M W 10:10am - 11:25am 323 Milbank Hall	Brian Larkin	3	38/120

### ANTH UN1008 The Rise of Civilization. 3 points.

Mandatory recitation sections will be announced first week of classes. \$25.00 laboratory fee.

Corequisites: ANTH V1008

The rise of major civilization in prehistory and protohistory throughout the world, from the initial appearance of sedentism, agriculture, and social stratification through the emergence of the archaic empires. Description and analysis of a range of regions that were centers of significant cultural development: Mesopotamia, Egypt, the Indus River Valley, China, North America, and Mesoamerica. **DO NOT REGISTER FOR A RECITATION SECTION IF YOU ARE NOT OFFICIALLY REGISTERED FOR THE COURSE.**

#### Spring 2017: ANTH UN1008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1008	001/25545	M W 1:10pm - 2:25pm 417 International Affairs Bldg	Terence D'Altroy	3	127/180

### ANTH UN1200 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 2017: ANTH UN1200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1200	001/88944	M W 11:40am - 12:55pm 558 Ext Schermerhorn Hall	Carole Vance	3	23/30

### ANTH UN2005 Ethnographic Imagination. 3 points.

Introduction to the theory and practice of “ethnography”—the intensive study of peoples’ lives as shaped by social relations, cultural images, and historical forces. Considers through critical reading of various kinds of texts (classic ethnographies, histories, journalism, novels, films) the ways in which understanding, interpreting, and representing the lived words of people—at home or abroad, in one place or transnationally, in the past or the present—can be accomplished.

#### Spring 2017: ANTH UN2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2005	001/10760	T Th 4:10pm - 5:25pm 717 Hamilton Hall	Rosalind Morris	3	42/100

### ANTH UN2300 Anthropology of Estrangement: States, Tribes, and Bazaars. 3 points.

To examine anthropological explanation as a passage from the known to the unknown that problematizes the known, as well as leaving some kernel of the strange, the exotic, and the unfamiliar a mystery, and does not reduce everything to an explanation. How might we master the need for mastery? What happens after we have problematized the known? Readings: accounts of fieldwork, select ethnography, Nietzsche, Wittgenstein, Brecht, Benjamin, Bataille.

### ANTH UN3878 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 2017: ANTH UN3878

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3878	001/22297	T 2:10pm - 4:00pm 501a International Affairs Bldg	Steven Gregory	4	19/20

#### ANTH UN3880 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 2017: ANTH UN3880

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3880	001/65537	T 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	John Pemberton	4	19/32

#### ANTH UN3912 Ethnographic China. 4 points.

Contemporary China through the writings of anthropologists who have done fieldwork there during the past decade.

#### Spring 2017: ANTH UN3912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3912	001/16672	Th 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	Myron Cohen	4	5/25

#### ANTH UN3921 Anticolonialism. 4 points.

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.

#### Spring 2017: ANTH UN3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3921	001/19084	M 10:10am - 12:00pm 963 Ext Schermerhorn Hall	David Scott	4	18/15

#### ANTH UN3041 Anthropological Theory II. 3 points.

Prerequisites: Required of all Barnard Anthropology majors; open to other students with instructor's permission only. To be taken in conjunction with *ANTH 3040*, preferably in sequence. 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. This course replaces *ANTH V 3041 - Theories of Culture: Past and Present*.

#### Spring 2017: ANTH UN3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3041	001/03338	M W 1:10pm - 2:25pm 207 Milbank Hall	Elizabeth Green	3	10/30

#### ANTH V3842 The Semiotics of Crisis. 4 points.

Enrollment limit is 15 and preference given to anthropology majors. **Not offered during 2016-17 academic year.**

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

#### ANTH V3856 Value, Debt, and Risk: Topics in the Anthropology of Finance. 4 points.

Enrollment limit is 15 and preference given to anthropology majors. **Not offered during 2016-17 academic year.**

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



**ANTH UN3888 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 2017: ANTH UN3888**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3888	001/23546	W 2:10pm - 4:00pm 467 Ext Schermerhorn Hall	Marilyn Ivy	4	18/20

**ANTH UN3966 Culture and Mental Health. 4 points.**

Enrollment limited to 20.

Prerequisites: the instructor's permission. Limited to juniors & seniors.

This course considers mental disturbance and its relief by examining historical, anthropological, psychoanalytic and psychiatric notions of self, suffering, and cure. After exploring the ways in which conceptions of mental suffering and abnormality are produced, we look at specific kinds of psychic disturbances and at various methods for their alleviation.

**Spring 2017: ANTH UN3966**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3966	001/26402	T 10:10am - 12:00pm 467 Ext Schermerhorn Hall	Karen Seeley	4	17/20

**ANTH UN3998 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.

**Spring 2017: ANTH UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3998	001/24588		Brian Boyd	2-6	1
ANTH 3998	002/26627		Myron Cohen	2-6	0

ANTH 3998	003/76844	Rune Reyhe	2-6	1
ANTH 3998	004/25720	Zoe Crossland	2-6	0
ANTH 3998	005/72468	Terence D'Altroy	2-6	0
ANTH 3998	006/22673	E. Valentine Daniel	2-6	0
ANTH 3998	008/73595	Catherine Fennell	2-6	3
ANTH 3998	009/15902	E. Valentine Daniel	2-6	0
ANTH 3998	010/69571	Marilyn Ivy	2-6	0
ANTH 3998	011/18795	Yasmin Cho	2-6	0
ANTH 3998	012/60153	Naor Ben-Yehoyada	2-6	0
ANTH 3998	014/29194	Ellen Marakowitz	2-6	0
ANTH 3998	015/27967		2-6	0
ANTH 3998	016/62864	Rosalind Morris	2-6	0
ANTH 3998	017/11893	John Pemberton	2-6	0
ANTH 3998	018/25846	Elizabeth Povinelli	2-6	0
ANTH 3998	021/22612	Partha Chatterjee	2-6	0
ANTH 3998	022/62786	Karen Seeley	2-6	0
ANTH 3998	024/71311	Michael Taussig	2-6	1
ANTH 3998	026/76314	Lila Abu-Lughod	2-6	0
ANTH 3998	029/13321	Ralph Holloway	2-6	0
ANTH 3998	030/14835		2-6	0
ANTH 3998	031/64732	Steven Gregory	2-6	0
ANTH 3998	032/23319	Brinkley Messick	2-6	0
ANTH 3998	033/23082	Mahmood Mamdani	2-6	0
ANTH 3998	034/64242	David Scott	2-6	0
ANTH 3998	036/60992	Claudio Lomnitz	2-6	1
ANTH 3998	039/75210	Sarah Muir	2-6	0
ANTH 3998	041/16490		2-6	0
ANTH 3998	042/24276	Marilyn Ivy	2-6	0
ANTH 3998	044/74740	Vanessa Agard-Jones	2-6	0
ANTH 3998	045/73266		2-6	0
ANTH 3998	046/72941	Elizabeth Povinelli	2-6	0
ANTH 3998	052/15784	Carole Vance	2-6	0

**ANTH UN3999 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.

This two-term course is a combination of a seminar and a workshop that will help you conduct research, write, and present an original honors thesis in anthropology. The first term of this course introduces a variety of approaches used to produce anthropological knowledge and writing; encourages students to think critically about the approaches they take to researching and writing by studying model texts with an eye to the ethics, constraints, and potentials of anthropological research and writing; and gives students practice in the seminar and workshop formats that are key to collegial exchange and refinement of ideas.,

During the first term, students complete a few short exercises that will culminate in a fully developed, 15-page project proposal, as well as a preliminary draft of one chapter of the senior thesis. The proposal will serve as the guide for completing the thesis during the spring semester. The spring sequence of the anthropology thesis seminar is a writing intensive continuation of the fall semester, in which students will have designed the research questions, prepared a full thesis proposal that will serve as a guide for the completion of the thesis or comparable senior capstone project, and written a draft of one chapter. Readings in the first semester will be geared toward exploring a variety of models of excellent anthropological or ethnographic work. Only those students who expect to have completed the fall semester portion of the course are allowed to register for the spring; final enrollment is contingent upon successful completion of first semester requirements. 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.,

Note: The senior thesis seminar is open to CC and GS majors in Anthropology only. It requires the instructor's permission for registration. Students must have a 3.6 GPA in the major and a preliminary project concept in order to be considered. Interested students should communicate with the thesis instructor and the director of undergraduate study 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.,

**Fall 2016: ANTH UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/13183	T 6:10pm - 8:00pm 963 Ext Schermerhorn Hall	Lila Abu-Lughod	4	8/15

**Spring 2017: ANTH UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/69630	M 4:10pm - 6:00pm 963 Ext Schermerhorn Hall	Lila Abu-Lughod	4	7/15

**ANTH W4282 Islamic Law. 3 points.**

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

**Not offered during 2016-17 academic year.**

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.

**ARCHAEOLOGY****ANTH UN1008 The Rise of Civilization. 3 points.**

Mandatory recitation sections will be announced first week of classes. \$25.00 laboratory fee.

Corequisites: ANTH V1008

The rise of major civilization in prehistory and protohistory throughout the world, from the initial appearance of sedentism, agriculture, and social stratification through the emergence of the archaic empires. Description and analysis of a range of regions that were centers of significant cultural development: Mesopotamia, Egypt, the Indus River Valley, China, North America, and Mesoamerica. **DO NOT REGISTER FOR A RECITATION SECTION IF YOU ARE NOT OFFICIALLY REGISTERED FOR THE COURSE.**

**Spring 2017: ANTH UN1008**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1008	001/25545	M W 1:10pm - 2:25pm 417 International Affairs Bldg	Terence D'Altroy	3	127/180

**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.

**ANTH UN3300 Pre-Columbian Histories of Native America. 3 points.**

Enrollment limited to 40.

This course explores 10,000 years of the North American archaeological record, bringing to light the unwritten histories of Native Americans prior to European contact. Detailed consideration of major pre-Columbian sites is interwoven with the insight of contemporary native peoples to provide both a scientific and humanist reconstruction of the past.

Spring 2017: ANTH UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3300	001/09998	M W 2:40pm - 3:55pm 202 Altschul Hall	Severin Fowles	3	115/150

**ANTH UN3993 World Archaeologies/Global Perspectives. 4 points.**

Enrollment limited to 15.

Prerequisites: the instructor's permission and at least one of the following: *ANTH V1007*, *ANTH V1008*, or *ACLG V2028*. This capstone seminar explores global archaeology from a postcolonial perspective. We will address the history of archaeological interpretation and explore the politics and practice of archaeology by considering specific case studies from around the world. The seminar fulfills the major seminar requirement for the archaeology major.

Spring 2017: ANTH UN3993

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3993	001/29034	F 2:10pm - 4:00pm 467 Ext Schermerhorn Hall	Zoe Crossland	4	2/19

## PHYSICAL ANTHROPOLOGY

**ANTH GU4002 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.

**ANTH GU4148 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 2017: ANTH GU4148

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4148	001/18436	W 12:10pm - 2:00pm 865 Ext Schermerhorn Hall	Ralph Holloway	3	12/12

## OF RELATED INTEREST

### Anthropology (Barnard)

ANTH BC3868 Ethnographic Field Research in New York City

### Center for the Study of Ethnicity and Race

CSER W3904 Rumor and Racial Conflict

CSER UN3924 Latin American and Latina/o Social Movements

CSER W3990

### Ecology, Evolution, and Environmental Biology

EEEB W4700

### Women's and Gender Studies

WMST V1001

# ARCHAEOLOGY

**The Columbia Center for Archaeology** (<http://www.columbia.edu/cu/archaeology>): 965 Schermerhorn Extension

**Director of Undergraduate Studies:** Prof. Terence D'Altroy, 961 Schermerhorn; 212-854-2131; [tnd1@columbia.edu](mailto: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 Mierop

## 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

or ANTH UN1007 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

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 UN3997 Supervised Individual Research Course In Anthropology or ANTH UN3999 The Senior Thesis Seminar in Anthropology, 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 UN1007 The Origins of Human Society

ANTH V1008

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.

## OF RELATED INTEREST

**Ancient Studies**



ANCS V3995	The Major Seminar
ANCS V3135	Ancient Novel
ANCS UN3998	Directed Research In Ancient Studies
<b>Anthropology</b>	
ANTH UN1007	The Origins of Human Society
ANTH V1008	
ANTH V3300	
ANTH W3823	Archaeology Engaged: The Past in the Public Eye
ANTH V3970	Biological Basis of Human Variation
ANTH UN3993	World Archaeologies/Global Perspectives
ANTH UN3997	Supervised Individual Research Course In Anthropology
ANTH G4147	Human Skeletal Biology I
ANTH G4200	Fossil Evidence of Human Evolution
<b>Art History and Archaeology</b>	
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
<b>Classics</b>	
CLCV W4110	
<b>Earth and Environmental Sciences</b>	
EESC W1001	(formerly EESC V1001)
EESC W3010	
<b>East Asian Languages and Cultures</b>	
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
<b>History</b>	
HIST W1004	Ancient History of Egypt
<b>Middle Eastern, South Asian, and African Studies</b>	
AHUM V3342	Masterpieces of Indian Art and Architecture
AHUM V3343	Masterpieces of Islamic Art and Architecture

# ARCHITECTURE

500 Diana Center

212-854-8430

212-854-8442 (fax)

architecture.barnard.edu (<https://architecture.barnard.edu>)

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:** Ralph Ghoche

**Term Assistant Professor of Professional Practice:** Ignacio Gonzalez Galan

**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

ARCH V3103

ARCH V3201

ARCH V3202

#### Required History/Theory Courses \*

Five elective courses following the distribution requirement below:

ARCH V3117

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

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 UN1010 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 2016: ARCH UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/03852	W F 4:10pm - 5:25pm 504 Diana Center	Marcelo Lopez Dinardi	3	20

#### Spring 2017: ARCH UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/09835	F 1:10pm - 5:25pm 504 Diana Center	Hua Tang	3	18

### ARCH UN1020 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 2016: ARCH UN1020

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	14
ARCH 1020	002/01962	T Th 9:00am - 10:50am 116b Lewisohn Hall	Diana Jean Martinez	3	10

#### Spring 2017: ARCH UN1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/03527	T Th 2:10pm - 4:00pm 116b Lewisohn Hall	Richard Rouhe	3	15

### ARCH UN3101 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 2016: ARCH UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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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 2017: ARCH UN3101**

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	13

**ARCH UN3103 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 2016: ARCH UN3103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3103	001/05053	T Th 9:00am - 11:50am 404 Diana Center	Kyle Hovenkotter	4	13

**Spring 2017: ARCH UN3103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3103	001/06306	T Th 9:00am - 11:50am 404 Diana Center	Ignacio Gonzalez Galan	4	13
ARCH 3103	002/09780	M W 9:00am - 11:50am 404 Diana Center	Kadambari Baxi	4	15

**ARCH UN3201 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 2016: ARCH UN3201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3201	001/08540	M W 9:00am - 11:50am 116b Lewisohn Hall	Kadambari Baxi, Hua Tang, Ignacio Gonzalez Galan	4.5	32

**ARCH UN3211 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 2016: ARCH UN3211**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3211	001/07045	M W 9:00am - 11:50am 404 Diana Center	Karen Fairbanks	4.5	10

**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 2016-17 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 UN3290 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 2016: ARCH UN3290**

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	15

**ARCH UN3312 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 2016: ARCH UN3312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/03927	M W 2:10pm - 4:00pm 203 Diana Center	Ignacio Gonzalez Galan	3	14
ARCH 3312	002/07800	T Th 11:00am - 12:50pm 502 Diana Center	Ana Penalba	3	7

**Spring 2017: ARCH UN3312**

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	8
ARCH 3312	002/01965	T Th 11:10am - 1:00pm 225 Milbank Hall	Marcelo Lopez Dinardi	3	8

**ARCH UN3901 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 2016: ARCH UN3901**

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	13

**Spring 2017: ARCH UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3901	001/07118	T 12:10pm - 2:00pm 403 Barnard Hall	Ralph Ghoche	4	17
ARCH 3901	002/09239	M 2:10pm - 4:00pm 308 Diana Center	Ignacio Gonzalez Galan	4	15

**ARCH UN3997 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.

**Fall 2016: ARCH UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3997	001/02873		Kadambari Baxi	2-4	0
ARCH 3997	002/05147		Karen Fairbanks	2-4	3
ARCH 3997	003/06391		Ralph Ghoche	2-4	1

**CROSS-LISTED COURSES****Art History and Archaeology****AHIS C3001 Introduction to Architecture. 3 points.**

Discussion Section Required

**Not offered during 2016-17 academic year.**

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.



# 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](mailto:kej2110@columbia.edu)

**Director of Art Humanities:** Prof. Matthew McKelway, 919 Schermerhorn; 212-854-3182; [mpm8@columbia.edu](mailto:mpm8@columbia.edu)

**Undergraduate Program Coordinator:** Emily Benjamin, 826 Schermerhorn; 212-854-4505; [eb3061@columbia.edu](mailto:eb3061@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 UN3000 Majors' Colloquium: the Literature and Methods of Art History (formerly *AHIS W3895*), 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 UN3000 Majors' Colloquium: the Literature and Methods of Art History* (formerly *AHIS W3895*), 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 travel 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](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](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](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. Harist, Jr.
- Anne Higonnet (Barnard)
- Holger Klein
- Rosalind Krauss
- Branden Joseph
- Matthew McKelway
- Stephen Murray
- Jonathan Reynolds (Barnard)
- Simon Schama
- Avinoam Shalem
- Zoë Strother

## ASSOCIATE PROFESSORS

- Francesco de Angelis
- Noam M. Elcott
- Elizabeth Hutchinson (Barnard)
- Kellie Jones
- John Miller (Barnard)
- Ioannis Mylonopoulos

## ASSISTANT PROFESSORS

- Joseph Ackley (Barnard)
- Diane Bodart

- Meredith Gamer
- Jack McGrath (Barnard)
- Eleonora Pistis
- Michael Waters

## ADJUNCT FACULTY

- Maryan Ainsworth (Barnard)
- Renato Anelli
- Dawn Delbanco
- Rosalyn Deutsche (Barnard)
- Soyoung Lee
- Christopher Phillips (Barnard)
- John Rajchman
- Matthew Saba
- Stefaan Van Liefveringe
- Michio Yonekura

## LECTURERS

- Talia Andrei
- Frederique Baumgartner
- Lynn Catterson
- Colby Chamberlain
- Miriam Chusid
- Huffa Frobess-Cross
- Amanda Gannaway
- Johanna Gosse
- Daniel Greenberg
- Yoko Hara
- Jack Hartnell
- Page Knox
- Janet Kravak
- Sandrine Larrive-Bass
- Kevin Lotery
- Martina Mims
- Irina Oryshkevich
- Giulia Paoletti
- Olivia Powell
- Elizabeth Perkins
- Julia Siemon
- Susan Sivard
- Trevor Stark
- Serdar Yalcin

## ON LEAVE

- Profs. Bodart, Hutchinson, Klein, Shalem (2016-2017)
- Profs. Bahrani, Elcott, Crary, Freedberg (Fall 2016)
- Profs. Dehejia, Murray (Spring 2017)
- Prof. McKelway (Reid Hall, Spring 2017)

## REQUIREMENTS

### GUIDELINES FOR ALL ART HISTORY AND ARCHAEOLOGY MAJORS, CONCENTRATORS, AND INTERDEPARTMENTAL MAJORS

#### Courses

*HUMA UN1121 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 UN3002 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 UN3002 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 UN3000	Majors' Colloquium: the Literature and Methods of Art History
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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 UN3000	Majors' Colloquium: the Literature and Methods of Art History
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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 UN1020	Introduction To Architectural Design and Visual Culture
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## 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 UN3000 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 2016

*Attendance at first class meeting is recommended.*

#### AHIS BC1001 Introduction to Art History I. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART)., Discussion Section Required

Attempting to offer an introduction to artistic creation on a global scale, this course is team-taught by specialists in a number of different cultural and historical traditions. In the fall semester we will discuss the art of Europe, the Middle East, India, Japan, and China, in periods ranging from the Paleolithic to the Renaissance. Museum trips are an integral part of the course. **Note: weekly discussion groups to be arranged.** Discussion Section Required.

Fall 2016: AHIS BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AHIS 1001	001/01791	M W 2:40pm - 3:55pm	Joseph Ackley	4	140
304 Barnard Hall					

**AHIS BC3673 History of Photography. 3 points.**

Discussion Section Required

This course will survey selected social, cultural and aesthetic or technical developments in the history of photography, from the emergence of the medium in the 1820s and 30s through to the present day. Rather than attempt comprehensively to review every aspect of photography and its legacies in the nineteenth, twentieth and twenty-first centuries, the course will instead trace significant developments through a series of case studies. Some of the latter will focus on individuals, genres or movements, and others on various discourses of the photographic image. Particular attention will be placed on methodological and theoretical concerns pertaining to the medium.

**Fall 2016: AHIS BC3673**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3673	001/07078	T Th 2:40pm - 3:55pm	Alexander Alberro	3	66/70
504 Diana Center					

**AHIS UN1007 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 2016: AHIS UN1007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 1007	001/13225	T Th 10:10am - 11:25am	Michael Waters	3	50/67
612 Schermerhorn Hall					

**AHIS UN2108 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 2016: AHIS UN2108**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2108	001/23039	M W 10:10am - 11:25am	Ioannis Mylonopoulos	3	62/67
612 Schermerhorn Hall					

**AHIS UN2409 Architecture, 1750-1890. 3 points.**

Major theorists and designs of architecture, primarily European, from the Age of Enlightenment to the dawn of the art nouveau critique of historicism. Particular attention to changing conditions of architectural practice, professionalization, and the rise of new building types, with focus on major figures, including Soufflot, Adam, Boullée, Ledoux, Schinkel, Pugin, and Garnier.

**Fall 2016: AHIS UN2409**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2409	001/62589	M W 4:10pm - 5:25pm	Barry Bergdoll	3	33/67
612 Schermerhorn Hall					

**AHIS UN2500 The Arts of Africa. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Introduction to the arts of Africa, including masquerading, figural sculpture, reliquaries, power objects, textiles, painting, photography, and architecture. The course will establish a historical framework for study, but will also address how various African societies have responded to the process of modernity.

**Fall 2016: AHIS UN2500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2500	001/24562	M W 2:40pm - 3:55pm	Zoe Strother	3	28/30
832 Schermerhorn Hall					

**AHIS UN2601 The Arts of Japan. 3 points.**

Introduction to the painting, sculpture, and architecture of Japan from the Neolithic period through the present. Discussion focuses on key monuments within their historical and cultural contexts.

**Fall 2016: AHIS UN2601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2601	001/08440	M W 10:10am - 11:25am	Jonathan Reynolds	3	41
203 Diana Center					

**AHUM UN2604 Art In China, Japan, and Korea. 3 points.**

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 2016: AHUM UN2604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2604	001/12253	T Th 8:40am - 9:55am	Miriam Chusid	3	18/22
832 Schermerhorn Hall					

**Spring 2017: AHUM UN2604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AHUM 2604	001/68097	M W 10:10am - 11:25am 612 Schermerhorn Hall	Dawn Delbanco	3	61/66
AHUM 2604	002/77396	T Th 8:40am - 9:55am 832 Schermerhorn Hall	Miriam Chusid	3	23/22
AHUM 2604	003/76282	M W 2:40pm - 3:55pm 832 Schermerhorn Hall	Talia Andrei	3	19/22

### AHUM UN2901 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 2016: AHUM UN2901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2901	001/20190	M W 1:10pm - 2:25pm 832 Schermerhorn Hall	Siddhartha Shah	3	22/22

#### Spring 2017: AHUM UN2901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2901	001/25796	M W 1:10pm - 2:25pm 832 Schermerhorn Hall	Siddhartha Shah	3	22/22

## LECTURES SPRING 2017

*Attendance at first class meeting is recommended.*

### AHIS BC1002 Introduction to the History of Art II. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART)., Discussion Section Required

The second part of the Introduction to Art History goes from about 1400 to 2015, circles the world, and includes all media. It is organized around one theme for each lecture, and approximately 100 works of art. Visits to New York museums and discussions sections are crucial parts of the course.

#### Spring 2017: AHIS BC1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 1002	001/01823	M W 2:40pm - 3:55pm 304 Barnard Hall	Anne Higonnet	4	177

### AHIS UN2102 Gore and Violence in Greek Art. 3 points.

.....Aim of the course is to offer an alternative - more "realistic" - view of ancient Greek art and understand its violence and goriness as parts of its (at least) two faces; to add, as it were, the lightless night of violence to the luminous day of the athletic, heroic and divine realms....

#### Spring 2017: AHIS UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2102	001/22203	M W 10:10am - 11:25am 832 Schermerhorn Hall	Ioannis Mylonopoulos	3	27/30

### AHIS UN2109 Roman Art and Architecture. 3 points.

The architecture, sculpture, and painting of ancient Rome from the 2nd century B.C. to the end of the Empire in the West.

#### Spring 2017: AHIS UN2109

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2109	001/13375	M W 2:40pm - 3:55pm 612 Schermerhorn Hall	Francesco de Angelis	3	53/67

### AHIS UN2303 Rome, Michelangelo to Bernini. 3 points.

This course will look at highlights of Roman art and architecture from the late fifteenth to the late seventeenth centuries, considering the works in relation to the conditions in which they were originally produced and viewed.....

#### Spring 2017: AHIS UN2303

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2303	001/73451	T Th 2:40pm - 3:55pm 612 Schermerhorn Hall	Michael Cole, Yoko Hara	3	46/67

### AHIS UN2307 Early Modern Architecture (1400-1750). 3 points.

This course examines the history of early modern architecture, roughly between 1400 and 1750, from a European perspective outward. It begins by addressing a number of transhistorical principle issues and analytic approaches and then moves on to a series of roughly chronological thematic studies, which build on this conceptual framework.....

#### Spring 2017: AHIS UN2307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2307	001/88030	M W 1:10pm - 2:25pm 612 Schermerhorn Hall	Michael Waters, Eleonara Pistis	3	62/67

### AHIS UN2405 Twentieth-Century Art. 3 points.

Prerequisites: Discussion Section AHIS UN2406

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 2017: AHIS UN2405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2405	001/66409	T Th 2:40pm - 3:55pm 501 Schermerhorn Hall	Rosalind Krauss	3	138/200

#### AHUM UN2604 Art In China, Japan, and Korea. 3 points.

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 2016: AHUM UN2604

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2604	001/12253	T Th 8:40am - 9:55am 832 Schermerhorn Hall	Miriam Chusid	3	18/22

#### Spring 2017: AHUM UN2604

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2604	001/68097	M W 10:10am - 11:25am 612 Schermerhorn Hall	Dawn Delbanco	3	61/66
AHUM 2604	002/77396	T Th 8:40am - 9:55am 832 Schermerhorn Hall	Miriam Chusid	3	23/22
AHUM 2604	003/76282	M W 2:40pm - 3:55pm 832 Schermerhorn Hall	Talia Andrei	3	19/22

#### AHUM UN2901 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 2016: AHUM UN2901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AHUM 2901	001/20190	M W 1:10pm - 2:25pm 832 Schermerhorn Hall	Siddhartha Shah	3	22/22
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#### Spring 2017: AHUM UN2901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2901	001/25796	M W 1:10pm - 2:25pm 832 Schermerhorn Hall	Siddhartha Shah	3	22/22

## COLLOQUIA FALL 2016/SPRING 2017

*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 UN3000 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/otf8x5h9k>  
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 2016: AHIS UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3000	001/28118	Th 10:10am - 12:00pm 832 Schermerhorn Hall	Zoe Strother	4	13/15

#### Spring 2017: AHIS UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3000	001/63590	T 2:10pm - 4:00pm 832 Schermerhorn Hall	Janet Kraynak	4	14/15
AHIS 3000	002/86947	W 10:10am - 12:00pm 930 Schermerhorn Hall	Noam Elcott	4	14/15

## UNDERGRADUATE SEMINARS FALL 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 UN3002 Senior Thesis. 3 points.

Prerequisites: the department's permission.

Required for all thesis writers.

#### Fall 2016: AHIS UN3002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3002	001/71229	W 4:10pm - 6:00pm 934 Schermerhorn Hall	Kellie Jones	3	8/10

#### Spring 2017: AHIS UN3002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3002	001/27073	W 4:10pm - 6:00pm 934 Schermerhorn Hall	Kellie Jones	3	7/10

### AHIS UN3203 Ten Medieval Maps: Knowledge, Imagination, and the World. 4 points.

Maps help us to conceive of abstract concepts in tangible visual form. Be it geographical notions of the globe or the heavens, or more complex outlines of the body, the mind, time, even history, a map helps to bound and give features to otherwise inexplicable space and knowledge. This course uses these cartographic ideas as a starting point for understanding the visual, intellectual, and imaginative cultures of the Middle Ages.

#### Fall 2016: AHIS UN3203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3203	001/24780	T 12:10pm - 2:00pm 832 Schermerhorn Hall	Jack Hartnell	4	8/8

### AHIS UN3423 Artists/Design/Exhibitions. 4 points.

This seminar examines the history of the exhibition as an artistic medium, focusing primarily on the period 1945-the present. We track the exhibition form as it evolves from space of public debate, propaganda display, and scientific demonstration to an aesthetic format capable of bringing heterogeneous spheres of culture into physical, material dialogue with the bodies of spectators. This seminar operates under the assumption that exhibitions remain active demonstrations of the political conflicts and utopian aspirations of past moments, representing concrete attempts to stage new public spaces and new forms of communication between object, image, and viewer.

#### Fall 2016: AHIS UN3423

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3423	001/28031	T 12:10pm - 2:00pm 930 Schermerhorn Hall	Kevin Lotery	4	12/12

### AHIS UN3307 Architectural Practice and Challenges in Europe, 1633-1732. 4 points.

This seminar focuses on how architecture responds constructively and experimentally to challenging questions posed by a variety of often unpredictable factors. The course investigates the watershed century between 1633 and 1732, with an emphasis on Italy, Britain, and France. It starts with the astonishing experimentations of Bernini and Borromini and

ends with those of the generation of daring architects such as Nicholas Hawksmoor, Filippo Juvarra, and Johann Bernhard Fischer von Erlach. Each class meeting approaches a specific question, which will prompt, on the one hand, broader reflections on the essence of architecture, and, on the other, in-depth analysis of some of the most fascinating chapters in the history of architecture.

While addressing crucial issues of the period, the course will examine the most influential architects, patrons, institutional forces, and key works, as well as dynamics of temporal and geographical migrations of architectural knowledge throughout Europe and beyond. It will also reflect on architecture's interactions with other forms of arts and fields of knowledge. Students will learn how to apply the many lenses through which architecture can be investigated, from the analysis of structural elements, design processes, and urban contexts, to the study of its material, cultural, political, and social dimensions. The goal is not only to acquire a solid knowledge of European architectural history, but also, more broadly, to develop the skills necessary to analyze architecture and to deal with 2 original architectural objects and texts, as well as to cultivate a critical attitude towards architectural literature.

#### Fall 2016: AHIS UN3307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3307	001/61799	T 2:10pm - 4:00pm 930 Schermerhorn Hall	Eleonara Pistis	4	7/12

### AHIS BC3950 Photography and Video in Asia. 4 points.

Undergraduate seminar course. Course limited to 15 Students with instructor's permission. Application process required. Applications are due in the Barnard Art History office April 9, 2015.

East Asia is now perhaps the world's most dynamic region, and its dramatic social and economic transformation has been mirrored in the work of a host of startlingly original and innovative visual artists. The class will explore the ideas and visual idioms that inform the leading contemporary photo artists in China, Korea, Japan, Taiwan, and Hong Kong. We will begin with a historical survey of the development of photography in East Asia since the mid-19th century, but we will concentrate on the period from 1960 to the present. Figures whose work will be explored include such Japanese artists and photographers as Eikoh Hosoe, Daido Moriyama, Tomatsu Shomei, Miyako Ishiuchi, Nobuyoshi Araki, Yasumasa Morimura, Moriko Mori, Naoya Hatakeyama, and Tomoko Sawada. From China, we will examine the work of artists like Zhang Huan, Hong Hao, Yang Fudong, Lin Tianmiao, and Xing Danwen, while Korean artists to be covered include Atta Kim and Yeondoo Jung. Since many of these artists work regularly in video as well as photography, there will be regular video screenings throughout the semester.

#### Fall 2016: AHIS BC3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AHIS 3950 001/04024 W 6:10pm - 8:00pm Christopher 4 18  
502 Diana Center Phillips

### AHIS BC3968 Art/Criticism I. 4 points.

Undergraduate seminar course. Course limited to 15 Students with instructor's permission. Application process required. Applications are due in the Barnard Art History office April 9, 2015.

This course is a seminar on contemporary art criticism written by artists in the post war period. Such criticism differs from academic criticism because it construes art production less as a discrete object of study than as a point of engagement. It also differs from journalistic criticism because it is less obliged to report art market activity and more concerned with polemics.

Art /Criticism I will trace the course of these developments by examining the art and writing of one artist each week. These will include Brian O'Doherty/Patrick Ireland, Allan Kaprow, Robert Morris, Yvonne Rainer, Robert Smithson, Art & Language, Dan Graham, Adrian Piper, Mary Kelly, Martha Rosler, Judith Barry and Andrea Fraser. We will consider theoretical and practical implications of each artist's oeuvre.

#### Fall 2016: AHIS BC3968

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3968	001/07232	T 11:00am - 12:50pm 501 Diana Center	John Miller	4	11

### AHIS BC3985 Introduction To Connoisseurship. 4 points.

Enrollment limited to 15.

Prerequisites: the instructor's permission. Please see Barnard College Art History Department's website for instructions. Factors involved in judging works of art, with emphasis on paintings; materials; technique, condition, attribution; identification of imitations and fakes; questions of relative quality.

#### Fall 2016: AHIS BC3985

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3985	001/05399	M 9:00am - 10:50am 501 Diana Center	Maryan Ainsworth	4	9

### AHIS BC3988 A Virtual Enlightenment Barnard - Mellon Seminar. 5 points.

Course limited to 15 students with instructor's permission. Application due November 14, 2014 at 5pm in the BC AH office - 500 Diana Center. Applications are available to download from the BC AH website

A seminar and digital laboratory on the material world of the Enlightenment. 4 class sessions will be taught by Metropolitan Museum of Art curators. Instead of writing papers, students will create digital work, leading to a course website. The invention of the private interior, the birth of global capitalism, and the rise of individualism will be studied through their expression in some of the most glorious crafted furnishings ever created.

#### Fall 2016: AHIS BC3988

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3988	001/01444	T 9:00am - 10:50am 222 Milbank Hall	Anne Higgonnet	5	12

## UNDERGRADUATE SEMINARS SPRING 2017

*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 UN3002 Senior Thesis. 3 points.

Prerequisites: the department's permission.

Required for all thesis writers.

#### Fall 2016: AHIS UN3002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3002	001/71229	W 4:10pm - 6:00pm 934 Schermerhorn Hall	Kellie Jones	3	8/10

#### Spring 2017: AHIS UN3002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3002	001/27073	W 4:10pm - 6:00pm 934 Schermerhorn Hall	Kellie Jones	3	7/10

### AHIS UN3101 The Public Monument in the Ancient Near East. 4 points.

This seminar will focus on the invention of the public monument as a commemorative genre, and the related concepts of time, memory and history in the ancient Near East and Egypt. Public monuments will be studied in conjunction with readings from ancient texts (in translation), as well as historical criticism, archaeological and art historical theories.

#### Spring 2017: AHIS UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3101	001/65810	T 4:10pm - 6:00pm 930 Schermerhorn Hall	Zainab Bahrani	4	8/15

### AHIS UN3410 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.

#### Spring 2017: AHIS UN3410

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3410	001/13975	T 2:10pm - 4:00pm	Branden Joseph	3	11/15



934 Schermerhorn  
Hall

### **AHIS UN3413 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.

#### **Spring 2017: AHIS UN3413**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3413	001/62589	T 10:10am - 12:00pm 832 Schermerhorn Hall	Jonathan Crary	4	13/15

### **AHIS UN3501 African Art: The Next Generation. Focus: Congo. 4 points.**

African art history reached a new maturity and sophistication in the 1990s through an intense interdisciplinary dialogue on the visual arts in the Congo. Prominent historians, anthropologists, political scientists, philosophers, artists, and art historians debated the history of Congolese art and changed its future through active patronage. The seminar will cover a wide variety of these texts and will examine the unprecedented role for museum exhibitions in disseminating new interpretations for African art.

#### **Spring 2017: AHIS UN3501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3501	001/75530	M 10:10am - 12:00pm 934 Schermerhorn Hall	Alvaro Luis Lima	4	8/15

### **AHIS BC3949 The Art of Witness: Memorials and Historical Trauma. 4 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Undergraduate seminar course. Course limited to 15 Students with instructor's permission. Application process required. Applications are due in the Barnard Art History office April 9, 2015.

Examines aesthetic responses to collective historical traumas, such as slavery, the Holocaust, the bombing of Hiroshima, AIDS, homelessness, immigration, and the recent attack on the World Trade Center. Studies theories about trauma, memory, and representation. Explores debates about the function and form of memorials.

### **AHIS BC3969 Art/Criticism II. 4 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Course Limited to 15 Students with Instructor's Permission. Application due 11/13/15. Go to the BC AH website for more

information and to download an application. [www.barnard.edu/arthist](http://www.barnard.edu/arthist)

This course is a seminar on contemporary art criticism written by artists in the post war period. Such criticism differs from academic criticism because it construes art production less as a discrete object of study than as a point of engagement. It also differs from journalistic criticism because it is less obliged to report art market activity and more concerned with polemics.

Artists will include Ad Reinhardt, Daniel Buren, Helio Oiticica, Juan Downey, Hollis Frampton, Victor Burgin, Jeff Wall, Mike Kelley, Coco Fusco, Maria Eichhorn, Jutta Koether, Melanie Gilligan.

#### **Spring 2017: AHIS BC3969**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3969	001/06666	T 11:00am - 12:50pm 501 Diana Center	Nicolas Guagnini	4	10

### **AHIS BC3984 Curatorial Positions 1969 to the Present. 4 points.**

Course Limited to 15 Students with Instructor's Permission. Application due 11/13/15. Go to the BC AH website for more information and to download an application. [www.barnard.edu/arthist](http://www.barnard.edu/arthist)

Contemporary exhibitions studied through a selection of great shows from roughly 1969 to the present that defined a generation.

This course will not offer practical training in curating; rather it will concentrate on the historical context of exhibitions, the theoretical basis for their argument, the criteria for the choice in artists and their work, and exhibitions' internal/external reception.

#### **Spring 2017: AHIS BC3984**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3984	001/06989	W 10:10am - 12:00pm 308 Diana Center	Valerie Smith	4	8

## **BRIDGE LECTURES FALL 2016**

*Bridge lectures are open to graduate and advanced undergraduate students. They do not require an application.*

### **AHIS GU4061 Ink Painting in China and Japan. 3 points.**

An intensive examination of ink painting in China and Japan. Meeting twice weekly, the class will encompass both instruction in painting with brush and ink and lectures and discussions of the history and theory of ink painting. Open to advanced undergraduates and graduate students.

#### **Fall 2016: AHIS GU4061**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4061	001/62193	M W 4:10pm - 5:25pm 930 Schermerhorn Hall	Matthew McKelway, Robert Harrist	3	7/12

## BRIDGE LECTURES SPRING 2017

*Bridge lectures are open to graduate and advanced undergraduate students. They do not require an application.*

## BRIDGE SEMINARS FALL 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 GU4077 Modern Brazilian Architecture, 1890-2006. 3 points.

Introduction to the designs and theories of Modern Brazilian Architecture, from its origins in the modernization process of late Nineteenth Century to the contemporary work of Paulo Mendes da Rocha, Oscar Niemeyer and Lina Bo Bardi in the late Twentieth Century. Special attention to the integration of arts and technics in the construction of modern national identity through international dialogue (Europe, United States, Latin-America, Third World and USSR). Key architecture, urban and landscape designs will be analyzed to explore the relation between structure and form, building and urban space in a fast growing underdeveloped country.

#### Fall 2016: AHIS GU4077

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4077	001/10903	M W 10:10am - 11:25am 934 Schermerhorn Hall	Renato Anelli	3	10/25

### AHIS GU4546 Gilles Deleuze: Thinking in Art. 4 points.

The philosophy of Gilles Deleuze has emerged as one of the richest, most singular adventures in post-war European thought; Foucault considered it the most important in France, and more generally, in the 20th century. In all of Deleuze's work there is a search for a new 'image of thought.' But how did art figure in this search, and how did the search in turn appeal to artists, writers, filmmakers, architects, as well as curators or critics? In this seminar, we explore the complex theme of 'thinkin in art' in Deleuze, and its implications for art in the 21st century or for the global contemporary art of today.

#### Fall 2016: AHIS GU4546

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4546	001/87496	W 2:10pm - 4:00pm 930 Schermerhorn Hall	John Allan Rajchman	4	24/25

### AHIS GU4561 Ceramic Arts of Korea and Japan. 4 points.

Ceramics were an important part of the cultural life in East Asia. This course examines the artistic and social significance of ceramics in Korea and Japan from about the eleventh century

through today. We will study key wares from each culture as well as significant moments—and products—of inter-cultural exchange. Additionally, we will explore the modern perceptions and presentations of Korean and Japanese cultures, especially in the West. Class will be held at The Metropolitan Museum of Art a couple of sessions during the semester to look at objects in storage and on display in the galleries.

#### Fall 2016: AHIS GU4561

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4561	001/26032	M 10:10am - 12:00pm 930 Schermerhorn Hall	Soyoung Lee	4	10/12

### AHIS GU4590 Rock-Cut Architecture of India. 3 points.

For a period of over a thousand years, a favored mode of architecture across India was to create monuments by excavating into the rock of the mountainside. This course examines the rock-cut mode of architecture, adopted by Buddhists, Hindus, and Jains, that remained popular right up to the tenth century when it yielded precedence to structures built by piling stone upon stone.

#### Fall 2016: AHIS GU4590

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4590	001/91946	T 2:10pm - 4:00pm 832 Schermerhorn Hall	Vidya Dehejia	3	10/15

### AHIS GU4627 Life of a Cathedral: Notre-Dame at Amiens. 4 points.

Like a great city, the cathedral brings together multiple segments of society in lively collaboration and conflict. We will explore the three overlapping worlds of the cathedral: the world of the clergy (owners and principal users), the world of the layfolk (parishioners, townsfolk and pilgrims) and the world (most mysterious) of the architects, or master masons. The semester is thus divided into three parts: each class will be preceded by an intense look at a specific aspect of the life of the cathedral and a reading presented by one of the participants as specified in the schedule below. Participants in the class will also be invited to contribute to the development of a new website on the cathedral, designed for the use of Art Humanities students.

#### Fall 2016: AHIS GU4627

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4627	001/62199	T 10:10am - 12:00pm 832 Schermerhorn Hall	Stephen Murray	4	9/15

## BRIDGE SEMINARS SPRING 2017

*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, 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 department website*

(<http://www.columbia.edu/cu/arhistory/undergraduate/forms.html>).

930 Schermerhorn  
Hall

### AHIS GU4548 Displacing God: Architecture, Modernism, and the Post Secular. 3 points.

This seminar explores the shifting and paradoxical role that religion has played in various conceptions of architectural modernism and cross-references contemporary theories on the formation of secular societies with physical and discursive evidences drawn from the history of architecture.....

#### Spring 2017: AHIS GU4548

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4548	001/66299	M 12:10pm - 2:00pm 934 Schermerhorn Hall	Maria Gonzalez Pendas	3	9/12

### AHIS GU4640 The Soviet Photomontage of the 1920s – 1930s. 4 points.

This seminar will introduce students to the history of the Soviet photomontage, from its first examples in the work of Russian Constructivists Alexander Rodchenko, El Lissitzky, Gustav Klucis, Liubov Popova, and others after the October Revolution, to its rise to the top of the hierarchy of the agitational mass art in the 1920s, and its role in advancing the First Five-Year Plan and documenting the socialist reconstruction in the 1930s. In this course photomontage is interpreted as a logical continuation of the analytical movements in the early 20th -century art. We will address the reasons behind the abrupt turn to factography and productivism in the work of Russian Constructivists in the early 1920s. We will examine photomontage as a complex modernist experiment that led to expanding the language of modern art and became a sophisticated art form, able to document the great experiment of the Russian Revolution, its severity and idealism, and to express the utopian visions behind it. We will discuss the rise of the Soviet political photomontage after Lenin's death in 1924, look into the artistic ideology behind Vladimir Mayakovsky's magazine LEF, and the ways that artists and critics involved with LEF sought to link Lenin's revolutionary practice with their own radical artistic practices. The course will also address the work of the photography section of the avant-garde group October (1928-1932) during the Stalin's First Five-Year Plan, and its artists' active experimentation with representing processes of industrial production. Finally we will discuss the end of constructivist experimentation in photomontage and the shift to its merely political form after the 1932 Communist Party resolution "On the reconstruction of literary and art organizations." We will trace its eventual demise later in the 1930s after the establishment of socialist realism as the country's official artistic style.

#### Spring 2017: AHIS GU4640

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4640	001/14701	Th 12:10pm - 2:00pm	Maria Ratanova	4	17/20

## SUPERVISED INDEPENDENT RESEARCH

### AHIS UN3999 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.

#### Fall 2016: AHIS UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3999	001/00539		Alexander Alberro	1-3	0
AHIS 3999	002/60911		Zainab Bahrani	1-3	0
AHIS 3999	003/61098		Frederique Baumgartner	1-3	0
AHIS 3999	004/61304		Barry Bergdoll	1-3	0
AHIS 3999	005/61399		Diane Bodart	1-3	0
AHIS 3999	006/61502		Michael Cole	1-3	0
AHIS 3999	007/61653		Jonathan Crary	1-3	0
AHIS 3999	008/61749		Francesco de Angelis	1-3	0
AHIS 3999	009/61849		Vidya Dehejia	1-3	0
AHIS 3999	010/62049		Dawn Delbanco	1-3	0
AHIS 3999	011/01286		Rosalyn Deutsche	1-3	0
AHIS 3999	012/62302		Noam Elcott	1-3	0
AHIS 3999	013/62397		David Freedberg	1-3	0
AHIS 3999	014/62503		Meredith Gamer	1-3	0
AHIS 3999	015/62599		Robert Harrist	1-3	0
AHIS 3999	018/62896		Kellie Jones	1-3	1
AHIS 3999	019/62999		Branden Joseph	1-3	0
AHIS 3999	020/63149		Holger Klein	1-3	0
AHIS 3999	021/63254		Rosalind Krauss	1-3	0
AHIS 3999	022/63346		Janet Kraynak	1-3	0
AHIS 3999	024/07681		Patricio Keith Moxey	1-3	0
AHIS 3999	025/68102		Stephen Murray	1-3	0
AHIS 3999	026/68299		Ioannis Mylonopoulos	1-3	0

AHIS 3999 027/68400	Eleonara Pistis	1-3	0	AHIS 3999 029/15998	Jonathan Reynolds	1-3	0
AHIS 3999 030/70898	Simon Schama	1-3	0	AHIS 3999 030/88980	Simon Schama	1-3	0
AHIS 3999 031/71099	Avinoam Shalem	1-3	0	AHIS 3999 031/94287	Avinoam Shalem	1-3	0
AHIS 3999 032/71203	Zoe Strother	1-3	0	AHIS 3999 032/60535	Zoe Strother	1-3	0
AHIS 3999 033/71298	Michael Waters	1-3	0	AHIS 3999 033/61453	Michael Waters	1-3	0
<b>Spring 2017: AHIS UN3999</b>				AHIS 3999 034/98648	Heather Ecker	1-3	0/1
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment		
AHIS 3999	001/61704		Alexander Alberro	1-3	0		
AHIS 3999	002/67447		Zainab Bahrani	1-3	0		
AHIS 3999	003/76196		Frederique Baumgartner	1-3	0		
AHIS 3999	004/77400		Barry Bergdoll	1-3	0		
AHIS 3999	006/83248		Michael Cole	1-3	0		
AHIS 3999	007/87201		Jonathan Crary	1-3	0		
AHIS 3999	008/91947		Francesco de Angelis	1-3	0		
AHIS 3999	009/95848		Vidya Dehejia	1-3	0		
AHIS 3999	010/97698		Dawn Delbanco	1-3	0		
AHIS 3999	011/82496		Rosalyn Deutsche	1-3	0		
AHIS 3999	012/86249		Noam Elcott	1-3	0		
AHIS 3999	013/69307		David Freedberg	1-3	0		
AHIS 3999	014/19293		Meredith Gamer	1-3	0		
AHIS 3999	015/62948		Robert Harrist	1-3	0		
AHIS 3999	017/70897		Elizabeth Hutchinson	1-3	0		
AHIS 3999	018/72997		Kellie Jones	1-3	1		
AHIS 3999	019/76399		Branden Joseph	1-3	0		
AHIS 3999	020/81847		Holger Klein	1-3	0		
AHIS 3999	021/86147		Rosalind Krauss	1-3	0		
AHIS 3999	022/87897		Janet Kraynak	1-3	0		
AHIS 3999	023/92349		Matthew McKelway	1-3	0		
AHIS 3999	024/97147		Patricio Keith Moxey	1-3	0		
AHIS 3999	025/98499		Stephen Murray	1-3	0		
AHIS 3999	026/89700		Ioannis Mylonopoulos	1-3	0		
AHIS 3999	027/13040		Eleonara Pistis	1-3	0		
AHIS 3999	028/12398		John Allan Rajchman	1-3	0		

# ASTRONOMY

**Departmental Office:** 1328 Pupin; 212-854-3278  
http://www.astro.columbia.edu

## Director of Undergraduate Studies:

*Fall 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 UN3997-ASTR UN3998 Independent Research*, preferably in their senior year. Students begin the research project in the fall and complete the written thesis in the spring. *ASTR UN3997* and *ASTR UN3998* 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 UN2001 Introduction To Astrophysics, I-ASTR UN2002 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 GU4260 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 UN3996 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
- Mary E. Putman
- David Schiminovich
- Edward A. Spiegel (*emeritus*)
- Jacqueline van Gorkom

## ASSOCIATE PROFESSORS

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## ASSISTANT PROFESSOR

- Marcel Agüeros
- David Kipping
- Lorenzo Sironi

## ADJUNCT PROFESSOR

- Michael Shara (Hayden Planetarium)

## ADJUNCT ASSOCIATE PROFESSORS

- Mordecai-Mark MacLow (Hayden Planetarium)
- Rebecca Oppenheimer (Hayden Planetarium)
- Caleb Scharf

## ON LEAVE

- Profs. Haiman, Johnston, Putman, Van Gorkom, Sironi (*Fall 2016*)
- Profs. Haiman, Ostriker, Bryan (*Spring 2016*)

## 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:



**Mathematics**

Calculus sequence through MATH UN1202 Calculus IV or MATH UN1208 Honors Mathematics IV

**Astronomy**

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 UN2001 Introduction To Astrophysics, I  
- ASTR UN2002 and Introduction To Astrophysics, II

9 points in astronomy at the 3000-level or above

**Physics**

Select one of the following physics sequences:

**Sequence 1:**

PHYS UN1401 Introduction To Mechanics and  
- PHYS UN1402 Thermodynamics  
- PHYS UN1403 and Introduction To Electricity,  
Magnetism, and Optics  
and Introduction to Classical and  
Quantum Waves

**Sequence 2:**

PHYS UN1601 Physics, I: Mechanics and Relativity  
- PHYS UN1602 and Physics, II: Thermodynamics,  
- PHYS UN2601 Electricity, and Magnetism  
and Physics, III: Classical and  
Quantum Waves

**Sequence 3:**

PHYS UN2801 Accelerated Physics I  
- PHYS UN2802 and Accelerated Physics II

**Additional Physics Courses**

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 UN3003 Mechanics  
PHYS UN3007 Electricity and Magnetism  
PHYS GU4021 Quantum Mechanics  
- PHYS GU4022 and Quantum Mechanics II

One of these may be substituted for 3 points of astronomy.

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**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.

**Mathematics**

Calculus sequence through MATH UN1202 Calculus IV or MATH UN1208 Honors Mathematics IV

**Astronomy**

ASTR UN2001 Introduction To Astrophysics, I  
- ASTR UN2002 and Introduction To Astrophysics, II

6 points in astronomy at the 3000-level or above

**Physics**

Select one of the following physics sequences:

**Sequence 1:**

PHYS UN1401 Introduction To Mechanics and  
- PHYS UN1402 Thermodynamics  
- PHYS UN1403 and Introduction To Electricity,  
Magnetism, and Optics  
and Introduction to Classical and  
Quantum Waves

**Sequence 2:**

PHYS UN1601 Physics, I: Mechanics and Relativity  
- PHYS UN1602 and Physics, II: Thermodynamics,  
- PHYS UN2601 Electricity, and Magnetism  
and Physics, III: Classical and  
Quantum Waves

**Sequence 3:**

PHYS UN2801 Accelerated Physics I  
- PHYS UN2802 and Accelerated Physics II

**Additional Physics Courses**

PHYS UN3003 Mechanics  
PHYS UN3007 Electricity and Magnetism  
PHYS UN3008 Electromagnetic Waves and Optics  
PHYS GU4021 Quantum Mechanics  
- PHYS GU4022 and Quantum Mechanics II  
PHYS GU4022 Quantum Mechanics II  
or PHYS GU4023 Thermal and Statistical Physics

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**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:

**Mathematics**

9 points of mathematics

**Astronomy**

15 points of astronomy, nine of which must be at or above the 2000-level

**Physics**

9 points of physics

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**COURSES**  
**FALL 2016**

**ASTR UN1403 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 2016: ASTR UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/15050	M W 8:40am - 9:55am 702 Hamilton Hall	David Helfand	3	82

**Spring 2017: ASTR UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/68314	M W 1:10pm - 2:25pm 602 Hamilton Hall	Marcel Agueros	3	54/60

**ASTR UN1404 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.

**Fall 2016: ASTR UN1404**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1404	001/28764	M W 2:40pm - 3:55pm 717 Hamilton Hall	James Applegate	3	59/85

**ASTR UN1610 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.

**Fall 2016: ASTR UN1610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1610	001/75041	T Th 4:10pm - 5:25pm 329 Pupin Laboratories	Joseph Patterson	3	75/90

**Spring 2017: ASTR UN1610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1610	001/11726	T Th 4:10pm - 5:25pm 428 Pupin Laboratories	Joseph Patterson	3	71/90

**ASTR UN1836 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.

**Fall 2016: ASTR UN1836**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/12543	T Th 10:10am - 11:25am 603 Hamilton Hall	Frederik Paerels	3	55/75

**ASTR UN1903 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 2016: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/05225	M 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Julia Gross	1	14/14
ASTR 1903	002/02793	M 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Kirsten Blancato	1	13/14
ASTR 1903	003/01577	T 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Alexander Teachey	1	14/14
ASTR 1903	004/09273	T 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Daniel DeFelippis	1	10/14
ASTR 1903	005/09217	W 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Zephyr Penoyre	1	14/14

**Spring 2017: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/09238	W 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Zephyr Penoyre	1	7/14

**ASTR UN1904 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 2016: ASTR UN1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/08991	W 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Mihir Kulkarni	1	12/14

#### Spring 2017: ASTR UN1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/06986	M 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Julia Gross	1	13/14
ASTR 1904	002/08347	M 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Kirsten Blancato	1	8/14
ASTR 1904	003/05781	T 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Alexander Teachey	1	13/14
ASTR 1904	004/09550	T 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Daniel DeFelippis	1	7/14
ASTR 1904	005/01805	W 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Emily Sandford	1	14/14

#### 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 2016: ASTR BC1753

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1753	001/03007	T Th 2:40pm - 3:55pm 202 Altschul Hall	Laura Kay	3	93

#### 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 2017: ASTR BC1754

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1754	001/05649	T Th 2:40pm - 3:55pm 202 Altschul Hall	Laura Kay	3	91/125

#### ASTR UN2001 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 2016: ASTR UN2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2001	001/26813	T Th 1:10pm - 2:25pm 717 Hamilton Hall	Jules Halpern	3	15

#### ASTR UN2002 Introduction To Astrophysics, II. 3 points.

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 2017: ASTR UN2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2002	001/21912	T Th 2:40pm - 3:55pm 1332 Pupin Laboratories	Jules Halpern	3	13/30

#### ASTR UN2900 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 2016: ASTR UN2900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ASTR 2900 001/73498	F 10:10am - 11:25am 1332 Pupin Laboratories	Jeremiah Ostriker	1	26/30
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### ASTR UN3101 Modern Stellar Astrophysics II. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus-based general physics. Introductory astronomy is not required, but some exposure to astronomy is preferable. In the first half of the course, we will examine the physics of stellar interiors in detail, leading us to develop models of stellar structure and consider how stars evolve. In the second half of the course, we will discuss special topics, such as pre-main sequence evolution, the late stages of stellar evolution, and supernovae and compact objects.

#### Fall 2016: ASTR UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3101	001/63196	T Th 2:40pm - 3:55pm 1332 Pupin Laboratories	Marcel Agueros	3	9

### ASTR W3105 Extrasolar Planets and Astrobiology (Lecture). 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus based physics. This class will cover the physics and observations of extrasolar planets at a quantitative level, including: detection methods, theories of planet formation and migration, orbital dynamics, rocky vs. gaseous planets, extrasolar planet atmospheres, and habitability, including possibly observable life signatures and some aspects of astrobiology. We will also cover several recent experimental results.

### ASTR UN3986 Astrostatistics. 3 points.

Astronomers live in era of "big data". Whilst astronomers of a century ago collected a handful of photographic plates each night, modern astronomers collect thousands of images encoded by millions of pixels in the same time. Both the volume of data and the ever present desire to dig deeper into data sets has led to a growing interest in the use of statistical methods to interpret observations. This class will provide an introduction to the methods commonly used in understanding astronomical data sets, both in terms of theory and application. It is one six classes the department offers every fourth semester.

#### Fall 2016: ASTR UN3986

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3986	001/66197	T Th 1:10pm - 2:25pm 1332 Pupin Laboratories	David Kipping	3	15/15

### ASTR UN3996 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.

#### Fall 2016: ASTR UN3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3996	001/10758	F 2:40pm - 3:55pm 1332 Pupin Laboratories	Jeremiah Ostriker	1	7

### ASTR UN3997 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.

#### Fall 2016: ASTR UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3997	001/17673		Frederik Paerels	3	5

### ASTR UN3998 Independent Research. 3 points.

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 2017: ASTR UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3998	001/64361		Frederik Paerels	3	7

#### ASTR GU4260 Modeling the Universe. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus-based general physics. The goal of this course is to provide a basic hands-on introduction to the practice and theory of scientific computing with applications in astronomy and astrophysics. The course will include an introduction to programming, as well as a sampling of methods and tools from the field of scientific computing. The course will include a hands-on project in which students use numerical methods to solve a research problem. Students who are interested in participating in research projects are strongly encouraged to take the course in their sophomore or junior year.

#### Fall 2016: ASTR GU4260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 4260	001/10709	M W 1:10pm - 2:25pm 1332 Pupin Laboratories	Mordecai-Mark Mac Low	3	13/23

## SPRING 2017

#### ASTR UN1403 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 2016: ASTR UN1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/15050	M W 8:40am - 9:55am 702 Hamilton Hall	David Helfand	3	82

#### Spring 2017: ASTR UN1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/68314	M W 1:10pm - 2:25pm 602 Hamilton Hall	Marcel Agueros	3	54/60

#### ASTR UN1420 Galaxies and Cosmology. 3 points.

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.

#### Spring 2017: ASTR UN1420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1420	001/18109	M W 10:10am - 11:25am 517 Hamilton Hall	Frederik Paerels	3	74/75

#### ASTR UN1453 Another Earth. 3 points.

This course cannot be taken for credit if BC1753 has been taken.

This course will explore the unique properties of Earth, compared to other planets in the Solar System, and the possibility of Earth-like planets around other stars. The basics of the Solar System, gravity, and light will be covered, as well as the geology and atmospheres of the terrestrial planets. The properties of Earth that allowed life to develop and whether life can develop on other planets will be discussed. Finally, the discovery of planets beyond our Solar System and the likelihood of another Earth will be a key component of the course.

#### Spring 2017: ASTR UN1453

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1453	001/64697	T Th 1:10pm - 2:25pm 717 Hamilton Hall	James Applegate	3	60/75

#### ASTR UN1610 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.

#### Fall 2016: ASTR UN1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1610	001/75041	T Th 4:10pm - 5:25pm 329 Pupin Laboratories	Joseph Patterson	3	75/90

#### Spring 2017: ASTR UN1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1610	001/11726	T Th 4:10pm - 5:25pm 428 Pupin Laboratories	Joseph Patterson	3	71/90

#### 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 2017: ASTR BC1754

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1754	001/05649	T Th 2:40pm - 3:55pm 202 Altschul Hall	Laura Kay	3	91/125

#### ASTR UN1903 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 2016: ASTR UN1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/05225	M 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Julia Gross	1	14/14
ASTR 1903	002/02793	M 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Kirsten Blancato	1	13/14
ASTR 1903	003/01577	T 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Alexander Teachey	1	14/14
ASTR 1903	004/09273	T 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Daniel DeFelippis	1	10/14
ASTR 1903	005/09217	W 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Zephyr Penoyre	1	14/14

#### Spring 2017: ASTR UN1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/09238	W 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Zephyr Penoyre	1	7/14

#### ASTR UN1904 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 2016: ASTR UN1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/08991	W 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Mihir Kulkarni	1	12/14

#### Spring 2017: ASTR UN1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/06986	M 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Julia Gross	1	13/14
ASTR 1904	002/08347	M 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Kirsten Blancato	1	8/14
ASTR 1904	003/05781	T 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Alexander Teachey	1	13/14
ASTR 1904	004/09550	T 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Daniel DeFelippis	1	7/14
ASTR 1904	005/01805	W 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Emily Sandford	1	14/14

#### ASTR UN2002 Introduction To Astrophysics, II. 3 points.

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 2017: ASTR UN2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2002	001/21912	T Th 2:40pm - 3:55pm 1332 Pupin Laboratories	Jules Halpern	3	13/30

#### ASTR UN3103 Galaxies. 3 points.

Prerequisites: one year of calculus-based general physics.

Galaxies fill the universe with structure. They are bound objects that harbor stars, gas, dust and dark matter. This course will discuss the content and structure of galaxies. It will start with the Milky Way, a rotating spiral galaxy, with a particular emphasis on the properties of the interstellar medium. Dwarf galaxies, the

building blocks of larger galaxies, will subsequently be discussed, followed by spiral, elliptical and irregular galaxies. The formation and evolution of these different galaxy types will be an important focus of the course, as well as the environment in which the galaxies reside. We will intersperse reviews of current papers on galaxies throughout the semester

**Spring 2017: ASTR UN3103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3103	001/27389	T Th 1:10pm - 2:25pm 1332 Pupin Laboratories	Mary Putman	3	9/20

**ASTR UN3105 Extrasolar Planets and Astrobiology. 3 points.**

Prerequisites: One year of calculus-based physics.

The emerging field of extrasolar planets and astrobiology will be covered at a quantitative level, with a major emphasis on astrophysical phenomenae and techniques. The subject will be introduced through an investigation of current planetary formation theories and approaches to planet detection, including what we currently know about extrasolar planets and detailed reference to state-of-the-art studies. An astronomer's view of the origin of life and extreme biology will be developed and applied to questions of cosmo-chemistry, observable life-signatures, habitable zones and other astrophysical constraints on the development of organisms.

**Spring 2017: ASTR UN3105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3105	001/80279	M W 1:10pm - 2:25pm 313 Pupin Laboratories	David Kipping	3	20/30

**ASTR UN3646 Observational Astronomy. 3 points.**

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 radio wavelengths. Regular use of the telescope facilities atop the roof of the Pupin Labs and at Harriman Observatory. The radio-astronomy portion consists mostly of computer labs, In research projects, students also work on the analysis of data obtained at National Observatories.

**Spring 2017: ASTR UN3646**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3646	001/28439	Th 7:00pm - 9:30pm 420 Pupin Laboratories	David Schiminovich	3	26/20

**ASTR UN3998 Independent Research. 3 points.**

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 2017: ASTR UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3998	001/64361		Frederik Paerels	3	7

**ASTR GR6003 Stellar and Galactic Dynamics. 3 points.**

The theory and observations of stellar and galactic dynamics, with emphasis on study of the formation and evolution of galactic structure and the distribution of dark matter.

**Spring 2017: ASTR GR6003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 6003	001/71377	M W 2:40pm - 3:55pm 1332 Pupin Laboratories	Jacqueline van Gorkom, Kathryn Johnston	3	9/20

**ASTR GR9002 Graduate Seminar. 3 points.**

**Spring 2017: ASTR GR9002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 9002	001/13277	T Th 10:10am - 11:25am 1332 Pupin Laboratories	Lorenzo Sironi	3	5/20

**ASTR GR9004 Graduate Research Seminar II. 3 points.**

**Spring 2017: ASTR GR9004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 9004	001/64244		Jacqueline van Gorkom, Kathryn Johnston	3	10/20

## ALL COURSES (INCLUDING THOSE NOT OFFERED IN ACADEMIC YEAR 2016-2017)

**ASTR W1234 The Universal Timekeeper: Reconstructing History Atom by Atom. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement  
**Not offered during 2016-17 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.

### **ASTR UN1403 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 2016: ASTR UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/15050	M W 8:40am - 9:55am 702 Hamilton Hall	David Helfand	3	82

#### **Spring 2017: ASTR UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/68314	M W 1:10pm - 2:25pm 602 Hamilton Hall	Marcel Agueros	3	54/60

### **ASTR UN1404 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.

#### **Fall 2016: ASTR UN1404**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1404	001/28764	M W 2:40pm - 3:55pm 717 Hamilton Hall	James Applegate	3	59/85

### **ASTR UN1610 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.

#### **Fall 2016: ASTR UN1610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1610	001/75041	T Th 4:10pm - 5:25pm 329 Pupin Laboratories	Joseph Patterson	3	75/90

#### **Spring 2017: ASTR UN1610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1610	001/11726	T Th 4:10pm - 5:25pm 428 Pupin Laboratories	Joseph Patterson	3	71/90

### **ASTR UN1836 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.

#### **Fall 2016: ASTR UN1836**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/12543	T Th 10:10am - 11:25am 603 Hamilton Hall	Frederik Paerels	3	55/75

### **ASTR UN1903 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 2016: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/05225	M 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Julia Gross	1	14/14
ASTR 1903	002/02793	M 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Kirsten Blancato	1	13/14

ASTR 1903	003/01577	T 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Alexander Teachey	1	14/14
ASTR 1903	004/09273	T 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Daniel DeFelippis	1	10/14
ASTR 1903	005/09217	W 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Zephyr Penoyre	1	14/14

**Spring 2017: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/09238	W 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Zephyr Penoyre	1	7/14

**ASTR UN1904 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 2016: ASTR UN1904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/08991	W 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Mihir Kulkarni	1	12/14

**Spring 2017: ASTR UN1904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/06986	M 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Julia Gross	1	13/14
ASTR 1904	002/08347	M 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Kirsten Blancato	1	8/14
ASTR 1904	003/05781	T 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Alexander Teachey	1	13/14
ASTR 1904	004/09550	T 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Daniel DeFelippis	1	7/14
ASTR 1904	005/01805	W 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Emily Sandford	1	14/14

**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 2016: ASTR BC1753**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1753	001/03007	T Th 2:40pm - 3:55pm 202 Altschul Hall	Laura Kay	3	93

**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 2017: ASTR BC1754**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1754	001/05649	T Th 2:40pm - 3:55pm 202 Altschul Hall	Laura Kay	3	91/125

**ASTR UN1836 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.

**Fall 2016: ASTR UN1836**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/12543	T Th 10:10am - 11:25am 603 Hamilton Hall	Frederik Paerels	3	55/75

**ASTR UN1903 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 2016: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/05225	M 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Julia Gross	1	14/14
ASTR 1903	002/02793	M 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Kirsten Blancato	1	13/14
ASTR 1903	003/01577	T 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Alexander Teachey	1	14/14
ASTR 1903	004/09273	T 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Daniel DeFelippis	1	10/14
ASTR 1903	005/09217	W 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Zephyr Penoyre	1	14/14

**Spring 2017: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/09238	W 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Zephyr Penoyre	1	7/14

**ASTR UN1904 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 2016: ASTR UN1904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/08991	W 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Mihir Kulkarni	1	12/14

**Spring 2017: ASTR UN1904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/06986	M 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Julia Gross	1	13/14

ASTR 1904	002/08347	M 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Kirsten Blancato	1	8/14
ASTR 1904	003/05781	T 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Alexander Teachey	1	13/14
ASTR 1904	004/09550	T 7:00pm - 10:00pm Room TBA	Laura Kay, Steven Mohammed, Daniel DeFelippis	1	7/14
ASTR 1904	005/01805	W 6:00pm - 9:00pm Room TBA	Laura Kay, Steven Mohammed, Emily Sandford	1	14/14

**ASTR UN2001 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 2016: ASTR UN2001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2001	001/26813	T Th 1:10pm - 2:25pm 717 Hamilton Hall	Jules Halpern	3	15

**ASTR UN2900 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 2016: ASTR UN2900**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2900	001/73498	F 10:10am - 11:25am 1332 Pupin Laboratories	Jeremiah Ostriker	1	26/30

**ASTR UN3101 Modern Stellar Astrophysics II. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus-based general physics.  
Introductory astronomy is not required, but some exposure to astronomy is preferable. In the first half of the course, we will examine the physics of stellar interiors in detail, leading us to develop models of stellar structure and consider how stars evolve. In the second half of the course, we will discuss special topics,



such as pre-main sequence evolution, the late stages of stellar evolution, and supernovae and compact objects.

#### Fall 2016: ASTR UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3101	001/63196	T Th 2:40pm - 3:55pm 1332 Pupin Laboratories	Marcel Agueros	3	9

#### **ASTR W3102 Planetary Dynamics and Physics of the Solar System. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

**Not offered during 2016-17 academic year.**

Prerequisites: one year of calculus-based Physics.

The physics and astrophysics of planets, comets, asteroids, natural and artificial satellites, and pretty much anything in the Solar System - including the Sun. Detailed study of the Earth's atmosphere and oceans: circulations, climate, and weather. Orbital dynamics. The emerging science of extrasolar planets. The origin, evolution, and eventual fate of planets.

#### **ASTR W3105 Extrasolar Planets and Astrobiology (Lecture). 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus based physics.

This class will cover the physics and observations of extrasolar planets at a quantitative level, including: detection methods, theories of planet formation and migration, orbital dynamics, rocky vs. gaseous planets, extrasolar planet atmospheres, and habitability, including possibly observable life signatures and some aspects of astrobiology. We will also cover several recent experimental results.

#### **ASTR W3106 The Science of Space Exploration. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

**Not offered during 2016-17 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 2016-17 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.

#### **ASTR W3601 General Relativity, Black Holes, and Cosmology. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

**Not offered during 2016-17 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.

#### **ASTR W3602 Physical Cosmology and Extragalactic Astronomy. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

**Not offered during 2016-17 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.

#### **ASTR UN3996 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.

#### Fall 2016: ASTR UN3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3996	001/10758	F 2:40pm - 3:55pm 1332 Pupin Laboratories	Jeremiah Ostriker	1	7

**ASTR UN3997 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.

**Fall 2016: ASTR UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3997	001/17673		Frederik Paerels	3	5

**ASTR GU4260 Modeling the Universe. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus-based general physics.

The goal of this course is to provide a basic hands-on introduction to the practice and theory of scientific computing with applications in astronomy and astrophysics. The course will include an introduction to programming, as well as a sampling of methods and tools from the field of scientific computing. The course will include a hands-on project in which students use numerical methods to solve a research problem. Students who are interested in participating in research projects are strongly encouraged to take the course in their sophomore or junior year.

**Fall 2016: ASTR GU4260**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 4260	001/10709	M W 1:10pm - 2:25pm 1332 Pupin Laboratories	Mordecai-Mark Mac Low	3	13/23

**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

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## 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://biology.columbia.edu/programs/advisors>

- 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:*

A-E: Professor Carl Hart, 401D Schermerhorn Hall; 212-854-5313; chair@psych.columbia.edu

F-Q: Professor Caroline Marvin, 355B Schermerhorn Ext; 212-854-3608; cbm2118@columbia.edu

R-Z: Professor Don Hood, 415 Schermerhorn; 212-854-4587; dch3@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://biology.columbia.edu/programs/major-requirements>

- *Additional course information:* <http://biology.columbia.edu/courses>

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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 UN2005 Introductory Biology I: Biochemistry, Genetics Molecular Biology, which has a prerequisite of chemistry, or EEEB UN2001 Environmental Biology I: Elements to Organisms, which does not require chemistry. EEEB UN2001 Environmental Biology I: Elements to Organisms may be taken in the first year.

BIOL UN2005 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 UN1908 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 UN1130 Genes and Development. They may also take, with the instructor's permission, BIOL UN3208 Introduction to Evolutionary Biology or EEEB UN2001 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 UN2005 Introductory Biology I: Biochemistry, Genetics Molecular Biology and BIOL UN2006 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. Bussemaker. 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. Sahin. Students who cannot contact their adviser should consult with Prof. Mowshowitz.

For additional information, including office hours, please visit <http://biology.columbia.edu/programs/advisors>.

A-E: Professor Carl Hart, 401D Schermerhorn Hall;  
212-854-5313; [chair@psych.columbia.edu](mailto:chair@psych.columbia.edu)

F-Q: Professor Caroline Marvin, 355B Schermerhorn Ext;  
212-854-3608; [cbm2118@columbia.edu](mailto:cbm2118@columbia.edu)

R-Z: Professor Don Hood, 415 Schermerhorn; 212-854-4587;  
[dch3@columbia.edu](mailto:dch3@columbia.edu)

## 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/>.

[www.columbia.edu/cu/biology/ug/amgen/](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://biology.columbia.edu/programs/honors-biological-sciences>. (<http://biology.columbia.edu/programs/honors-biological-sciences>)

## 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
- Ozgur Sahin
- Guy Sella

## ASSISTANT PROFESSORS

- Lars Dietrich
- Raju Tomer

## LECTURERS

- Claire Elise Hazen
- Alice Hecklen
- Mary Ann Price

- Lili Yamasaki

## ADJUNCT FACULTY

- Ava Brent-Jamali
- Lewis Brown
- Nataliya Galifianakis
- Jay Hammel
- Danny Nam Ho
- John Loike
- Deborah B. Mowshowitz
- Solomon Mowshowitz
- 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](mailto: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 UN2005 Introductory Biology I: Biochemistry, Genetics Molecular Biology-BIOL UN2006 Introductory Biology II: Cell Biology, Development Physiology, taken in the sophomore year, or EEEB UN2001 Environmental Biology I: Elements to Organisms-BIOL UN2006 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 UN2005 Introductory Biology I: Biochemistry, Genetics Molecular Biology-BIOL UN2006 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 UN2005 Introductory Biology I: Biochemistry, Genetics Molecular Biology-BIOL UN2006 Introductory Biology II: Cell Biology, Development Physiology after a year of general chemistry; premedical students interested in the environmental sciences may take EEEB UN2001 *Environmental Biology I: Elements to*



*Organisms* followed by BIOL UN2006 Introductory Biology II: Cell Biology, Development Physiology.

Students with advanced placement in biology are expected but not required to take EEEB UN2001 Environmental Biology I: Elements to Organisms or BIOL UN2005 Introductory Biology I: Biochemistry, Genetics Molecular Biology as their initial biology course, because BIOL UN2005 Introductory Biology I: Biochemistry, Genetics Molecular Biology-BIOL UN2006 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 UN2005 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 UN3022	Developmental Biology
BIOL UN3031	Genetics
BIOL UN3041	Cell Biology
BIOL UN3501	Biochemistry: Structure and Metabolism
BIOL UN3512	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 UN3050	Project Laboratory In Protein Biochemistry
BIOL UN3052	Project Laboratory in Molecular Genetics
BIOL UN3058	Project Laboratory in Microbiology

### Option 2:

BIOL UN2501 Contemporary Biology Laboratory

Select an additional 3-point lab such as BIOL UN3040 or a Barnard lab.

### Option 3:

Two terms of BIOL UN3500 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 UN3500 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 UN3500 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 UN3500 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 UN1403 - CHEM UN1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
CHEM UN1500	General Chemistry Laboratory
CHEM UN3443 - CHEM UN2444	Organic Chemistry I (Lecture) and Organic Chemistry II (Lecture)
CHEM UN2493	Organic Chemistry Laboratory I (Techniques)
CHEM UN2494	Organic Chemistry Laboratory II (Synthesis)

### Option 2:

For students who qualify for intensive chemistry

CHEM UN1604 - CHEM UN2507	Intensive General Chemistry (Lecture) and Intensive General Chemistry Laboratory
CHEM UN1507	Intensive General Chemistry Laboratory
CHEM UN3443 - CHEM UN2444	Organic Chemistry I (Lecture) and Organic Chemistry II (Lecture)
CHEM UN2545	Intensive Organic Chemistry Laboratory

### Option 3:

For students who qualify for first year organic chemistry

CHEM UN2507	Intensive General Chemistry Laboratory
CHEM UN3045 - CHEM UN3046	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 UN1201-PHYS UN1202 General Physics II and

PHYS UN1291-PHYS UN1292 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 UN1102 Calculus II, MATH UN1201 Calculus III, or MATH UN1207 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://biology.columbia.edu/pages/biology-major-requirements>.

## 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://biology.columbia.edu/pages/biochemistry-major-requirements>.

<http://biology.columbia.edu/pages/biochemistry-major-requirements>

## MAJOR IN BIOPHYSICS

The requirements for the biophysics major are as follows:

One year of introductory biology:

BIOL UN2005 - BIOL UN2006	Introductory Biology I: Biochemistry, Genetics Molecular Biology and Introductory Biology II: Cell Biology, Development Physiology
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Select at least one of the following laboratory courses:

BIOL UN3050	Project Laboratory In Protein Biochemistry
BIOL UN3052	Project Laboratory in Molecular Genetics
BIOL UN3058	Project Laboratory in Microbiology
BIOL UN3500	Independent Biological Research

One course in biochemistry or molecular biology:

BIOC UN3501	Biochemistry: Structure and Metabolism
or BIOC UN3512	Molecular Biology

Select one of the following options:

Option 1 - Genetics:

BIOL UN3031	Genetics
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Option 2 - Neurobiology:

BIOL UN3004	Neurobiology I: Cellular and Molecular Neurobiology
or BIOL UN3005	Neurobiology II: Development Systems

Option 3 - Developmental Biology:

BIOL UN3022	Developmental Biology
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Select one of the following sequences to be completed at the end of sophomore year:

PHYS UN1403 - PHYS UN1402 - PHYS UN1403 - PHYS W1494	Introduction to Classical and Quantum Waves and Introduction To Electricity, Magnetism, and Optics and Introduction to Classical and Quantum Waves and Introduction to Experimental Physics
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PHYS UN1601 - PHYS UN1602 - PHYS UN2601 - PHYS UN2699	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
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PHYS UN2801 - PHYS UN2802 - PHYS UN3081	Accelerated Physics I and Accelerated Physics II and Intermediate Laboratory Work
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Select any two physics courses at the 3000-level or above, chosen in consultation with the adviser.

Calculus through MATH UN1202 or MATH UN1208, 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://biology.columbia.edu/pages/biophysics-major-requirements>.

<http://biology.columbia.edu/pages/biophysics-major-requirements>

## 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://biology.columbia.edu/pages/neuroscience-and-behavior-major-requirements>.

## 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 courses listed in the Biological Sciences section of the Bulletin. Additional courses in physics, chemistry, and mathematics are required as detailed below.

A project laboratory and BIOL UN2501 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 UN2005	Introductory Biology I: Biochemistry, Genetics Molecular Biology
or EEEB UN2001	Environmental Biology I: Elements to Organisms
BIOL UN2006	Introductory Biology II: Cell Biology, Development Physiology

Select at least one of the following core courses:

BIOL UN3022	Developmental Biology
BIOL UN3031	Genetics
BIOL UN3041	Cell Biology
BIOL UN3501	Biochemistry: Structure and Metabolism
BIOL UN3512	Molecular Biology

One of these options to fulfill the lab requirement:

BIOL UN2501	Contemporary Biology Laboratory (plus second course including laboratory work, usually BIOL UN3040)
BIOL UN3050	Project Laboratory In Protein Biochemistry
BIOL UN3052	Project Laboratory in Molecular Genetics
BIOL UN3058	Project Laboratory in Microbiology

One or two additional biology or biochemistry lecture courses, level 3000 or above, to reach the total Biology credits of 22 points required for the concentration. Either UN2501 or a five-point lab course, but not both, may count towards the 22 point total.

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://biology.columbia.edu/pages/biology-concentration-requirements>.

## MAJOR IN ENVIRONMENTAL BIOLOGY

For a description of the environmental biology major, see the *Ecology, Evolution, and Environmental Biology* section in this Bulletin.

## COURSES FALL 2016

BIOL UN1908	First-Year Seminar in Modern Biology
BIOL UN2005	Introductory Biology I: Biochemistry, Genetics Molecular Biology
BIOL UN2401	Contemporary Biology I: Biochemistry, Genetics Molecular Biology
BIOL UN2501	Contemporary Biology Laboratory
BIOL UN3022	Developmental Biology
BIOL UN3004	Neurobiology I: Cellular and Molecular Neurobiology
BIOL UN3034	Biotechnology
BIOL UN3041	Cell Biology
BIOL UN3052	Project Laboratory in Molecular Genetics
BIOL UN3073	Cellular and Molecular Immunology
BIOL UN3300	Biochemistry
BIOL UN3501	Biochemistry: Structure and Metabolism
BIOL UN3500	Independent Biological Research
BIOL UN3560	Evolution in the age of genomics
BIOL UN3700	Independent Clinical Research
BIOL UN3995	Radiographic Anatomy and Selective Pathology
BIOL GU4300	Drugs and Disease

## SPRING 2017

BIOL UN2006	Introductory Biology II: Cell Biology, Development Physiology
BIOL UN2402	Contemporary Biology II: Cell Biology, Development Physiology
BIOL UN2501	Contemporary Biology Laboratory
BIOL UN3005	Neurobiology II: Development Systems
BIOL UN3006	Physiology
BIOL UN3031	Genetics
BIOL UN3040	Lab in Molecular Biology
BIOL UN3058	Project Laboratory in Microbiology
BIOL UN3300	Biochemistry
BIOL UN3310	Virology
BIOL UN3500	Independent Biological Research
BIOL UN3512	Molecular Biology

BIOL UN3700	Independent Clinical Research
BIOL UN3799	Molecular Biology of Cancer
BIOL GU4008	The Cellular Physiology of Disease
BIOL GU4031	Genetics
BIOL GU4075	Biology at Physical Extremes
BIOT GU4161	Ethics in Biopharmaceutical Patent and Regulatory Law
BIOL GU4305	Seminar in Biotechnology
BIOL GU4510	Genomics of Gene Regulation
BIOL GU4799	Readings In the Molecular Biology of Cancer
SCNC UN3920	Ignorance

## ALL COURSES

### BIOC UN3300 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 2016: BIOC UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3300	001/21815	T 7:10pm - 9:30pm 413 Kent Hall	Danny Ho	3	49/65

#### Spring 2017: BIOC UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3300	001/21782	T 7:10pm - 9:30pm 329 Pupin Laboratories	Danny Ho	3	80/85

### BIOC UN3501 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 2016: BIOC UN3501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3501	001/26376	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Brent Stockwell	4	163/180

### BIOC UN3512 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 2017: BIOC UN3512

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3512	001/23721	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	James Manley, Mauricio Arias Hernandez	3	41/101

### BIOC GU4501 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 2016: BIOC GU4501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 4501	001/29781	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Brent Stockwell	4	5/0

#### BIOC GU4512 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 2017: BIOC GU4512

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 4512	001/63825	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	James Manley, Mauricio Arias Hernandez	3	2/20

#### BIOL W1130 Genes and Development. 3 points.

CC/GS: Partial Fulfillment of Science Requirement  
**Not offered during 2016-17 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 2016-17 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 UN2401 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 2016: BIOL UN2401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2401	001/73530	T Th 4:10pm - 5:25pm 301 Pupin Laboratories	Deborah Mowshowitz, Mary Ann Price	3	104/220

#### BIOL UN2402 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 2017: BIOL UN2402

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2402	001/23110	T Th 4:10pm - 5:25pm 309 Havemeyer Hall	Deborah Mowshowitz, Stuart Firestein	3	85/339



**BIOL UN2501 Contemporary Biology Laboratory. 3 points.**

Enrollment per section limited to 28. Lab Fee: \$150.

Fee: Lab Fee - 150.00

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 2016: BIOL UN2501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2501	001/21971	M 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	27/28
BIOL 2501	002/16700	T 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	13/28
BIOL 2501	003/18492	W 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	29/28
BIOL 2501	004/25336	F 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	26/28
BIOL 2501	005/11674	Th 6:40pm - 10:30pm 922 Schermerhorn Hall	Claire Hazen	3	27/28
BIOL 2501	006/69269	W 6:40pm - 10:30pm 922 Schermerhorn Hall	Claire Hazen	3	20/28

**Spring 2017: BIOL UN2501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2501	001/11385	M 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	11/28
BIOL 2501	002/18642	T 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	7/28
BIOL 2501	003/62525	W 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	14/28
BIOL 2501	004/14723	Th 6:40pm - 10:30pm 922 Schermerhorn Hall	Claire Hazen	3	10/28
BIOL 2501	005/14546	F 1:10pm - 5:00pm 922 Schermerhorn Hall	Claire Hazen	3	7/28

**BIOL W3002 Introduction to Animal Structure and Function. 6 points.**

Lab Required

Laboratory fee: \$150. **Not offered during 2016-17 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 UN3004 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 2016: BIOL UN3004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3004	001/10313	T Th 4:10pm - 5:25pm 309 Havemeyer Hall	Stuart Firestein	4	106/115

**BIOL UN3005 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 2017: BIOL UN3005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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BIOL 3005 001/11122 T Th 4:10pm - Darcy 4 84/100  
5:25pm Kelley  
501 Northwest  
Corner

### **BIOL UN3006 Physiology. 3 points.**

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 2017: BIOL UN3006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3006	001/72534	T Th 5:40pm - 6:55pm 602 Hamilton Hall	Mary Ann Price	3	39/140

### **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 UN3022 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 2016: BIOL UN3022**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3022	001/29287	T Th 1:10pm - 2:25pm 601 Fairchild Life Sciences Bldg	Alice Hecklen	3	55/60

### **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 UN3031 Genetics. 3 points.**

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 genetics course focused on basic principles of transmission genetics and the application of genetic approaches to the study of biological function. Principles will be illustrated using classical and contemporary examples from prokaryote and eukaryote organisms, and the experimental discoveries at their foundation will be featured. Applications will include genetic approaches to studying animal development and human diseases. 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 2017: BIOL UN3031

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3031	001/20000	T Th 10:10am - 11:25am 517 Hamilton Hall	Iva Greenwald	3	58/82

#### BIOL UN3034 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 2016: BIOL UN3034

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3034	001/20146	M W 4:10pm - 5:25pm 702 Hamilton Hall	Lawrence Chasin, Daniel Kalderon	3	5/20

#### BIOL W3037 Bioinformatics of Gene Expression. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Lab Required

**Not offered during 2016-17 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 UN3040 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 2017: BIOL UN3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3040	001/75135	W 1:10pm - 5:00pm 1000 Fairchild Life Sciences Bldg	Alice Hecklen	3	8/12
BIOL 3040	001/75135	M 2:40pm - 3:55pm 1000 Fairchild Life Sciences Bldg	Alice Hecklen	3	8/12

#### BIOL UN3041 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 2016: BIOL UN3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3041	001/22147	T Th 11:40am - 12:55pm 601 Fairchild Life Sciences Bldg	Jeannette Bulinski	3	30/70

#### BIOL W3050 Project Laboratory In Protein Biochemistry. 5 points.

**Not offered during 2016-17 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 UN3058 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 2017: BIOL UN3058**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3058	001/20940	T Th 1:10pm - 5:00pm 601c Fairchild Life Sciences Bldg	Lars Dietrich	5	13/14

**BIOL UN3073 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 2016: BIOL UN3073**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3073	001/27605	M W 11:40am - 12:55pm 717 Hamilton Hall	Solomon Mowshowitz	3	61/80

**BIOL W3190 Stem Cells: Biology, Ethics and Applications. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement  
**Not offered during 2016-17 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](mailto: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>

**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 UN3310 Virology. 3 points.**

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 2017: BIOL UN3310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3310	001/14739	M W 4:10pm - 5:25pm 501 Schermerhorn Hall	Vincent Racaniello	3	72/150

**BIOL UN3500 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.

**Fall 2016: BIOL UN3500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3500	001/70788		Ron Prywes	3-4	60/100

**Spring 2017: BIOL UN3500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3500	001/13968		Ron Prywes	3-4	57

**BIOL UN3560 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 2016: BIOL UN3560**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3560	001/10558	T Th 2:40pm - 3:55pm 1000 Fairchild Life Sciences Bldg	Guy Sella, Molly Przeworski	4	7/20

**BIOL W3600 Biological Research Skills. 1 point.**  
**Not offered during 2016-17 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 UN3700 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.

#### Fall 2016: BIOL UN3700

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3700	001/67336		Robert Pollack	2-4	6/100

#### Spring 2017: BIOL UN3700

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3700	001/24862		Deborah Mowshowitz, Ellie Siddens	2-4	9

#### 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 UN3995 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.

#### Spring 2017: BIOL UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3995	001/23463	W 1:10pm - 2:25pm 703 Hamilton Hall	John Loike	1	23/30

#### 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.

#### BIOL GU4004 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 2016: BIOL GU4004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4004	001/62242	T Th 4:10pm - 5:25pm 309 Havemeyer Hall	Stuart Firestein	4	6/20

#### BIOL GR4005 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 2017: BIOL GR4005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4005	001/25183	Th 6:00pm - 7:15pm 700 Fairchild Life Sciences Bldg	Darcy Kelley, Aniruddha Das	3	31/20

**BIOL GU4008 The Cellular Physiology of Disease. 3 points.**

Prerequisites: one 3000-level course in Cell Biology or Biochemistry or the instructor's permission.

Corequisites: BIOL GU4009

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.

**Spring 2017: BIOL GU4008**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4008	001/73109	T Th 4:10pm - 5:25pm 601 Fairchild Life Sciences Bldg	Julio Fernandez	3	21/50

**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 GU4022 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 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 2016: BIOL GU4022**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4022	001/76444	T Th 1:10pm - 2:25pm 601 Fairchild Life Sciences Bldg	Alice Hecklen	3	4/0

**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 GU4031 Genetics. 3 points.**

Open to Biotech M.A. students and other graduate students.

Prerequisites: *BIOL C2005-C2006* or the equivalent.

Recommended: one term of organic chemistry.

Corequisites: Recommended: one term of organic chemistry.

Students may receive credit for *UN3031* or *UN3032*, 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. SPS 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 2017: BIOL GU4031**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4031	001/29794	T Th 10:10am - 11:25am 517 Hamilton Hall	Iva Greenwald	3	5/20

**BIOL W4032 Genetics. 3 points.****Not offered during 2016-17 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 GU4034 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 2016: BIOL GU4034**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4034	001/27566	M W 4:10pm - 5:25pm 702 Hamilton Hall	Lawrence Chasin, Daniel Kalderon	3	26/65

**BIOL W4037 Bioinformatics of Gene Expression. 3 points.****Not offered during 2016-17 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 GU4041 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 2016: BIOL GU4041**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4041	001/68765	T Th 11:40am - 12:55pm 601 Fairchild Life Sciences Bldg	Jeannette Bulinski	3	3/20

**BIOL W4065 Molecular Biology of Disease. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Enrollment limited to 30. **Not offered during 2016-17 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 2016-17 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 GU4073 Cellular and Molecular Immunology. 3 points.**

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 2016: BIOL GU4073

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4073	001/27724	M W 11:40am - 12:55pm 717 Hamilton Hall	Solomon Mowshowitz	3	5/7

#### **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.

#### **BIOL W4150 The Cell As a Machine: Cell Biophysics and Biosystems Engineering. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

**Not offered during 2016-17 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 2016-17 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.

#### **BIOL W4205 Origins of Life. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

**Not offered during 2016-17 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 GU4300 Drugs and Disease. 3 points.**

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.



**Fall 2016: BIOL GU4300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4300	001/12285	M W 2:40pm - 3:55pm 312 Mathematics Building	Lili Yamasaki	3	58/100

**BIOL W4312 Chemical Biology. 4 points.****Not offered during 2016-17 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 GU4510 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 2017: BIOL GU4510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4510	001/26161	M 2:40pm - 5:25pm 601 Fairchild Life Sciences Bldg	Harmen Bussemaker	4	35/40

**BIOL GU4560 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 2016: BIOL GU4560**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4560	001/21309	T Th 2:40pm - 3:55pm 1000 Fairchild Life Sciences Bldg	Guy Sella, Molly Przeworski	4	3/30

**BIOL GU4799 Readings In the Molecular Biology of Cancer. 3 points.**

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 2017: BIOL GU4799**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4799	001/63973	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 GU4160 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 2016: BIOT GU4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4160	001/26170	W 6:10pm - 8:00pm 503 Hamilton Hall	Alan Morrison	3	19/40

#### 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 GU4180 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/>

#### Spring 2017: BIOT GU4180

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4180	001/83697	F 9:00am - 10:50am 516 Hamilton Hall	David Sable	3	31/40

#### BIOT GU4200 Biopharmaceutical Development & Regulation. 3 points.

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 2016: BIOT GU4200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4200	001/72558	Th 4:10pm - 6:00pm 601 Fairchild Life Sciences Bldg	Ron Guido	3	76/55

#### BIOT GU4201 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 2017: BIOT GU4201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4201	001/60819	Th 4:10pm - 6:00pm 700 Fairchild Life Sciences Bldg	Ron Guido	3	45/30

#### HPSC W3201 Philosophy and History of Evolutionary Biology. 4 points.

This course does not carry credit as a biology course. **Not offered during 2016-17 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
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### **Chemistry**

BIOC UN3501	Biochemistry: Structure and Metabolism
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BIOC C3512	
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### **Ecology, Evolution, and Environmental Biology**

EEEB UN2001	Environmental Biology I: Elements to Organisms
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EEEB GU4321	Human Nature: DNA, Race Identity
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### **History and Philosophy of Science**

HPSC W3201	Philosophy and History of Evolutionary Biology
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### **Physics**

PHYS W4075	Biology at Physical Extremes
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### **Psychology**

PSYC UN1010	Mind, Brain and Behavior
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## BUSINESS

**Program Manager:** Cara Mandarino, 104 Uris; 212-854-0140; BusinessManagement@gsb.columbia.edu

<http://www8.gsb.columbia.edu/mendelson>

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 UN1001	Introduction to Statistical Reasoning
STAT UN1101	Introduction to Statistics
STAT UN1201	Calculus-Based Introduction to Statistics
PSYC UN1610	Introductory Statistics for Behavioral Scientists
SOCI W3020	Social Statistics

### Economics Prerequisite

ECON UN1105	Principles of Economics
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### Psychology/Sociology Prerequisite

Select one of the following:

PSYC UN1001	The Science of Psychology
PSYC UN1010	Mind, Brain and Behavior
SOCI UN1000	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/mendelson>.

## 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 UN1001	Introduction to Statistical Reasoning
STAT UN1101	Introduction to Statistics
STAT UN1201	Calculus-Based Introduction to Statistics
PSYC UN1610	Introductory Statistics for Behavioral Scientists
SOCI W3020	Social Statistics

Select the following Economics course:

ECON UN1105	Principles of Economics
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Select one of the following Psychology/Sociology courses:

PSYC UN1001	The Science of Psychology
PSYC UN1010	Mind, Brain and Behavior
SOCI UN1000	The Social World

### Core

Select one of the following Financial Core courses:

BUSI W3013	Financial Accounting
ECON GU4280	Corporate Finance

Select two of the following Managerial Core courses:

BUSI W3021	Marketing Management
BUSI W3701	Strategy Formulation
BUSI UN3703	Leadership in Organizations

### Electives

Select two of the following courses:

ECON UN3025	Financial Economics
ECON UN3265	The Economics of Money and Banking
PSYC UN2235	Thinking and Decision Making
PSYC UN2630	Social Psychology
PSYC UN2640	Introduction to Social Cognition
PSYC W2650	Introduction to Cultural Psychology
SOCI UN2240	Economy and Society
SOCI UN3490	Mistake, Misconduct, Disaster
SOCI W3670	Culture, Markets, and Consumption
SOCI UN3675	Organizing Innovation
SOCI G4032	Sociology of Labor Markets
URBS UN3550	Community Building and Economic Development
ECON W4505	International Macroeconomics
POLS V3615	Globalization and International Politics
PSYC BC1136	Social Psychology
PSYC BC1138	Social Psychology
PSYC BC2151	Organizational Psychology
BUSI W3702	Venturing to Change the World

NOTE: Students may not receive credit for two or more of PSYC BC1136 Social Psychology, *PSYC BC1138 Social Psychology*, and PSYC UN2630 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.

**Spring 2017: BUSI W3013**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3013	001/96197	M W 2:40pm - 3:55pm 301 Uris Hall	Julian Yeo	3	81/85

**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).

**Spring 2017: BUSI W3021**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3021	001/26000	Th 2:40pm - 5:30pm 209 Warren Hall (Law)	Ran Kivetz, Amanda Eckler, Chung Hang Ho	3	62/72

**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 2017: BUSI W3701**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3701	001/73338	T 2:40pm - 5:30pm Room TBA	Bradford Cowgill	3	75/75

**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 2017: BUSI W3702**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3702	001/25957	F 9:00am - 12:00pm Room TBA	Damon Phillips	3	54/60

**BUSI UN3703 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 2016: BUSI UN3703**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3703	001/21747	Th 2:40pm - 5:30pm 301 Uris Hall	Rachel McDonald	3	63/60

**ECON GU4280 Corporate Finance. 3 points.**

Prerequisites: *ECON W3211*, *ECON W3213* and *STAT 1201*. 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 2016: ECON GU4280**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/14561	T Th 10:10am - 11:25am 5ab Kraft Center	Akash Bandyopadhyay	3	58/62



ECON 4280	002/70512	T Th 4:10pm - 5:25pm 602 Hamilton Hall	Tri Vi Dang 3	84/75
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**Spring 2017: ECON GU4280**

<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>
ECON 4280	001/60890	T Th 1:10pm - 2:25pm 517 Hamilton Hall	Gailen Hite 3	56/65	
ECON 4280	002/71516	T Th 4:10pm - 5:25pm 413 Kent Hall	Tri Vi Dang 3	78/75	

# 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. Karen Phillips,  
 422 Havemeyer; 212-851-7534; [kep12@columbia.edu](mailto:kep12@columbia.edu)  
 ([kep12@chem.columbia.edu](mailto:kep12@chem.columbia.edu))

**Program Manager for Undergraduate Studies:** Dr.  
 Vesna Gasperov, 211A Havemeyer; 212-854-2017;  
[vg2231@columbia.edu](mailto:vg2231@columbia.edu)

## Biochemistry Advisers:

*Biology:* Prof. Brent Stockwell, 1208 Northwest Corner Building;  
 212-854-2919; [stockwell@biology.columbia.edu](mailto:stockwell@biology.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 UN1604 Intensive General Chemistry (Lecture) are granted 3 points of credit; students who are placed into CHEM UN2045 Intensive Organic Chemistry I (Lecture)-CHEM UN2046 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 UN2408. This seminar focuses on topics in modern chemistry, and is offered to all qualified students.

Biochemistry (BIOC UN3501, BIOC UN3512) is recommended for students interested in the biomedical sciences.

Physical chemistry (CHEM UN3079-CHEM UN3080), a one-year program, requires prior preparation in mathematics and physics. The accompanying laboratory is CHEM UN3085-CHEM UN3086.

Also offered are a senior seminar (CHEM UN3920); advanced courses in biochemistry, inorganic, organic, and physical chemistry; and an introduction to research (CHEM UN3098).

## 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 UN1403	General Chemistry I (Lecture)
CHEM UN1404	General Chemistry II (Lecture)
CHEM UN1500	General Chemistry Laboratory
CHEM UN2408	First-Year Seminar in Chemical Research

Calculus and physics as required.

#### Second Year

CHEM UN2443	Organic Chemistry I (Lecture)
CHEM UN2444	Organic Chemistry II (Lecture)
CHEM UN2493	Organic Chemistry Laboratory I (Techniques)
CHEM UN2494	Organic Chemistry Laboratory II (Synthesis)

Calculus and physics as required.

#### Third Year

CHEM UN3079	Physical Chemistry I
BIOC UN3501	Biochemistry: Structure and Metabolism
CHEM UN3546	Advanced Organic Chemistry Laboratory
CHEM UN3080	Physical Chemistry II
CHEM UN3098	Supervised Independent Research

#### Fourth Year

CHEM UN3085	Physical and Analytical Chemistry Laboratory I
CHEM UN3086	Physical and Analytical Chemistry Laboratory II
CHEM UN3920	Senior Seminar in Chemical Research

CHEM GU4071 Inorganic Chemistry  
Advanced courses (4000-level or higher)

### Track 2

#### First Year

Calculus and physics as required.

CHEM UN1507	Intensive General Chemistry Laboratory
CHEM UN1604	Intensive General Chemistry (Lecture)
CHEM UN2408	First-Year Seminar in Chemical Research

#### Second Year

CHEM UN2443	Organic Chemistry I (Lecture)
CHEM UN2444	Organic Chemistry II (Lecture)
CHEM UN2493	Organic Chemistry Laboratory I (Techniques)
CHEM UN2494	Organic Chemistry Laboratory II (Synthesis)

Calculus and physics as required.

#### Third Year

CHEM UN3079	Physical Chemistry I
BIOC UN3501	Biochemistry: Structure and Metabolism
CHEM UN3546	Advanced Organic Chemistry Laboratory
CHEM UN3080	Physical Chemistry II
CHEM UN3098	Supervised Independent Research

#### Fourth Year

CHEM UN3085	Physical and Analytical Chemistry Laboratory I
CHEM UN3086	Physical and Analytical Chemistry Laboratory II
CHEM UN3920	Senior Seminar in Chemical Research
CHEM GU4071	Inorganic Chemistry
Advanced courses (4000-level or higher)	

### Track 3

#### First Year

CHEM UN1507	Intensive General Chemistry Laboratory
CHEM UN2045	Intensive Organic Chemistry I (Lecture)
CHEM UN2046	Intensive Organic Chemistry II (Lecture)
CHEM UN2408	First-Year Seminar in Chemical Research

Calculus and Physics as required.

#### Second Year

CHEM UN3079	Physical Chemistry I
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- CHEM UN3080 Physical Chemistry II  
 CHEM UN2545 Intensive Organic Chemistry Laboratory  
 CHEM UN3546 Advanced Organic Chemistry Laboratory

Calculus and physics as required.

### Third Year

- BIOC UN3501 Biochemistry: Structure and Metabolism  
 CHEM UN3085 Physical and Analytical Chemistry Laboratory I  
 CHEM UN3086 Physical and Analytical Chemistry Laboratory II  
 CHEM UN3098 Supervised Independent Research  
 CHEM GU4071 Inorganic Chemistry

### Fourth Year

- CHEM UN3920 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
- Tomislav Rovis
- Brent Stockwell
- James J. Valentini
- Xiaoyang Zhu

## ASSOCIATE PROFESSORS

- Angelo Cacciuto
- Luis Campos
- Tristan Lambert
- Wei Min
- Jonathan Owen
- Dalibor Sames
- Latha Venkataraman

## ASSISTANT PROFESSORS

- Xavier Roy

## SENIOR LECTURER

Karen Phillips

## 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 UN1403	General Chemistry I (Lecture)
CHEM UN1404	General Chemistry II (Lecture)
CHEM UN1500	General Chemistry Laboratory
CHEM UN2443	Organic Chemistry I (Lecture)
CHEM UN2444	Organic Chemistry II (Lecture)
CHEM UN2493	Organic Chemistry Laboratory I (Techniques)
CHEM UN2494	Organic Chemistry Laboratory II (Synthesis)

#### Track 2

CHEM UN1500	General Chemistry Laboratory
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CHEM UN1604	Intensive General Chemistry (Lecture)
CHEM UN2443	Organic Chemistry I (Lecture)
CHEM UN2444	Organic Chemistry II (Lecture)
CHEM UN2493	Organic Chemistry Laboratory I (Techniques)
CHEM UN2494	Organic Chemistry Laboratory II (Synthesis)

### Track 3

CHEM UN1507	Intensive General Chemistry Laboratory
CHEM UN2045	Intensive Organic Chemistry I (Lecture)
CHEM UN2046	Intensive Organic Chemistry II (Lecture)
CHEM UN2545	Intensive Organic Chemistry Laboratory

### 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 UN1401	Introduction To Mechanics and Thermodynamics
PHYS UN1402	Introduction To Electricity, Magnetism, and Optics
PHYS UN1403	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 UN1493	Introduction to Experimental Physics
PHYS UN2699	Experiments in Classical and Modern Physics
PHYS UN3081	Intermediate Laboratory Work

#### Sequence B

PHYS UN1601	Physics, I: Mechanics and Relativity
PHYS UN1602	Physics, II: Thermodynamics, Electricity, and Magnetism
PHYS UN2601	Physics, III: Classical and Quantum Waves
or PHYS UN3081	Intermediate Laboratory Work

For chemistry majors, the following laboratory courses are recommended NOT required. For chemical physics majors, the following laboratory courses are required:

PHYS UN2699	Experiments in Classical and Modern Physics
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### Sequence C

For students with advanced preparation in physics and mathematics:

PHYS UN2801	Accelerated Physics I
- PHYS UN2802	and Accelerated Physics II

For chemistry majors, the following laboratory courses are recommended NOT required. For chemical physics majors, the following laboratory courses are required:

PHYS UN2699	Experiments in Classical and Modern Physics
or PHYS UN3081	Intermediate Laboratory Work

## 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 UN2408	First-Year Seminar in Chemical Research (Recommended NOT required)
CHEM UN3079	Physical Chemistry I
CHEM UN3080	Physical Chemistry II
CHEM UN3085	Physical and Analytical Chemistry Laboratory I
CHEM UN3086	Physical and Analytical Chemistry Laboratory II
CHEM UN3546	Advanced Organic Chemistry Laboratory
CHEM UN3920	Senior Seminar in Chemical Research

CHEM GU4071 Inorganic Chemistry

Select one course from the following:

CHEM UN3098	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 UN1101	Calculus I
- MATH UN1102	and Calculus II
- MATH UN1201	and Calculus III
- MATH UN1202	and Calculus IV
Two semesters of honors mathematics:	
MATH UN1207	Honors Mathematics A
- MATH UN1208	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 UN2408 First-Year Seminar in Chemical Research (Recommended NOT required)

CHEM UN3079 Physical Chemistry I

CHEM UN3080 Physical Chemistry II

### Biology

BIOL UN1908 First-Year Seminar in Modern Biology (Recommended NOT required)

BIOL UN2005 Introductory Biology I: Biochemistry, Genetics Molecular Biology

BIOL UN2006 Introductory Biology II: Cell Biology, Development Physiology

BIOC UN3501 Biochemistry: Structure and Metabolism

BIOC UN3512 Molecular Biology

Select one of the following laboratory courses:

BIOL UN3050 Project Laboratory In Protein Biochemistry

BIOL UN3052 Project Laboratory in Molecular Genetics

BIOL UN3500 Independent Biological Research

### Physics

Select one of the following physics sequences:

Sequence A:

PHYS UN1201 General Physics I  
- PHYS UN1202 and General Physics II

Sequence B:

PHYS UN1401 Introduction To Mechanics and Thermodynamics  
- PHYS UN1402 and Introduction To Electricity, Magnetism, and Optics  
- PHYS UN1403 and Introduction to Classical and Quantum Waves (PHYS UN1403 is recommended NOT required)

Sequence C:

PHYS UN1601 Physics, I: Mechanics and Relativity  
- PHYS UN1602 and Physics, II: Thermodynamics, Electricity, and Magnetism  
- PHYS UN2601 and Physics, III: Classical and Quantum Waves (PHYS UN2601 is recommended but not required)

Sequence D:

PHYS UN2801 Accelerated Physics I  
- PHYS UN2802 and Accelerated Physics II

### Mathematics

Select one of the following sequences:

Two semesters of calculus:

MATH UN1101 Calculus I  
- MATH UN1102 and Calculus II  
- MATH UN1201 and Calculus III  
- MATH UN1202 and Calculus IV

Two semesters of honors mathematics:

MATH UN1207 Honors Mathematics A  
- MATH UN1208 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 UN3040 Lab in Molecular Biology  
- BIOL UN2501 and Contemporary Biology Laboratory

BIOL UN3050 Project Laboratory In Protein Biochemistry

BIOL UN3052 Project Laboratory in Molecular Genetics

BIOL UN3500 Independent Biological Research

CHEM UN3085 Physical and Analytical Chemistry Laboratory I

CHEM UN3086 Physical and Analytical Chemistry Laboratory II

CHEM UN3098 Supervised Independent Research

CHEM UN3546 Advanced Organic Chemistry Laboratory

Select any three courses from the following:

CHEM GU4071 Inorganic Chemistry

CHEM GU4102 Chemistry for the Brain

CHEM GU4147 Advanced Organic Chemistry

BIOC GU4323 BIOPHYSICAL CHEMISTRY I

BIOC GU4324 Biophysical Chemistry II

MATH UN3027 Ordinary Differential Equations  
or MATH UN2030 Ordinary Differential Equations

One additional semester of calculus

One additional semester of honors math:

MATH UN1207 Honors Mathematics A  
or MATH UN1208 Honors Mathematics B

Any biology course at the 3000/4000 level for 3 or more points. The following are recommended:

BIOL UN3004 Neurobiology I: Cellular and Molecular Neurobiology

or BIOL UN3005 Neurobiology II: Development Systems

BIOL UN3008 The Cellular Physiology of Disease

BIOL UN3022 Developmental Biology

BIOL UN3034 Biotechnology

BIOL UN3041 Cell Biology

BIOL UN3073 Cellular and Molecular Immunology

BIOL W4065 Molecular Biology of Disease

BIOL GU4300 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 UN3079	Physical Chemistry I
CHEM UN3080	Physical Chemistry II
CHEM UN3085	Physical and Analytical Chemistry Laboratory I
CHEM UN3086	Physical and Analytical Chemistry Laboratory II
CHEM UN3098	Supervised Independent Research
CHEM GU4221 or PHYS GU4021	Quantum Chemistry 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 UN3003	Mechanics
PHYS UN3007	Electricity and Magnetism
PHYS UN3008	Electromagnetic Waves and Optics

### Mathematics

Select one of the following sequences:

Four semesters of calculus:

MATH UN1101	Calculus I
- MATH UN1102	and Calculus II
- MATH UN1201	and Calculus III
- MATH UN1202	and Calculus IV

Two semesters of honors mathematics:

MATH UN1207	Honors Mathematics A
- MATH UN1208	and Honors Mathematics B
- MATH UN3027	and Ordinary Differential Equations

Two semesters of advanced calculus:

MATH UN1202	Calculus IV
- MATH UN3027	and Ordinary Differential Equations

## MAJOR IN ENVIRONMENTAL CHEMISTRY

*The requirements for this program were modified on February 1, 2016. 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.*

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 UN3079	Physical Chemistry I
CHEM GU4071	Inorganic Chemistry

The following courses are recommended NOT required:

CHEM UN2408	First-Year Seminar in Chemical Research
CHEM UN3920	Senior Seminar in Chemical Research

### Earth and Environmental Science

Select two of the following three courses:

EESC UN2100	Earth's Environmental Systems: The Climate System
EESC UN2200	Earth's Environmental Systems: The Solid Earth System
EESC UN2300	Earth's Environmental Systems: The Life System

Additional course required:

EESC UN3101	Geochemistry for a Habitable Planet
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Select one of the following labs:

EESC BC3016	Environmental Measurements
CHEM UN3085	Physical and Analytical Chemistry Laboratory I

Select one option for Independent Research in Environmental Chemistry:

EESC BC3800	Senior Research Seminar
- EESC BC3801	and Senior Research Seminar
CHEM UN3098	Supervised Independent Research (It is strongly recommended to take CHEM UN3920 if taking CHEM UN3098)

### Physics

Select one of the following physics sequences:

Sequence A:

PHYS UN1201	General Physics I
- PHYS UN1202	and General Physics II

Sequence B:

PHYS UN1401	Introduction To Mechanics and Thermodynamics
- PHYS UN1402	and Introduction To Electricity, Magnetism, and Optics
- PHYS UN1403	and Introduction to Classical and Quantum Waves (Recommended NOT required)

Sequence C:

PHYS UN1601	Physics, I: Mechanics and Relativity
- PHYS UN1602	and Physics, II: Thermodynamics, Electricity, and Magnetism
- PHYS UN2601	and Physics, III: Classical and Quantum Waves (Recommended, not required)

Sequence D:

PHYS UN2801	Accelerated Physics I
- PHYS UN2802	and Accelerated Physics II

**Mathematics**

Two semesters of calculus:

MATH UN1101	Calculus I
MATH UN1102	Calculus II
MATH UN1201	Calculus III
MATH UN1202	Calculus IV

**Additional Courses**

Select any two of the following:

**Chemistry:**

CHEM UN3080	Physical Chemistry II
CHEM G4103	Organometallic Chemistry
CHEM GU4147	Advanced Organic Chemistry

**Earth and Environmental Science:**

EESC BC3017	Environmental Data Analysis
EESC BC3025	Hydrology
EESC GU4008	Introduction to Atmospheric Science
EESC GU4009	Chemical Geology
EESC GU4040	Climate Thermodynamics and Energy Transfer
EESC GU4050	Global Assessment and Monitoring Using Remote Sensing
EESC GU4600	Earth Resources and Sustainable Development
EESC GU4835	Wetlands and Climate Change
EESC GU4885	The Chemistry of Continental Waters
EESC GU4887	Isotope Geology I
EESC GU4888	Isotope Geology II
EESC GU4924	Introduction to Atmospheric Chemistry
EESC GU4925	Principles of Physical Oceanography
EESC GU4926	Principles of Chemical Oceanography

**Earth and Environmental Engineering:**

EAEE E4001	Industrial ecology of earth resources
EAEE E4003	Introduction to aquatic chemistry

**Mathematics:**

One additional semester of calculus

CHEM UN1404 General Chemistry II (Lecture)

CHEM UN1500 General Chemistry Laboratory

Select 22 points of chemistry at the 2000-level or higher (excluding W2408).

**Track 2**CHEM UN1500 General Chemistry Laboratory  
or CHEM UN1507 Intensive General Chemistry Laboratory

CHEM UN1604 Intensive General Chemistry (Lecture)

Select 22 points of chemistry at the 2000-level or higher (excluding W2408).

**Track 3**

CHEM UN1507 Intensive General Chemistry Laboratory

CHEM UN2045 Intensive Organic Chemistry I (Lecture)

CHEM UN2046 Intensive Organic Chemistry II (Lecture)

Select 18 points of chemistry at the 2000-level or higher (excluding W2408).

**COURSES****FALL 2016****CHEM UN1403 General Chemistry I (Lecture). 4 points.**

Corequisites: MATH UN1101

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 UN0001* before taking *CHEM UN1403*. 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 UN1403* and *CHEM UN1404* 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 2016: CHEM UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/20630	M W 10:10am - 11:25am 309 Havemeyer Hall	Gerard Parkin	4	231/220
CHEM 1403	002/11738	T Th 10:10am - 11:25am 309 Havemeyer Hall	Ann McDermott	4	199/190
CHEM 1403	003/67901	T Th 6:10pm - 7:25pm 301 Pupin Laboratories	Ruben Savitzky	4	159/190

**CONCENTRATION IN CHEMISTRY**

No more than four points of CHEM UN3098 Supervised Independent Research may be counted toward the concentration.

Select one of the three chemistry tracks listed below.

PHYS UN1201	General Physics I
- PHYS UN1202	and General Physics II

Two semesters of calculus

**Chemistry Tracks****Track 1**

CHEM UN1403 General Chemistry I (Lecture)

CHEM 1403	004/13527	M W 6:10pm - 7:25pm 312 Mathematics Building	Robert Beer	4	83/132
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**Spring 2017: CHEM UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/60068	M W 6:10pm - 7:25pm 417 International Affairs Bldg	Ruben Savitzky	4	131/132

**CHEM UN1500 General Chemistry Laboratory. 3 points.**

Lab Fee: \$140.

Corequisites: CHEM UN1403, CHEM UN1404

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 UN1501*). Please check the Directory of Classes for details. Please note that *CHEM UN1500* is offered in the fall and spring semesters.

**Fall 2016: CHEM UN1500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/29478	T 1:10pm - 4:55pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	28/46
CHEM 1500	002/70614	T 6:10pm - 9:55pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	23/46
CHEM 1500	003/67969	W 1:10pm - 4:55pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	29/46
CHEM 1500	004/22768	Th 1:10pm - 4:55pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	22/46

**Spring 2017: CHEM UN1500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/11815	M 1:10pm - 4:50pm 302c Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	21/24
CHEM 1500	002/77730	T 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	47/46
CHEM 1500	003/24530	T 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	43/46
CHEM 1500	004/77601	W 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	52/46
CHEM 1500	005/13047	W 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	33/46

CHEM 1500	006/12575	Th 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	44/46
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CHEM 1500	007/62812	Th 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	37/46
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CHEM 1500	008/72205	F 1:10pm - 4:50pm 302c Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	22/24
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**CHEM UN1507 Intensive General Chemistry Laboratory. 3 points.**

Lab Fee: \$140.

Corequisites: CHEM UN2045

A student-centered experimental course intended for students who are taking or have completed *CHEM UN1604* (Second Semester General Chemistry Intensive Lecture offered in Fall), *CHEM UN2045* (Intensive Organic Chemistry offered in Fall), or *CHEM UN2046* (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 UN1500* 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 UN1507* is offered in the fall and spring semesters.

**Fall 2016: CHEM UN1507**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1507	001/28048	F 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	12/18
CHEM 1507	002/18979	M 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	10/18

**Spring 2017: CHEM UN1507**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1507	001/14709	F 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	15/18
CHEM 1507	002/65664	M 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	9/18

**CHEM UN1604 Intensive General Chemistry (Lecture). 4 points.**

Prerequisites: A grade of "B" or better in CHEM UN1403 OR acceptable performance on the Department placement exam.

Corequisites: MATH UN1102

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 2016: CHEM UN1604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1604	001/15509	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Louis Brus	4	80/120

### **CHEM UN2045 Intensive Organic Chemistry I (Lecture). 4 points.**

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 UN1604.

Corequisites: CHEM UN1507

Premedical students may take *CHEM UN2045*, *CHEM UN2046*, *CHEM UN1507* and *CHEM UN2545* to meet the minimum requirements for admission to medical school. This course covers the same material as *CHEM UN2443-CHEM UN2444*, but is intended for students who have learned the principles of general chemistry in high school OR have completed *CHEM UN1604* in their first year at Columbia. First year students enrolled in *CHEM UN2045-CHEM UN2046* are expected to enroll concurrently in *CHEM UN1507*. Although *CHEM UN2045* and *CHEM UN2046* 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 2016: CHEM UN2045**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2045	001/12282	T Th 11:40am - 12:55pm 209 Havemeyer Hall	Ronald Breslow	4	33/60

### **CHEM UN2443 Organic Chemistry I (Lecture). 4 points.**

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 UN2443* and *CHEM UN2444* 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 2016: CHEM UN2443**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2443	001/21402	M W 1:10pm - 2:25pm 428 Pupin Laboratories	Virginia Cornish	4	82/190
CHEM 2443	002/11678	T Th 2:40pm - 3:55pm 309 Havemeyer Hall	Karen Phillips	4	160/190
CHEM 2443	003/19730	M W 6:10pm - 7:25pm 309 Havemeyer Hall	Charles Doubleday	4	115/132

### **CHEM UN2493 Organic Chemistry Laboratory I (Techniques). 1.5 point.**

Lab Fee: \$63.00

Corequisites: CHEM UN2443

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 UN2493 is the first part of a full year organic chemistry laboratory course. Students must register for the lab lecture section (CHEM UN2495) 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 2016: CHEM UN2493**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2493	001/90797	M 1:10pm - 5:00pm 202a Havemeyer Hall	Danielle Sedbrook	1.5	26/24
CHEM 2493	002/98247	T 1:10pm - 5:00pm 202 Havemeyer Hall	Danielle Sedbrook	1.5	16/24
CHEM 2493	003/76780	T 6:10pm - 10:00pm 202 Havemeyer Hall	Danielle Sedbrook	1.5	36/34
CHEM 2493	004/78030	W 1:10pm - 5:00pm 202 Havemeyer Hall	Anna Ghurbanyan	1.5	33/34
CHEM 2493	005/83279	Th 1:10pm - 5:00pm 202 Havemeyer Hall	Anna Ghurbanyan	1.5	16/34
CHEM 2493	006/84530	F 1:10pm - 5:00pm 202 Havemeyer Hall	Anna Ghurbanyan	1.5	27/34
CHEM 2493	007/86281	M 1:10pm - 5:00pm 202 Havemeyer Hall	Danielle Sedbrook	1.5	25/24
CHEM 2493	008/77191	T 1:10pm - 5:00pm 202b Havemeyer Hall	Danielle Sedbrook	1.5	27/24
CHEM 2493	009/84691	T 6:10pm - 10:00pm 202b Havemeyer Hall	Danielle Sedbrook	1.5	37/34
CHEM 2493	010/90943	W 1:10pm - 5:00pm 202b Havemeyer Hall	Anna Ghurbanyan	1.5	30/34
CHEM 2493	011/98442	Th 1:10pm - 5:00pm 202b Havemeyer Hall	Anna Ghurbanyan	1.5	29/34
CHEM 2493	012/11029	F 1:10pm - 5:00pm 202b Havemeyer Hall	Anna Ghurbanyan	1.5	32/34

### **CHEM UN2545 Intensive Organic Chemistry Laboratory. 3 points.**

Lab Fee: \$125.

The course covers the same material as *CHEM UN2493-CHEM UN2494*, but is intended for those students who have taken Intensive Organic Chemistry, *CHEM UN2045-CHEM UN2046*, and for students who intend to major



in Chemistry, Biochemistry, Chemical Physics, or Environmental Chemistry.

**Fall 2016: CHEM UN2545**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2545	001/74744	M 1:00pm - 6:00pm 202b Havemeyer Hall	Fay Ng	3	10/10
CHEM 2545	002/23575	T 1:00pm - 6:00pm 202a Havemeyer Hall	Fay Ng	3	9/10

**CHEM UN3079 Physical Chemistry I. 4 points.**

Prerequisites: PHYS UN1201-UN1202 is acceptable; PHYS UN1401-UN1402 or the equivalent is HIGHLY recommended. Corequisites: CHEM UN3085

Elementary, but comprehensive, treatment of the fundamental laws governing the behavior of individual atoms and molecules and collections of them. *CHEM UN3079* covers the thermodynamics of chemical systems at equilibrium and the chemical kinetics of nonequilibrium systems. Although *CHEM UN3079* and *CHEM UN3080* 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 2016: CHEM UN3079**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3079	001/65263	M 11:40am - 12:55pm Room TBA	Laura Kaufman	4	38/60
CHEM 3079	001/65263	W 11:40am - 12:55pm 209 Havemeyer Hall	Laura Kaufman	4	38/60

**CHEM UN3085 Physical and Analytical Chemistry Laboratory I. 4 points.**

Lab Fee: \$125 per term.

Corequisites: CHEM UN3079

A student-centered experimental course intended for students who are co-registered or have completed *CHEM UN3079* and *CHEM UN3080*. 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 2016: CHEM UN3085**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3085	001/19101	T 12:00pm - 6:00pm 222 Havemeyer Hall	Luis Avila	4	9/15

**CHEM UN3098 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 UN3098* is offered in the fall and spring semesters.

**Fall 2016: CHEM UN3098**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3098	001/62661		Vesna Gasperov	4	4

**Spring 2017: CHEM UN3098**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3098	001/10986		Vesna Gasperov	4	9/25

**CHEM UN3920 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 UN3098*. 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 *UN3098* research.

**Fall 2016: CHEM UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3920	001/11007	F 2:10pm - 4:00pm 711 Havemeyer Hall	Laura Kaufman	2	12/40

**BIOC UN3300 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 2016: BIOC UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3300	001/21815	T 7:10pm - 9:30pm 413 Kent Hall	Danny Ho	3	49/65

#### Spring 2017: BIOC UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3300	001/21782	T 7:10pm - 9:30pm 329 Pupin Laboratories	Danny Ho	3	80/85

#### BIOC UN3501 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 2016: BIOC UN3501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 3501	001/26376	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Brent Stockwell	4	163/180

#### CHEM GU4071 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 2016: CHEM GU4071

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4071	001/66156	T Th 8:40am - 9:55am 320 Havemeyer Hall	Xavier Roy	4.5	25/42

#### CHEM GU4147 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 2016: CHEM GU4147

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4147	001/29785	T Th 10:10am - 11:25am 320 Havemeyer Hall	Tristan Lambert, Jack Norton	4.5	27/42

#### CHEM GU4148 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 2016: CHEM GU4148

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4148	001/13899	M W 10:10am - 11:25am 320 Havemeyer Hall	Tristan Lambert, Tomislav Rovis	4.5	18/42

#### CHEM GU4221 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 2016: CHEM GU4221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4221	001/19543	M W 11:40am - 12:55pm 320 Havemeyer Hall	Richard Friesner	4.5	6/42

#### CHEM GU4230 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 2016: CHEM GU4230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	CHEM	001/60068	M W 6:10pm - 7:25pm	Ruben Savizky	4	131/132
CHEM 4230	001/12835	M W 1:10pm - 2:25pm 320 Havemeyer Hall	Bruce Berne	4.5	6/42	1403		417 International Affairs Bldg			

**CHEM GU4312 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 2017****CHEM UN1403 General Chemistry I (Lecture). 4 points.**

Corequisites: MATH UN1101

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 UN0001* before taking *CHEM UN1403*. 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 UN1403* and *CHEM UN1404* 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 2016: CHEM UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/20630	M W 10:10am - 11:25am 309 Havemeyer Hall	Gerard Parkin	4	231/220
CHEM 1403	002/11738	T Th 10:10am - 11:25am 309 Havemeyer Hall	Ann McDermott	4	199/190
CHEM 1403	003/67901	T Th 6:10pm - 7:25pm 301 Pupin Laboratories	Ruben Savizky	4	159/190
CHEM 1403	004/13527	M W 6:10pm - 7:25pm 312 Mathematics Building	Robert Beer	4	83/132

**Spring 2017: CHEM UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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**CHEM UN1404 General Chemistry II (Lecture). 4 points.**

Although *CHEM UN1403* and *CHEM UN1404* 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 2017: CHEM UN1404**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1404	001/72995	M W 8:40am - 9:55am 309 Havemeyer Hall	Angelo Cacciuto	4	179/190
CHEM 1404	002/60993	M W 10:10am - 11:25am 309 Havemeyer Hall	Wei Min	4	105/190
CHEM 1404	003/77372	M W 6:10pm - 7:25pm 301 Pupin Laboratories	Robert Beer	4	142/162

**CHEM UN1500 General Chemistry Laboratory. 3 points.**

Lab Fee: \$140.

Corequisites: CHEM UN1403, CHEM UN1404

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 UN1501*). Please check the Directory of Classes for details. Please note that *CHEM UN1500* is offered in the fall and spring semesters.

**Fall 2016: CHEM UN1500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/29478	T 1:10pm - 4:55pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	28/46
CHEM 1500	002/70614	T 6:10pm - 9:55pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	23/46
CHEM 1500	003/67969	W 1:10pm - 4:55pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	29/46
CHEM 1500	004/22768	Th 1:10pm - 4:55pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	22/46

**Spring 2017: CHEM UN1500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/11815	M 1:10pm - 4:50pm 302c Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	21/24
CHEM 1500	002/77730	T 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	47/46
CHEM 1500	003/24530	T 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	43/46
CHEM 1500	004/77601	W 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	52/46
CHEM 1500	005/13047	W 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	33/46
CHEM 1500	006/12575	Th 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	44/46
CHEM 1500	007/62812	Th 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	37/46
CHEM 1500	008/72205	F 1:10pm - 4:50pm 302c Havemeyer Hall	Joseph Ulichny, Sarah Hansen	3	22/24

### CHEM UN1507 Intensive General Chemistry Laboratory. 3 points.

Lab Fee: \$140.

Corequisites: CHEM UN2045

A student-centered experimental course intended for students who are taking or have completed *CHEM UN1604* (Second Semester General Chemistry Intensive Lecture offered in Fall), *CHEM UN2045* (Intensive Organic Chemistry offered in Fall), or *CHEM UN2046* (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 UN1500* 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 UN1507* is offered in the fall and spring semesters.

#### Fall 2016: CHEM UN1507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1507	001/28048	F 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	12/18
CHEM 1507	002/18979	M 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	10/18

#### Spring 2017: CHEM UN1507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CHEM 1507	001/14709	F 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	15/18
CHEM 1507	002/65664	M 1:00pm - 6:00pm 302 Havemeyer Hall	Luis Avila	3	9/18

### CHEM UN2046 Intensive Organic Chemistry II (Lecture). 4 points.

Premedical students may take *CHEM W2045*, *CHEM W2046*, and *CHEM W2545* to meet the minimum requirements for admission to medical school. This course covers the same material as *CHEM W2443-CHEM W2444*, 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 W2045-CHEM W2046* are expected to enroll concurrently in *CHEM W1507*.

Although *CHEM W2045* and *CHEM W2046* 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 2017: CHEM UN2046

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2046	001/70127	T Th 11:40am - 12:55pm 633 Seeley W. Mudd Building	Colin Nuckolls	4	27/60

### CHEM UN2408 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 2017: CHEM UN2408

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2408	001/61249	F 12:00pm - 12:50pm 209 Havemeyer Hall	Vesna Gasperov	1	31/80

### CHEM UN2444 Organic Chemistry II (Lecture). 4 points.

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 W2443* and *CHEM W2444* 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 2017: CHEM UN2444

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CHEM 2444	001/75858	T Th 11:40am - 12:55pm 309 Havemeyer Hall	Karen Phillips	4	136/250
CHEM 2444	002/70006	M W 6:10pm - 7:25pm 309 Havemeyer Hall	Charles Doubleday	4	156/162

**CHEM UN2494 Organic Chemistry Laboratory II (Synthesis).****1.5 point.**

Lab Fee: \$62.00

Prerequisites: *CHEM W1403-CHEM W1404; CHEM W1500; CHEM W2493.*Corequisites: *CHEM W2444.*

Please note that you must complete CHEM W2493 before you register for CHEM W2494. 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 W2493) 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 W2494 is the second part of a full year organic chemistry laboratory course. Students must register for the lab lecture section (CHEM W2496) 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.

**CHEM UN3080 Physical Chemistry II. 4 points.**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 2017: CHEM UN3080**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3080	001/27448	M W 11:40am - 12:55pm 209 Havemeyer Hall	Xiaoyang Zhu	4	33/60

**CHEM UN3086 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 2017: CHEM UN3086**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3086	001/73734	T 12:00pm - 6:00pm 222 Havemeyer Hall	Luis Avila	4	9/15

**CHEM UN3098 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 UN3098* is offered in the fall and spring semesters.

**Fall 2016: CHEM UN3098**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3098	001/62661		Vesna Gasparov	4	4

**Spring 2017: CHEM UN3098**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3098	001/10986		Vesna Gasparov	4	9/25

**BIOC UN3512 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 2017: BIOC UN3512**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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BIOC 3512 001/23721	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	James Manley, Mauricio Arias Hernandez	3	41/101
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### **CHEM UN3546 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 2017: CHEM UN3546**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3546	001/28566	M 1:00pm - 6:00pm 202b Havemeyer Hall	Fay Ng	3	9/10
CHEM 3546	002/16619	T 1:00pm - 6:00pm 202b Havemeyer Hall	Fay Ng	3	5/10

### **CHEM GU4102 Chemistry for the Brain. 4.5 points.**

This course was upgraded from 2.5 to 4.5 and assigned a new number.

Prerequisites: organic chemistry and biology courses, neuroscience or neurobiology recommended, but not required.

The study of the brain is one of the most exciting frontiers in science and medicine today. Although neuroscience is by nature a multi-disciplinary effort, chemistry has played many critical roles in the development of modern neuroscience, neuropharmacology, and brain imaging. Chemistry, and the chemical probes it generates, such as molecular modulators, therapeutics, imaging agents, sensors, or actuators, will continue to impact neuroscience on both preclinical and clinical levels. In this course, two major themes will be discussed. In the first one, titled "Imaging brain function with chemical tools," we will discuss molecular designs and functional parameters of widely used fluorescent sensors in neuroscience (calcium, voltage, and neurotransmitter sensors), their impact on neuroscience, pros and cons of genetically encoded sensors versus chemical probes, and translatability of these approaches to the human brain. In the second major theme, titled "Perturbation of the brain function with chemical tools," we will examine psychoactive substances, the basics of medicinal chemistry, brain receptor activation mechanisms and coupled signaling pathways, and their effects on circuit and brain function.

We will also discuss recent approaches, failures and successes in the treatment of neurodegenerative and psychiatric disorders.

Recent advances in precise brain function perturbation by light (optogenetics and photopharmacology) will also be introduced. In the context of both themes we will discuss the current and future possibilities for the design of novel materials, drawing on the wide molecular structural space (small molecules, proteins, polymers, nanomaterials), aimed at monitoring, modulating, and repairing human brain function. This course is intended for students

(undergraduate and graduate) from the science, engineering and medical departments.

#### **Spring 2017: CHEM GU4102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4102	001/16784	T Th 10:10am - 11:25am 320 Havemeyer Hall	Dalibor Sames	4.5	20/25

### **CHEM GU4145 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 2017: CHEM GU4145**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4145	001/28629	F 11:00am - 11:50am 320 Havemeyer Hall	John Decatur	1	17/42

### **CHEM GU4210 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.

### **BIOC GU4324 Biophysical Chemistry II. 4 points.**

This course provides a rigorous introduction to the theory underlying widely used biophysical methods, which will be illustrated by practical applications to contemporary biomedical research problems. The course has two equally important goals. The first goal is to explicate the fundamental approaches used by physical chemists to understand the behavior of molecules and to develop related analytical tools. The second goal is to prepare students to apply these methods themselves to their own research projects. The course will be divided into seven modules: (i) solution thermodynamics; (ii) hydrodynamic methods; (iii) statistical analysis of experimental data; (iv) basic quantum mechanics; (v) optical spectroscopy with an emphasis on fluorescence; (vi) nuclear magnetic resonance spectroscopy; and (vii) light-scattering and diffraction methods. In each module, the underlying physical theories and models will be presented

and used to derive the mathematical equations applied to the analysis of experimental data. Weekly recitations will emphasize the analysis of real experimental data and understanding the applications of biophysical experimentation in published research papers.

#### Spring 2017: BIOC GU4324

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOC 4324	001/23317	T F 4:10pm - 5:25pm 320 Havemeyer Hall	Ann McDermott, Ruben Gonzalez	4	7/100

## OTHER COURSES OFFERED IN ALTERNATING YEARS

Please contact the undergraduate program manager, Vesna Gasperov (vg2231@columbia.edu), for further information.

### 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 GU4168 Materials Chemistry I. 4.5 points.

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.

#### Fall 2016: CHEM GU4168

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4168	001/23095	T Th 11:40am - 12:55pm 320 Havemeyer Hall	Colin Nuckolls, Michael Steigerwald	4.5	27/42

### 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.

### CHEM GR6168 Materials Chemistry IIA. 2.5 points.

Prerequisites: CHEM C3443 (or equivalent).

This is an introductory course to the emerging field of macromolecular materials chemistry. The general topics will be based on the chemistry, self-assembly, and performance of block copolymers and conjugated polymers. Particular emphasis will be devoted to the demands required to drive materials from scientific curiosity to commercialization. At the fundamental level, the course will cover topics on polymerization techniques, electronic structure of organic semiconductors, characterization strategies, nanostructures and self-assembly.

### CHEM G6169 Materials Chemistry IIB. 2.5 points.

Prerequisites: CHEM C3443 (or equivalent).

This is an introductory course to the field of inorganic nanomaterials chemistry. The course will cover the synthesis, the structural, electronic and magnetic characterization, and the physical properties of zero-, one- and two-dimensional inorganic nanomaterials. Particular emphasis will be devoted to the design of building blocks that can organize into functional assemblies and to the emergence of collective physical properties. The course will also explore the recent and developing electronic and optoelectronic applications of these materials.

### CHEM GR6222 Quantum Chemistry II. 2.5 points.

Prerequisites: Quantum Chemistry G4221.

Atomic and molecular quantum mechanics: fundamentals of electronic structure, many-body wave functions and operators, Hartree-Fock and density functional theory, the Dirac equation.

#### Spring 2017: CHEM GR6222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 6222	001/27566	M W 11:40am - 12:55pm 320 Havemeyer Hall	Richard Friesner	2.5	8/42

### CHEM G6231 Intermediate Statistical Mechanics. 2.5 points.

Prerequisites: CHEM G4221 and CHEM G4230.

Phase transitions and critical phenomena; renormalization group methods; classical theory of fluids.

### CHEM GR8104 Structure Determination in Inorganic Chemistry. 2.5 points.

Not offered during 2016-17 academic year.

The determination of structures by diffraction methods, focusing on single crystal X-ray diffraction, is described. Emphasis is placed on a critical evaluation of published data.

### CHEM GR8106 Kinetics. 2.5 points.

Not offered during 2016-17 academic year.

Kinetics and mechanisms of inorganic reactions.

**CHEM G8111 Applications of NMR Spectroscopy to Inorganic Chemistry. 2.5 points.**

The use of multinuclear NMR spectroscopy in the determination of the structures of inorganic molecules and the use of dynamic NMR spectroscopy (variable temperature NMR and magnetization transfer techniques) to provide information concerned with reaction mechanisms.

requires extensive participation of students in the form of discussions and debates. Grades will be based on participation, writing assignments, and one oral presentation.

**CHEM G8120 Polymers in Nanotechnology. 2.5 points.**

Polymeric materials have long been ubiquitous items and played important roles in revolutionizing the way we live. Due to the advent of modern polymerization fabrication strategies, polymers are rapidly gaining interest for the development of next generation devices and medical treatment. This course will focus on the chemistry polymers and their use as nanostructured materials created by self-assembly and top-down fabrication techniques. Specifically, the class will be divided into two sections describing the uses of organic nanostructures on a) surfaces and b) as particles. Patterned surfaces will be described in terms of photo-, imprint-, and block copolymer lithography. The preparation of nanoparticles through polymer synthesis, dendrimers, and mechanical manipulation will be the second part.

**CHEM G8130 The Chemistry of Nanocrystals. 2.5 points.**

This course will provide a discussion of the thermodynamics and kinetics of colloidal crystallization and stabilization, the physical properties of quantum confined semiconductor and metal nanocrystals, methods of nanocrystal characterization, and examples of nanocrystals in technological applications. Prospective students should be familiar with basic principles of quantum mechanics, thermodynamics of phase transitions, and inorganic chemistry – particularly molecular orbital theory.

Undergraduate students interested in this course should obtain approval from the instructor prior to registering.

**CHEM G8232 Advanced Statistical Mechanics. 2.5 points.**

Prerequisites: *CHEM G4221* and *CHEM G4230*, or their equivalents.

Stochastic processes; Brownian motion; Langevin equations and fluctuation-dissipation theorems; reaction rate theory; time correlation functions and linear response theory.

**CHEM GR8223 Quantum Chemistry, III. 2.5 points.**

**Not offered during 2016-17 academic year.**

Prerequisites: *CHEM G6222*.

Nonlinear spectroscopy: second harmonic and vibrational sum frequency generation; applications to surface and colloidal nanoparticle interfaces; nonradiative molecular processes.

**CHEM G8349 Research Ethics & Philosophy. 2.5 points.**

This lecture course aims to address philosophical and ethical questions in scientific research. What are the most important traits of successful scientists whose discoveries have greatly benefited humanity (and led to Nobel Prizes)? What distinguishes great science from mediocre or pathological "science"? What are the ethical standards of scientific research? How do we identify scientific misconduct or fraud? Why are ethical standards so critical to the integrity of the research enterprise? The course

# CLASSICS

**Departmental Office:** 617 Hamilton; 212-854-3902;  
classics@columbia.edu  
<http://www.columbia.edu/cu/classics/>

**Director of Undergraduate Studies (Classics):** Prof. Gareth Williams; 212-854-2850; gdw5@columbia.edu

**Director of Undergraduate Studies (Modern Greek Studies):** Prof. John Ma; 212-854-5682; jtm2179@columbia.edu

**Director of Academic Administration and Finance:** Juliana Driever; 212-854-2726; jd2185@columbia.edu  
(wdd3@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 UN1101 - GREK UN1102	Elementary Greek I and Elementary Greek II
GREK UN2101 - GREK UN2102	Intermediate Greek I Attic Prose and Intermediate Greek II: Homer
GREK UN1201	Intermediate Greek I

### Latin



LATN UN1101 - LATN UN1102	Elementary Latin I and Elementary Latin II
LATN UN2101 - LATN UN2102	Intermediate Latin I and Intermediate Latin II

With the permission of the director of undergraduate studies, GREK UN2102 Intermediate Greek II: Homer may be taken before GREK UN2101 Intermediate Greek I Attic Prose.

The intensive elementary courses GREK UN1121 Intensive Elementary Greek and LATN UN1121 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 UN2101 Intermediate Latin I should be taken before LATN UN2102 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 (*I100*-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*.

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### 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.

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### MAJOR IN ANCIENT STUDIES

Students interested in a major in ancient studies should see the *Ancient Studies* section in this Bulletin.

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### 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).

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### SPECIAL CONCENTRATION IN HELLENIC STUDIES

The courses in the Hellenic Studies program are designed to develop the student's proficiency in aspects of Modern Greek culture, language, and history. The minimum credit requirement for the Hellenic Studies Concentration is 21 credits and includes:

1. Modern Greek language and culture courses (Elementary, Intermediate, Advanced, Conversation I & II, Reading in Greek; minimum 8 credits). Students will work with undergraduate advisor to determine their level of the language,
2. Modern Greek Studies interdepartmental courses (CLGM, CSGM, HSGM; minimum 12 credits). The program of study should be planned as early as possible with the Director of Undergraduate Studies. Students meet with the Director of Undergraduate Studies each semester in order to obtain program approval. Opportunities exist

for study abroad in Greece, Cyprus and Turkey for the summer or an academic term for credit. Students work closely with the concentration advisor on the selection of the foreign schools and the transfer of credit.

Students may also wish to write a Senior Thesis which will substitute one Modern Greek Studies interdepartmental seminar. 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 identify a potential faculty advisor.

## COURSES

### LATIN

#### LATN UN1101 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 2016: LATN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1101	001/29027	T Th F 10:10am - 11:25am 609 Hamilton Hall	Joshua Fincher	4	9
LATN 1101	002/21693	M W 4:10pm - 6:00pm 315 Hamilton Hall	Joe Sheppard	4	8
LATN 1101	003/13581	M W 6:10pm - 8:00pm 315 Hamilton Hall	Caitlin Gillespie	4	8/20

##### Spring 2017: LATN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1101	001/71977	T Th 4:10pm - 6:00pm 616 Hamilton Hall	Caitlin Gillespie	4	9/20

#### LATN UN1102 Elementary Latin II. 4 points.

Prerequisites: *LATN UN1101*.

A continuation of *LATN UN1101*, including a review of grammar and syntax for students whose study of Latin has been interrupted.

##### Fall 2016: LATN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/13473	T Th 4:10pm - 6:00pm 607 Hamilton Hall	Isaia Crosson	4	7

##### Spring 2017: LATN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/65088	T Th F 10:10am - 11:25am 609 Hamilton Hall	Yujhan Claros	4	8/20
LATN 1102	002/63734	M W 6:10pm - 8:00pm 609 Hamilton Hall	Sarah Kaczor	4	13/20

#### LATN UN1121 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 un2101* or *un2102*.

##### Fall 2016: LATN UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1121	001/21477	T Th 6:10pm - 8:00pm 407 Hamilton Hall	Elia Ruben Rudoni	4	7

#### LATN UN2101 Intermediate Latin I. 4 points.

Prerequisites: *LATN UN1101-UN1102*, or *LATN UN1121*, or the equivalent.

Selections from Catullus and from Cicero or Caesar.

##### Spring 2017: LATN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2101	001/70871	T Th 6:10pm - 8:00pm 609 Hamilton Hall	Joe Sheppard	4	10/25

#### LATN UN2102 Intermediate Latin II. 4 points.

Prerequisites: *LATN UN2101* or the equivalent.

Selections from Ovid's *Metamorphoses* and from Sallust, Livy, Seneca, or Pliny.

##### Spring 2017: LATN UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2102	001/07304	T Th F 11:40am - 12:55pm 118 Barnard Hall	Joshua Fincher	4	5/25
LATN 2102	002/75427	M W 6:10pm - 8:00pm 616 Hamilton Hall	Jeremy Simmons	4	19/25

#### LATN UN3012 Augustan Poetry. 3 points.

Prerequisites: *LATN VI202* or the equivalent.

Selections from Vergil and Horace. Combines literary analysis with work in grammar and metrics.

##### Fall 2016: LATN UN3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3012	001/70500	M W 4:10pm - 5:25pm 309 Hamilton Hall	Caitlin Gillespie	3	18

#### LATN UN3033 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*).

##### Fall 2016: LATN UN3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3033	001/72346	T Th 2:40pm - 3:55pm A36 Union Theological Seminary	Carmela Franklin	3	8

### **LATN UN3035 Poetry as Neurosis: Lucan's *Bellum Civile*. 3 points.**

This course is an intensive study of Lucan's revolutionary and enigmatic *Bellum Civile*, the epic masterpiece of the Neronian age, which was admired and imitated all through the history of Western culture by authors such as Dante, Montaigne, Milton, Voltaire, Goethe, Shelley, and Baudelaire among others. The course will examine major controversies concerning the form and meaning of the poem, with special emphasis on the poetic tension created by the narrator's neurotic personality. The narration of the 49 BCE civil war between Caesar and Pompey is for Lucan the pretext for an original and intensely personal reflection on themes such as political oppression, the role of the individual in society, nihilism, self-destructiveness, mental disorder, and artistic creation. The poem will be analyzed from various critical perspectives that include rhetoric, intertextuality, deconstruction, reception theory, and psychoanalysis; no previous knowledge of any of these methodologies is required. Although an acceptable knowledge of Latin (intermediate or above) is assumed, the primary focus of this course is literary and sociological interpretation rather than linguistic competence. In addition to the Latin reading assignments, the poem will also be read entirely in English translation, allowing students to comprehend the whole while they engage with particular sections in the original language. The assignment for each class will include: (1) approximately five hundred lines to be read in English translation; (2) translation of short Latin passages, whose size may be adapted to the level of the class/student; (3) secondary readings.

#### **Spring 2017: LATN UN3035**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3035	001/83456	T Th 6:10pm - 7:25pm 401 Hamilton Hall	Elia Ruben Rudoni	3	15/15

### **LATN V3309 Lucretius. 3 points.**

Prerequisites: *LATN VI202* or the equivalent.

Since the content of this course changes from year to year, it may be repeated for credit.

### **LATN UN3309 LATIN LITERATURE SELECTIONS. 3 points.**

Prerequisites: *LATN VI202* or the equivalent.

Since the content of this course changes from year to year, it may be repeated for credit.

### **LATN UN3310 Selections from Latin Literature: Roman Britain. 3 points.**

Prerequisites: *LATN UN2102* or the equivalent.

Since the content of this course changes from year to year, it may be repeated for credit.

#### **Spring 2017: LATN UN3310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3310	001/13903	T Th 11:40am - 12:55pm 412 Pupin Laboratories	Caitlin Gillespie	3	16/25

### **LATN V3320 Intensive Reading Course. 3 points.**

Prerequisites: *LATN VI201-VI202* 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 UN3980 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 2016: LATN UN3980**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3980	001/11487	F 2:40pm - 4:30pm 408 Hamilton Hall	Elizabeth Scharffenberger	3	3

### **LATN UN3996 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 2016: LATN UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3996	001/17383	F 2:10pm - 4:00pm 707 Hamilton Hall	John Ma	3	5

### **LATN UN3997 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.

#### **Fall 2016: LATN UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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LATN 3997 005/01887	Kristina Milnor	3	0
LATN 3997 006/07235	Helene Foley	3	0
LATN 3997 007/28690	Elizabeth Scharffenberger	3	0
LATN 3997 008/76810	Seth Schwartz	3	0
LATN 3997 011/23272	Gareth Williams	3	0

**Spring 2017: LATN UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3997 001/60596			Kathy Eden	3	0
LATN 3997 002/76412			Carmela Franklin	3	0
LATN 3997 003/26559			Joseph Howley	3	0
LATN 3997 004/11298			Gareth Williams	3	3
LATN 3997 005/75929			James Zetzel	3	0
LATN 3997 006/05680			Ellen Morris	3	0
LATN 3997 011/01489			Kristina Milnor	3	0

**LATN UN3998 Supervised Research in Latin Literature. 3 points.**

Prerequisites: the director of undergraduate studies' permission.  
A program of research in Latin literature. Research paper required.

**Fall 2016: LATN UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3998 002/11512			Dan-el Peralta	3	0
LATN 3998 003/12790				3	0
LATN 3998 004/70644			Joseph Howley	3	0
LATN 3998 005/04109			Kristina Milnor	3	1
LATN 3998 006/04392			Helene Foley	3	0
LATN 3998 007/17403			Elizabeth Scharffenberger	3	0
LATN 3998 008/69082			Seth Schwartz	3	0
LATN 3998 011/12066			Gareth Williams	3	0

**Spring 2017: LATN UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3998 001/20827			Kathy Eden	3	0
LATN 3998 002/21050			Carmela Franklin	3	0
LATN 3998 003/23733			Joseph Howley	3	1
LATN 3998 004/10318			Gareth Williams	3	1
LATN 3998 005/23747			James Zetzel	3	0
LATN 3998 006/09402			Ellen Morris	3	0

LATN 3998 011/03189	Kristina Milnor	3	0
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**LATN GU4009 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 2016: LATN GU4009**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4009 001/65400		M W 10:10am - 11:25am 609 Hamilton Hall	Joseph Howley	3	5

**LATN GU4105 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 2016: LATN GU4105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4105 001/75268		M W 4:10pm - 6:00pm 607 Hamilton Hall	Gareth Williams	4	12

**LATN GU4106 Latin Literature of the Empire. 4 points.**

Prerequisites: at least two terms of Latin at the 3000-level or higher.

Latin literature from Augustus to 600 C.E.

**Spring 2017: LATN GU4106**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4106 001/86098		M W 4:10pm - 6:00pm 401 Hamilton Hall	Gareth Williams	4	11

**LATN UN4139 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 2016: LATN UN4139**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4139 001/02354		T Th 11:40am - 12:55pm 214 Milbank Hall	Kristina Milnor	3	13

**GREEK****GREK UN1101 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 2016: GREK UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1101	001/70135	M W F 1:10pm - 2:25pm 408 Hamilton Hall	Paraskevi Martzavou	4	4
GREK 1101	002/68255	T Th 6:10pm - 8:00pm	Maria Combatti	4	7

616 Hamilton Hall

**Spring 2017: GREK UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1101	001/21474	T Th F 1:10pm - 2:25pm 616 Hamilton Hall	Barbara Vinck	4	5/18

**GREK UN1102 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 2016: GREK UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1102	001/63506	F 1:10pm - 2:00pm 406 Hamilton Hall	Caleb Simone	4	7
GREK 1102	001/63506	T Th 1:10pm - 2:25pm 406 Hamilton Hall	Caleb Simone	4	7

**Spring 2017: GREK UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1102	001/28819	M W F 1:10pm - 2:25pm 408 Hamilton Hall	Paraskevi Martzavou	4	3/18
GREK 1102	002/61142	T Th 6:10pm - 8:00pm 406 Hamilton Hall	Maria Combatti	4	3/18

**GREK UN1121 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 2016: GREK UN1121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1121	001/22230	M W F 1:10pm - 2:25pm 616 Hamilton Hall	Jeremy Simmons	4	8

**Spring 2017: GREK UN1121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1121	001/68187	T Th F 1:10pm - 2:25pm 404 Hamilton Hall	Carina de Klerk	4	4/18

**GREK UN1201 Intermediate Greek I. 4 points.**

Prerequisites: *GREK V1101-1102* or the equivalent.

Selections from Attic prose.

**Fall 2016: GREK UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1201	001/27547	T Th F 10:10am - 11:25am 613 Hamilton Hall	Paraskevi Martzavou	4	10/18

**GREK UN1202 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 2016: GREK UN1202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1202	001/64130	M W F 11:40am - 12:55pm 408 Hamilton Hall	Carina de Klerk	4	3

**GREK UN2101 Intermediate Greek I Attic Prose. 4 points.**

Prerequisites: *GREK V1101-1102* or the equivalent.

Selections from Attic prose.

**Spring 2017: GREK UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 2101	001/67599	M W F 1:10pm - 2:25pm 609 Hamilton Hall	Isaia Crosson	4	12/18

**GREK UN2102 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.

**Spring 2017: GREK UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 2102	001/03655	T Th F 10:10am - 11:25am 405 Barnard Hall	Joshua Fincher	4	9

**GREK V3015 Philo of Alexandria: Historical Essays and the Contemplative Life. 0 points.**

Not offered during 2016-17 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 UN3309 Imperial Prose. 3 points.**

Since the content of this course changes from year to year, it may be repeated for credit.

**Fall 2016: GREK UN3309**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3309	001/19551	T Th 1:10pm - 2:25pm 613 Hamilton Hall	Elizabeth Irwin	3	5

**GREK UN3310 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 2017: GREK UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3310	001/20843	T Th 1:10pm - 2:25pm 617b Hamilton Hall	Deborah Steiner	3	8/25

#### 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 UN3980 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 2016: GREK UN3980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3980	001/75352	F 2:40pm - 4:30pm 408 Hamilton Hall	Elizabeth Scharffenberger	3	4

#### GREK UN3996 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 2016: GREK UN3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3996	001/16200	F 2:10pm - 4:00pm 707 Hamilton Hall	John Ma	3	3

#### GREK UN3997 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.

#### Fall 2016: GREK UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3997	005/07842		Kristina Milnor	3	0

GREK 3997	006/04456		Helene Foley	3	0
GREK 3997	007/26951		Elizabeth Scharffenberger	3	0
GREK 3997	008/17157		Seth Schwartz	3	0
GREK 3997	011/61926		Gareth Williams	3	0

#### Spring 2017: GREK UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3997	001/74557		Elizabeth Irwin	3	0
GREK 3997	002/62165		John Ma	3	0
GREK 3997	003/12831		Paraskevi Martzavou	3	0
GREK 3997	004/63739		Elizabeth Scharffenberger	3	2
GREK 3997	005/19053		Seth Schwartz	3	0
GREK 3997	006/05419		Ellen Morris	3	0
GREK 3997	013/09443		Helene Foley	3	0

#### GREK UN3998 Supervised Research. 3 points.

Prerequisites: the director of undergraduate studies' permission.

A program of research in Greek literature. Research paper required.

#### Fall 2016: GREK UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3998	006/01118		Helene Foley	3	1
GREK 3998	007/27993		Elizabeth Scharffenberger	3	0
GREK 3998	008/24448		Seth Schwartz	3	0
GREK 3998	011/26319		Gareth Williams	3	0

#### Spring 2017: GREK UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3998	001/77288		Elizabeth Irwin	3	0
GREK 3998	002/63490		John Ma	3	3
GREK 3998	003/17808		Paraskevi Martzavou	3	0
GREK 3998	004/71294		Elizabeth Scharffenberger	3	0
GREK 3998	005/61513		Seth Schwartz	3	0
GREK 3998	006/07260		Ellen Morris	3	0
GREK 3998	007/26553		Joseph Howley	3	1
GREK 3998	013/05025		Helene Foley	3	1
GREK 3998	014/02571		Nancy Worman	3	1

**GREK W4006 Thucydides. 3 points.**  
**Not offered during 2016-17 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 GU4009 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 2016: GREK GU4009**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4009	001/07460	M W 2:40pm - 3:55pm 214 Milbank Hall	Helene Foley	3	6

**GREK GU4010 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 2017: GREK GU4010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4010	001/62749	T Th 10:10am - 11:25am 405 Fayerweather	Seth Schwartz	3	2

**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 GU4105 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 2016: GREK GU4105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4105	001/66964	T Th 2:10pm - 4:00pm 617b Hamilton Hall	Deborah Steiner	4	11

**GREK GU4106 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 2017: GREK GU4106**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4106	001/73046	T Th 2:10pm - 4:00pm 114 Knox Hall	Elizabeth Scharffenberger	4	7

**GREK W4108 History of the Greek and Latin Languages. 3 points.**

**Not offered during 2016-17 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 GU4139 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 2017: GREK GU4139**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4139	001/92047	T Th 11:40am - 12:55pm 602 Hamilton Hall	Elizabeth Scharffenberger	3	9

**GREK W4140 Greek Stylistics. 3 points.**

**Not offered during 2016-17 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 2016-17 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 2016-17 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 2016-17 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.

**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.

**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.

**CLCV V3162 Ancient Law. 3 points.**

**Not offered during 2016-17 academic year.**

**CLCV V3205 Classics in the 20th and 21st Centuries. 3 points.**  
**Not offered during 2016-17 academic year.**

**CLCV UN3230 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.

Spring 2017: CLCV UN3230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3230	001/09277	T Th 10:10am - 11:25am	Kristina Milnor	3	31

207 Milbank Hall

**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"?

**CLCV UN3535 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).

Fall 2016: CLCV UN3535

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3535	001/06516	T Th 10:10am - 11:25am 207 Milbank Hall	Ellen Morris	3	21

**CLCV UN3992 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 2017: CLCV UN3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3992	001/08855	M 6:10pm - 8:00pm 214 Milbank Hall	Ellen Morris	3	9/16

**CLCV W4015 Roman Law. 3 points.****Not offered during 2016-17 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 2016-17 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 GU4110 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.

Spring 2017: CLCV GU4110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 4110	001/08631	T Th 2:40pm - 3:55pm LI104 Diana Center	Helene Foley	3	38

**CLCV W4145 Ancient Political Theory. 3 points.****Not offered during 2016-17 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.

**CLCV GU4411 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 2017: CLCV GU4411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 4411	001/01333	M W 11:40am - 12:55pm 202 Milbank Hall	Ellen Morris	4	19

## CLASSICAL LITERATURE

**CLLT UN3132 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 2016: CLLT UN3132

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLLT 3132	001/06333	M W 11:40am - 12:55pm 323 Milbank Hall	Helene Foley	3	47

**CLLT V3140 Comedy Past and Present. 3 points.**

**Not offered during 2016-17 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 2016-17 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 2016-17 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 2016-17 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 GU4300 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.

Fall 2016: CLLT GU4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLLT 4300	001/03440	T Th 1:10pm - 2:25pm 202 Milbank Hall	Joshua Fincher	3	4

**CLLT W4310 Myth and Ritual. 3 points.**

**Not offered during 2016-17 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 UN1101 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 2016: GRKM UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1101	001/71349	M W 12:10pm - 2:00pm 406 Hamilton Hall	Maria Hadjipolycarpou	4	8

#### GRKM UN1102 Elementary Modern Greek. 4 points.

Prerequisites: *GRKM V1101* or the equivalent.

Continuation of *GRKM V1101*. Introduction to modern Greek language and culture. Emphasis on speaking, writing, basic grammar, syntax, and cross-cultural analysis.

#### Spring 2017: GRKM UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1102	001/16090	M W 12:10pm - 2:00pm 616 Hamilton Hall	Maria Hadjipolycarpou	4	5/20

#### GRKM UN2102 Intermediate Modern Greek II. 4 points.

Prerequisites: *GRKM V2101* or the equivalent.

Continuation of *GRKM V2101*. Students complete their knowledge of the fundamentals of Greek grammar and syntax while continuing to enrich their vocabulary.

#### Spring 2017: GRKM UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 2102	001/70776	M W 10:10am - 12:00pm 406 Hamilton Hall	Maria Hadjipolycarpou	4	2/20

#### GRKM UN1111 CULTURAL DICTIONARY I. 1 point.

The course is structured around the presentation of important moments in contemporary Greek history and culture, which constitute vantage points for discussion. Through text, videos, presentations, group quizzes, debates, and the etymological investigation of "the random term of the day" we will ask: What does it mean to be a student at a public university in Athens today? How does Orthodox Christianity and its cyclical liturgical language relate to contemporary discourses on modernization, time management, and efficiency?

#### Fall 2016: GRKM UN1111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1111	001/65849	F 10:10am - 11:00am 522a Kent Hall	Karen Van Dyck	1	8/15

#### GRKM UN1201 Intermediate Modern Greek I. 4 points.

Prerequisites: *GRKM V1101-V1102* or the equivalent.

Corequisites: students are also required to take the conversation class, *GRKM W2111*.

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 2016: GRKM UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1201	001/21429	M W 10:10am - 12:00pm Room TBA	Maria Hadjipolycarpou	4	2

#### GRKM UN1211 CULTURAL DICTIONARY II. 1 point.

The course is structured around the presentation of important moments in contemporary Greek history and culture, which constitute vantage points for discussion. Through text, videos, presentations, group quizzes, debates, and the etymological investigation of "the random term of the day" we will ask: why are certain roads and squares in central Athens known by different names from those that appear on official maps, in what ways does a Greek news broadcast differ from an American one, and what can bars and restaurants reveal about the ways in which the Greek literary canon has been shaped?

#### Fall 2016: GRKM UN1211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1211	001/20997	F 11:10am - 12:00pm 522a Kent Hall	Karen Van Dyck	1	6

#### GRKM UN3001 Advanced Modern Greek I. 3 points.

Prerequisites: *GRKM V2101* 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, Chouliaras).

#### Spring 2017: GRKM UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3001	001/65260	M W 2:40pm - 3:55pm 408 Hamilton Hall	Maria Hadjipolycarpou	3	0

#### 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 UN3920 The World Responds to the Greeks. 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: To what extent is meaning and cultural identity, sitespecific? 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? How has Greece as a specific site shaped the study of the Cold War, dictatorships, and crisis?

**Spring 2017: GRKM UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3920	001/14535	M W 2:40pm - 3:55pm C01 Knox Hall	Dimitrios Antoniou	3	29/30

**GRKM UN3996 THE MAJOR SEMINAR. 3 points.**

The course allows students in Topics through Greek Film (G4135) with an intermediate to advanced level of Greek to supplement their study of that course’s theme through materials in Greek. Each week we will be reading short texts (excerpts from novels and essays, blogs, newspaper articles) on a theme discussed that week in G4135.

**Fall 2016: GRKM UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3996	001/67201	F 12:10pm - 1:00pm Room TBA	Karen Van Dyck	3	2/15

**GRKM UN3997 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.

**Fall 2016: GRKM UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3997	001/18489		Karen Van Dyck	1-4	0

**Spring 2017: GRKM UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3997	001/25325		Karen Van Dyck	1-4	0
GRKM 3997	002/88454		Stathis Gourgouris	1-4	0
GRKM 3997	003/25976		Maria Hadjipolycarpou	1-4	0

**GRKM UN3998 Senior Research Seminar. 1-4 points.**

Designed for students writing a senior thesis or doing advanced research on Greek or Greek Diaspora topics.

**Fall 2016: GRKM UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3998	001/21269		Karen Van Dyck	1-4	0

**Spring 2017: GRKM UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3998	001/10632			1-4	1

**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.

**GRKM GU4997 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.

**Fall 2016: GRKM GU4997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 4997	001/19275		Karen Van Dyck	1-4	0

**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.**

**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.

## CROSS-LISTED COURSES

HIST UN3152

Byzantine Encounters in the  
Mediterranean and the Middle East

# 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

#### CNNS UN3900 Independent Research in Nuclear Nonproliferation Studies. *1 point.*

The opportunity to conduct an independent research project in nuclear nonproliferation studies is open to all majors. A product and detailed report is presented by the student when the project is completed.

Prerequisite: written permission of instructor. Points:1-4

Spring 2017: CNNS UN3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CNNS 3900	001/28098		Emlyn Hughes	1	8

#### 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 2016: INSM W3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3920	001/75032	W 2:00pm - 4:00pm Hl-2 Heyman Center For Humanities	Jo Ann Cavallo, Wm Theodore De Bary,	4	8/20

Rachel  
Chung

#### 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 2017: INSM W3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3921	001/88548	W 2:10pm - 4:00pm Hl-2 Heyman Center For Humanities	Douglas Chalmers, Wm Theodore De Bary, Rachel Chung	4	15/22

#### 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.

#### 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 2016-17 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 2017: JOUR W3100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JOUR 3100	001/92798	T Th 11:40am - 12:55pm 511a Journalism Building	Andie Tucher, Michael Schudson	3	28/40

**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 2017: PUBH W3100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 3100	001/12348	M W 4:10pm - 5:25pm 501 Northwest Corner	Marni Sommer, Rachel Moresky	3	89/100

**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?



# COMPARATIVE LITERATURE AND SOCIETY

**Program Office:** B-101 Heyman Center, East Campus;  
212-854-4541; [icls@columbia.edu](mailto:icls@columbia.edu)  
<http://icls.columbia.edu>

**Director:** Prof. Lydia Liu, 407 Kent Hall; 212-854-5631;  
[ll2410@columbia.edu](mailto:ll2410@columbia.edu)

**Associate Director:** Associate Prof. Anupama Rao, Barnard Hall  
2nd Floor, Lefrak 226; 212-854-8547; [arao@barnard.edu](mailto:arao@barnard.edu)

**Director of Undergraduate Studies:** Associate Prof. Madeleine  
Dobie, 510 Philosophy; 212-854-9874; [mld2027@columbia.edu](mailto:mld2027@columbia.edu)

**Director of Medicine, Literature and Society Major  
track:** Assistant Prof. of Medicine Rishi Goyal; B106 Heyman  
Center, East Campus; 212-854-4541; [rkg6@columbia.edu](mailto:rkg6@columbia.edu)

**Assistant Director:** Sarah Monks, B-102 Heyman Center, East  
Campus; 212-854-8850; [sm3373@columbia.edu](mailto: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 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 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)  
 Bernard Harcourt (Law; Center for Contemporary Critical Thought)  
 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, 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, 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 UN3991 Senior Seminar in Comparative Literature and Society;
4. Senior thesis (optional).

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### 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, required for all ICLS majors and normally taken in the spring of the sophomore year;
2. Three courses with a CPLS designator, or courses designated as comparative in nature by the various language-literature or social science departments (i.e., CL- courses)
3. Three courses within a given department/discipline that address the student's focused interest (Literature and Medicine; Medical Anthropology; History of Medicine/Public Health) but most importantly 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 student's 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 US)

7. CPLS V3992 Senior Seminar in Medicine, Literature, and Society or CPLS V3991 Senior Seminar in Comparative 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*, 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.

### **CPLS W3333 East/West Frametale Narratives. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
**Not offered during 2016-17 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 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.

### **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.

### **CPLS UN3900 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 2017.

#### **Spring 2017: CPLS UN3900**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3900	001/29781	M 2:10pm - 4:00pm 302 Fayerweather	Madeleine Dobie	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.

**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 2016-17 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 2016-17 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](mailto: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 2016-17 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 2016-17 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.

**CPLS UN3950 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 2017: CPLS UN3950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3950	001/01193	T 4:10pm - 6:00pm 327 Milbank Hall	Emily Sun	4	6

**CPLS W3955 The West in Global Thought. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
**Not offered during 2016-17 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 2016-17 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 2016-17 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 UN3991 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. There will be two sections of this course for Fall 2016. Topic for 2016: TBA

**Fall 2016: CPLS UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3991	001/26977	M 4:10pm - 6:00pm 401 Hamilton Hall	Gil Anidjar	3	14/16

**Spring 2017: CPLS UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3991	001/21635	T 10:10am - 12:00pm 311 Fayerweather	Rishi Goyal	3	14/16

**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 UN3995 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.

**Spring 2017: CPLS UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3995	001/73530		Madeleine Dobie	3	11/20

**CPLS UN3997 Independent Study-Undergrad. 1-3 points.**

Independent Study (set up for MLS service learning)

**Fall 2016: CPLS UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3997	001/12985		Madeleine Dobie	1-3	1/10

**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 2016-17 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 GU4220 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 2016: CPLS GU4220**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4220	001/60999	T 10:10am - 12:00pm 420 Hamilton Hall	Sayantani DasGupta	4	15/16

**CPLS Q6100 Introduction to Comparative Literature and Society - graduate. 3 points.**

This course is required for ICLS graduate students, and priority will be given to these students. Contact the ICLS office for more information at (212) 854-4541.

Please note: This course is required for ICLS graduate students, and priority will be given to these students. Generally the course fills with ICLS students each semester. Students MAY NOT register themselves for this course. Contact the ICLS office for more information at [icls.columbia@gmail.com](mailto:icls.columbia@gmail.com). This course was formerly numbered as G4900. This course introduces beginning graduate students to the changing conceptions in the comparative study of literatures and societies, paying special attention to the range of interdisciplinary methods in comparative scholarship. Students are expected to have preliminary familiarity with the discipline in which they wish to do their doctoral work. Our objective is to broaden the theoretical foundation of comparative studies to negotiate a conversation between literary studies and social sciences. Weekly readings are devoted to intellectual inquiries that demonstrate strategies of research, analysis, and argumentation from a multiplicity of disciplines and fields, such as anthropology, history, literary criticism, architecture, political theory, philosophy, art history, and media studies. Whenever possible, we will invite faculty from the above disciplines and fields to visit our class and share their perspectives on assigned readings. Students are encouraged to take advantage of these

opportunities and explore fields and disciplines outside their primary focus of study and specific discipline.

## OF RELATED INTEREST

### Classics

CLGM W3937 The Culture of Democracy

### 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

### 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

### Germanic Languages

CLGR W4207

### History (Barnard)

HIST BC3830 Bombay/Mumbai and Its Urban Imaginaries

### Italian

CLIA V3660

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

### Slavic Languages

CLRS V3301 Angry Young Decade: 1955 - 1965 In Russia, Poland, USA England

CLSL W4003

CLRS GU4011 Dostoevsky, Tolstoy, and the English Novel [in English]

CLCZ W4030 Postwar Czech Literature [in English]

CLCZ GU4035 The Writers of Prague

CLSL W4075

CLSL GU4995 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 Studies:** Dr. Jae Woo Lee, 715  
CEPSR; 212-939-7066; [jae@cs.columbia.edu](mailto: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 four majors: computer science; information science; computer science-statistics; 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 intelligent systems 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, graphics, interaction, and robotics 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.

## 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 SIP IP 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
- Julia Hirschberg
- Gail E. Kaiser
- John R. Kender
- Kathleen R. McKeown
- Vishal Misra
- Shree K. Nayar
- Jason Nieh
- Steven M. Nowick
- Kenneth A. Ross
- Henning G. Schulzrinne
- Salvatore J. Stolfo
- Mihalis Yannakakis

## ASSOCIATE PROFESSORS

- Alexandr Andoni
- Luca Carloni
- Xi Chen
- Stephen A. Edwards
- Eitan Grinspun
- Tony Jebara
- Angelos D. Keromytis
- Martha Allen Kim
- Tal Malkin
- Itsik Pe'er
- Daniel S. Rubenstein
- Rocco A. Servadio
- Simha Sethumadhavan
- Junfeng Yang

## ASSISTANT PROFESSORS

- Augustin Chaintreau
- Yaniv Erlich

- Roxana Geambasu
- Daniel Hsu
- Suman Jana
- Allison Lewko
- Omri Weinstein
- Eugene Wu
- Changxi Zheng

## SENIOR LECTURER IN DISCIPLINE

- Adam Cannon

## LECTURER IN DISCIPLINE

Paul Blaer  
Jae Woo Lee  
Ansaf Salieb-Aouissi

## ASSOCIATED FACULTY

- Shih-Fu Chang  
Matei Ciocarlie
- Edward G. Coffman Jr.
- Eleni Drinea
- Jonathan Gross (*emeritus*)
- Dana Pe'er
- Clifford Stein
- Steven H. Unger (*emeritus*)
- Vladimir Vapnik
- Henryk Wozniakowski (*emeritus*)
- Yechiam Yemini (*emeritus*)

## SENIOR RESEARCH SCIENTISTS

- Arthur G. Werschulz
- Moti Yung

## RESEARCH SCIENTISTS

Owen Rambow

## ASSOCIATED RESEARCH SCIENTISTS

- Giuseppe DiGuglielmo
- 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

However, COMS W1005 and COMS W3136 cannot be counted towards the Computer Science major, minor, and concentration.

## 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)
<b>First Year</b>	
COMS W1004	Introduction to Computer Science and Programming in Java
or COMS W1007	Honors Introduction to Computer Science
<b>Sophomore Year</b>	
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
<b>Junior and Senior Year</b>	

Select the remaining required core courses:

COMS W3261	Computer Science Theory
CSEE W3827	Fundamentals of Computer Systems
Select one of the following courses:	
MATH UN2010	Linear Algebra
MATH V2020	Honors Linear Algebra
APMA E2101	Introduction to Applied Mathematics
APMA E3101	Linear Algebra
STAT GU4001	Introduction to Probability and Statistics
SIEO W3600	Introduction to Probability and Statistics
or SIEO W4150	

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

In addition to the CS Core (22-24 points), all CS majors must complete the Calculus Requirement (3 points) and a Track Requirement (15 or 18 points). The CS major therefore requires 40-45 points total.

### Mathematics (3 points)

Calculus II or Calculus III.

Note that Calculus III does NOT depend on Calculus II. You can take either Calculus II or III, but find that Calculus III topics are a bit more relevant for upper-level Computer Science courses.

### Track Requirement (15 or 18 points)

Students must select one of the following six upper-level tracks. Each track, except the combination track, requires five courses



consisting of required, elective breadth, and elective track courses. The combination 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, and other areas of theoretical Computer Science.

Note: Students who declared their Computer Science major prior to Fall 2016 may also count COMS 4241, COMS 4205, COMS 4281, COMS 4444, COMS 4771, and COMS 4772 as track elective courses.

#### Required Courses

CSOR W4231	Analysis of Algorithms I
COMS W4236	Introduction to Computational Complexity

#### Track Electives

Select 2 from:

MATH V3020	
MATH UN3025	Making, Breaking Codes
COMS W4203	Graph Theory
MATH W4032	
MATH GU4041	Introduction to Modern Algebra I
MATH GU4042	Introduction to Modern Algebra II
MATH GU4061	Introduction To Modern Analysis I
MATH W4155	
COMS W4252	Introduction to Computational Learning Theory
COMS W4261	Introduction to Cryptography
APMA E4300	Computational Math: Introduction to Numerical Methods
IEOR E4407	Game Theoretic Models of Operations
CSPH GU4801	Mathematical Logic I
CSPH G4802	Math Logic II: Incompleteness
COMS E6232	Analysis of Algorithms, II
MATH G6238	Enumerative Combinatorics
COMS E6253	Advanced Topics in Computational Learning Theory
COMS E6261	Advanced Cryptography
EEOR E6616	Convex optimization
IEOR E6613	Optimization, I
IEOR E6614	Optimization, II
IEOR E6711	Stochastic models, I
IEOR E6712	Stochastic models, II
ELEN E6717	Information theory
ELEN E6718	Algebraic coding theory

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 E6998	Topics in Computer Science

#### 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

Select 1 from:

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
Any COMS E68XX course	
Any COMS E61XX course	

#### 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

Select 2 from:

COMS W4252	Introduction to Computational Learning Theory
Any COMS W47xx course	

Any COMS E67XX 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 E6998 Topics in Computer Science

#### 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

Select 2 from:

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

Any COMS E69XX course

#### 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, Graphics, Interaction, and Robotics 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

Select 2 from:

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

Any COMS E69XX course

#### 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

or COMS W1002 Computing in Context

COMS W1004 Introduction to Computer Science  
and Programming in Java

COMS W1007 Honors Introduction to Computer  
Science

COMS W3134 Data Structures in Java

STAT GU4001 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
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 UN1105	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
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### 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
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ECBM E3060/E4060	Introduction to genomic information science and technology
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One course drawn from a human centered area such as the following:

PSYC W2215	Cognition and the Brain
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## MAJOR IN DATA SCIENCE

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 UN1101	Calculus I
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MATH UN1102	Calculus II
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MATH UN1201	Calculus III
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MATH UN2010	Linear Algebra
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Select one of the following courses:

STAT UN1001	Introduction to Statistical Reasoning
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STAT UN1101	Introduction to Statistics
STAT UN1201	Calculus-Based Introduction to Statistics

**Statistics (12 points)**

STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference
STAT GU4205	Linear Regression Models
STAT GU4241	Statistical Machine Learning

or COMS W4771 Machine Learning

**Computer Science (12 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

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

Two required courses:

COMS W3203	Discrete Mathematics: Introduction to Combinatorics and Graph Theory
CSOR W4231	Analysis of Algorithms I

**Electives (15 points)**

Select two of the following courses:

STAT UN3106	Applied Data Mining
STAT GU4206	Statistical Computing and Introduction to Data Science
STAT GU4224	Bayesian Statistics
STAT GU4243	Applied Data Science
STAT Q4242	Advanced Machine Learning

Select three 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 EXCEPT W4771

## 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)

Select one of the following courses:

MATH UN2010	Linear Algebra
MATH V2020	Honors Linear Algebra
APMA E2101	Introduction to Applied Mathematics
APMA E3101	Linear Algebra
STAT GU4001	Introduction to Probability and Statistics
SIEO W3600	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.

Lect: 3.

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.**

Lect: 4.

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 2016: COMS W1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1002	001/14318	T Th 2:40pm - 3:55pm 501 Northwest Corner	Adam Cannon	4	104/124

**COMS W1004 Introduction to Computer Science and Programming in Java. 3 points.**

Lect: 3.

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: 1004 and 1005.

**Fall 2016: COMS W1004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/62478	T Th 5:40pm - 6:55pm 309 Havemeyer Hall	Adam Cannon	3	268/320

**Spring 2017: COMS W1004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/23742	T Th 5:40pm - 6:55pm 501 Schermerhorn Hall	Adam Cannon	3	104/180
COMS 1004	002/29702	T Th 4:10pm - 5:25pm 417 International Affairs Bldg	Adam Cannon	3	245/400

**COMS W1005 Introduction to Computer Science and Programming in MATLAB. 3 points.**

Lect: 3.

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: 1004 and 1005.

**Fall 2016: COMS W1005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1005	001/10312	M W 1:10pm - 2:25pm 486 Computer Science Bldg	Paul Blaer	3	53/70

**COMS W1007 Honors Introduction to Computer Science. 3 points.**

Lect: 3.

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 2016: COMS W1007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1007	001/75547	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	John Kender	3	59/86

**COMS W1404 Emerging Scholars Program Seminar. 1 point.**

Sem: 1.

Prerequisites: Enrollment with instructor permission only.

Corequisites: COMS W1004, COMS W1007, ENGI E1006

Peer-led weekly seminar intended for first and second year undergraduates considering a major in Computer Science. Pass/fail only.

**Fall 2016: COMS W1404**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1404	001/13954		Adam Cannon	1	43

**Spring 2017: COMS W1404**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1404	001/29685		Adam Cannon	1	39/50

**COMS W3101 Programming Languages. 1 point.**

Lect: 1.

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 2016: COMS W3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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COMS 3101	002/87504	T 6:10pm - 8:00pm 337 Seeley W. Mudd Building	Ramana Isukapalli	1	13/30
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**Spring 2017: COMS W3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3101	001/18198	Th 12:10pm - 2:00pm 750 Schapiro Cepser	Lawrence Stead	1	50/60
COMS 3101	002/25550	F 12:10pm - 2:00pm 417 Mathematics Building	Yuan Kang	1	58/60
COMS 3101	003/17204	F 2:10pm - 4:00pm 633 Seeley W. Mudd Paine Building	Timothy	1	60/60
COMS 3101	004/12851	F 10:10am - 12:00pm 417 Mathematics Building	Robert Coyne	1	24/60

**COMS W3102 Development Technologies. 1-2 points.**

Lect: 2. Lab: 0-2.

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.

**Spring 2017: COMS W3102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3102	001/27848	T 6:10pm - 8:00pm 417 Mathematics Building	Robert Lane	1-2	50/60

**COMS W3134 Data Structures in Java. 3 points.**

Lect: 3.

Prerequisites: 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*, *W3136*, or *W3137*.

**Fall 2016: COMS W3134**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/73677	M W 6:10pm - 7:25pm 417 International Affairs Bldg	Paul Blaer	3	227/398
COMS 3134	002/78249	M W 11:40am - 12:55pm 486 Computer Science Bldg	Daniel Bauer	3	45/64

**Spring 2017: COMS W3134**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/21431	M W 5:40pm - 6:55pm	Paul Blaer	3	142/180

COMS 3134	002/73323	M W 1:10pm - 2:25pm 501 Northwest Corner	Paul Blaer	3	135/160
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**COMS W3136 Data Structures with C/C++. 4 points.**

Lect: 3.

A second programming course intended for nonmajors with at least one semester of introductory programming experience. Basic elements of programming in C and C++, array-based 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 2016: COMS W3136**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3136	001/12003	T Th 4:10pm - 5:25pm 501 Schermerhorn Hall	Jae Lee	4	69/123

**COMS W3137 Honors Data Structures and Algorithms. 4 points.**

Lect: 3.

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 2017: COMS W3137**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3137	001/19687	M W 1:10pm - 2:25pm 486 Computer Science Bldg	Daniel Bauer	4	36/60

**COMS W3157 Advanced Programming. 4 points.**

Lect: 4.

Prerequisites: Two terms of programming experience. Data Structures strongly recommended. C programming language and Unix systems programming. Also covers Git, Make, TCP/IP networking basics, C++ fundamentals.

**Fall 2016: COMS W3157**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3157	001/77230	T Th 11:40am - 12:55pm 309 Havemeyer Hall	Jae Lee	4	262/320

**Spring 2017: COMS W3157**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3157	001/17050	T Th 4:10pm - 5:25pm 301 Pupin Laboratories	Jae Lee	4	220/250

**COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory. 3 points.**

Lect: 3.

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 2016: COMS W3203**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/27188	M W 10:10am - 11:25am Ren Kraft Center	Ansaf Salleb-Aouissi	3	160/147
COMS 3203	002/61896	M W 4:10pm - 5:25pm 313 Fayerweather	Jessica Ouyang	3	52/54

**Spring 2017: COMS W3203**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/63319	M W 10:10am - 11:25am 501 Schermerhorn Hall	Ansaf Salleb-Aouissi	3	143/150
COMS 3203	002/29040	M W 11:40am - 12:55pm 486 Computer Science Bldg	Jessica Ouyang	3	52/60

**COMS W3210 Scientific Computation. 3 points.**

Lect: 3.

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.**

Lect: 3.

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.**

Lect: 3.

Corequisites: COMS W3134, COMS W3136, COMS 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 2016: COMS W3261**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3261	001/71023	M W 1:10pm - 2:25pm 833 Seeley W. Mudd Building	Alfred Aho	3	104/120
COMS 3261	002/73324	T Th 4:10pm - 5:25pm 614 Schermerhorn Hall	Xi Chen	3	98/123

**Spring 2017: COMS W3261**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3261	001/75261	T Th 10:10am - 11:25am 207 Mathematics Building	Tal Malkin	3	127/130
COMS 3261	002/65526	T Th 11:40am - 12:55pm 428 Pupin Laboratories	Tal Malkin	3	123/130

**COMS W3410 Computers and Society. 3 points.**

Lect: 3.

Broader impact of computers. Social networks and privacy. Employment, intellectual property, and the media. Science and engineering ethics. Suitable for nonmajors.

**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.

**Fall 2016: COMS W3902**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3902	001/60901			1-6	0

**Spring 2017: COMS W3902**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3902	070/93443		Alexandr Andoni	1-6	0
COMS 3902	071/93444		Suman Jana	1-6	0

**COMS W3995 Special Topics in Computer Science. 3 points.**

Lect: 3.

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.

**Fall 2016: COMS W3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3998	001/62446			1-3	1

**COMS W4111 Introduction to Databases. 3 points.**

Lect: 3.

Prerequisites: 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 2016: COMS W4111**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4111	001/25522	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	Eugene Wu	3	92/110
COMS 4111	002/87002	W 4:10pm - 6:40pm 833 Seeley W. Mudd Building	Alexandros Biliris	3	76/80
COMS 4111	H01/17355		Eugene Wu	3	39/50

**Spring 2017: COMS W4111**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4111	001/77619	T Th 2:40pm - 3:55pm 501 Northwest Corner	Luis Gravano	3	152/155
COMS 4111	002/88699	W 4:10pm - 6:40pm 517 Hamilton Hall	Alexandros Biliris	3	81/80

**COMS W4112 Database System Implementation. 3 points.**

Lect: 2.5.

Prerequisites: 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 2017: COMS W4112**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4112	001/75283	T 1:00pm - 3:40pm 602 Hamilton Hall	Alexandros Biliris	3	28/80

**COMS W4113 Fundamentals of Large-Scale Distributed Systems. 3 points.**

Lect: 3.

Prerequisites: good working knowledge of C and C++.

Design and implementation of large-scale distributed and cloud systems. 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.**

Lect: 3.

Prerequisites: equivalent, 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 2016: COMS W4115**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4115	001/23391	M W 4:10pm - 5:25pm 207 Mathematics Building	Stephen Edwards	3	98/120
COMS 4115	H01/17208		Stephen Edwards	3	10/50

**Spring 2017: COMS W4115**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4115	001/19108	M W 2:40pm - 3:55pm 207 Mathematics Building	Stephen Edwards	3	131/120

**COMS W4117 Compilers and Interpreters. 3 points.**Lect: 3. **Not offered during 2016-17 academic year.**

Prerequisites: 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.**

Lect: 3.

Prerequisites: knowledge of C and programming tools as covered in COMS 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 2016: COMS W4118**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4118	001/64953	T Th 1:10pm - 2:25pm 428 Pupin Laboratories	Jason Nieh	3	105/148

**Spring 2017: COMS W4118**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4118	001/23985	T Th 11:40am - 12:55pm 501 Northwest Corner	Jae Lee	3	113/150

**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 2017: COMS W4121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4121	001/15051	W 6:10pm - 8:55pm 428 Pupin Laboratories	Sambit Sahu, Eugene Wu	3	124/130

**COMS W4130 Principles and Practice of Parallel Programming. 3 points.**

Lect: 2.5.

Prerequisites: equivalent. Experience in Java, basic understanding of analysis of algorithms.

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 E4156 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.

**Spring 2017: COMS E4156**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4156	001/82784	T Th 10:10am - 11:25am 633 Seeley W. Mudd Building	Ewan Lowe	3	55/60

**COMS W4160 Computer Graphics. 3 points.**

Lect: 3.

Prerequisites: COMS 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.

**Fall 2016: COMS W4160**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4160	001/70951	Th 6:10pm - 8:00pm 516 Hamilton Hall	Michael Reed	3	42/54

**Spring 2017: COMS W4160**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4160	001/68716	T Th 11:40am - 12:55pm	Changxi Zheng	3	52/60

1127 Seeley W.  
Mudd Building

### COMS W4162 Advanced Computer Graphics. 3 points.

Lect: 3.

Prerequisites: 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.

### COMS W4167 Computer Animation. 3 points.

Lect: 3.

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. General education requirement: quantitative and deductive reasoning (QUA).

#### Fall 2016: COMS W4167

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4167	001/24085	T Th 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Eitan Grinspun	3	49/150

### COMS W4170 User Interface Design. 3 points.

Lect: 3.

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 2016: COMS W4170

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/26008	T Th 1:10pm - 2:25pm 313 Fayerweather	Steven Feiner	3	62/50

### COMS W4172 3D User Interfaces and Augmented Reality. 3 points.

Lect: 3.

Prerequisites: 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 2017: COMS W4172

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4172	001/10474	T Th 1:10pm - 2:25pm 486 Computer Science Bldg	Steven Feiner	3	46/50

### COMS W4180 Network Security. 3 points.

Lect: 3.

Prerequisites: 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 2017: COMS W4180

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4180	001/73315	F 10:10am - 12:40pm 486 Computer Science Bldg	Debra Cook	3	31/40

### COMS W4187 Security Architecture and Engineering. 3 points.

Lect: 3.

Prerequisites: CSEE W4119 recommended.

Secure programming. Cryptographic engineering and key handling. Access controls. Tradeoffs in security design. Design for security.

#### Fall 2016: COMS W4187

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4187	001/68604	M W 2:40pm - 3:55pm 1127 Seeley W. Mudd Building	Steven Bellovin	3	62/80

### COMS W4203 Graph Theory. 3 points.

Lect: 3.

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.**

Lect: 3.

Develops a quantitative theory of the computational difficulty of problems in terms of the resources (e.g. 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 2016: COMS W4236**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4236	001/70363	T Th 7:10pm - 8:25pm 524 Seeley W. Mudd Building	Xi Chen	3	26/25

**COMS W4241 Numerical Algorithms and Complexity. 3 points.**

Lect: 3.

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.**

Lect: 3.

Prerequisites: 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.

**COMS W4261 Introduction to Cryptography. 3 points.**

Lect: 2.5.

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 2016: COMS W4261**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4261	001/70760	T Th 10:10am - 11:25am 1024 Seeley W. Mudd Building	Tal Malkin	3	43/65

**COMS W4281 Introduction to Quantum Computing. 3 points.**

Lect: 3.

Prerequisites: Knowledge of linear algebra. Prior knowledge of quantum mechanics is not required although 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.**

Lect: 3.

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 2016: COMS W4444**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4444	001/17221	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.**

Lect: 3.

Prerequisites: equivalent, or the instructor's permission.  
Team project-centered course focused on principles of planning, creating, and growing a technology venture. Topics include identifying and analyzing opportunities created by technology paradigm shifts, designing innovative products, protecting intellectual property, engineering innovative business models.

**Fall 2016: COMS W4460**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4460	001/28096	F 1:10pm - 3:55pm 337 Seeley W. Mudd Building	William Reinisch	3	31/32

### COMS W4560 Introduction to Computer Applications in Health Care and Biomedicine. 3 points.

Lect: 3.

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.

### COMS W4701 Artificial Intelligence. 3 points.

Lect: 3.

Overview of Artificial Intelligence (AI) covering Search, Problem Solving, Game Playing, Knowledge Representation, Propositional logic, Predicate Calculus (first order logic), Reasoning under certainty, Machine Learning, and other topics in AI (including vision, natural language processing, and robotics) as time permits.

#### Spring 2017: COMS W4701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4701	001/77544	M W 1:10pm - 2:25pm 309 Havemeyer Hall	Ansaf Salleb-Aouissi	3	239/300

### COMS W4705 Natural Language Processing. 3 points.

Lect: 3.

Prerequisites: equivalent, or 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.

### COMS W4706 Spoken Language Processing. 3 points.

Lect: 3.

Prerequisites: 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.

Lect: 3.

Prerequisites: 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, 2D and 3D object representation, object recognition, vision systems and applications.

#### Fall 2016: COMS W4731

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4731	001/10153	T Th 10:10am - 11:25am 209 Havemeyer Hall	Shree Nayar	3	89/100

### COMS W4733 Computational Aspects of Robotics. 3 points.

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 2016: COMS W4733

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4733	001/10486	T Th 11:40am - 12:55pm 313 Fayerweather	Peter Allen	3	61/70

### COMS W4735 Visual Interfaces to Computers. 3 points.

Lect: 3.

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.

Lect: 3.

Prerequisites: 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.**

Lect.: 3.

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 2016: COMS W4771**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/72497	M W 1:10pm - 2:25pm 501 Northwest Corner	Daniel Hsu	3	129/150

COMS 4771	H01/21899		Daniel Hsu	3	44/60
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#### **Spring 2017: COMS W4771**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/65943	M W 1:10pm - 2:25pm 833 Seeley W. Mudd Building	Itshack Pe'er	3	80/90

### **COMS W4772 Advanced Machine Learning. 3 points.**

Lect.: 3.

Prerequisites: 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 2016: COMS W4772**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4772	001/63531	W 4:10pm - 6:00pm 603 Hamilton Hall	Daniel Hsu	3	31/42

#### **Spring 2017: COMS W4772**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4772	001/95953	F 1:10pm - 3:40pm 203 Mathematics Building	Julie Novak, 3 Lior Horesh		73/60

### **COMS W4776 Machine Learning for Data Science. 3 points.**

Lect.: 3

Prerequisites: 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.**

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.

#### **Fall 2016: COMS W4901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4901	001/62996			1-3	0

### **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.**

Lect.: 3.

Prerequisites: 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 2016: COMS W4995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4995	001/64282	F 4:10pm - 6:00pm 633 Seeley W. Mudd Kursun Building	Eren	3	82/65
COMS 4995	002/12896	T Th 5:40pm - 6:55pm 633 Seeley W. Mudd Building	Augustin Chaintreau	3	26/65

**Spring 2017: COMS W4995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4995	001/61231	T Th 2:40pm - 3:55pm 1127 Seeley W. Mudd Building	Eitan Grinspun	3	17/30
COMS 4995	002/70682	M W 2:40pm - 3:55pm 415 Schapiro Cepser	Suman Jana	3	37/40
COMS 4995	003/14850	M W 2:40pm - 3:55pm 486 Computer Science Bldg	Alexandr Andoni	3	49/60
COMS 4995	004/92109	T Th 2:40pm - 3:55pm 825 Seeley W. Mudd Building	Peter Belhumeur	3	43/40
COMS 4995	005/20797	M W 4:10pm - 5:25pm 408 Zankel	Andreas Mueller	3	96/125
COMS 4995	006/82097	M 7:00pm - 9:30pm 327 Seeley W. Mudd Kelleher Building	Adam	3	21/50
COMS 4995	007/82650	F 10:10am - 12:00pm 327 Seeley W. Mudd Building	Bjarne Stroustrup	3	36/35
COMS 4995	008/16347	F 2:00pm - 4:00pm 313 Fayerweather	Eren Kursun	3	70/75

## COMPUTER SCIENCE - ENGLISH

## COMPUTER SCIENCE - ELECTRICAL ENGINEERING

**CSEE W3827 Fundamentals of Computer Systems. 3 points.**

Lect: 3.

Prerequisites: An introductory programming course.

Fundamentals of computer organization and digital logic. Boolean algebra, Karnaugh maps, basic gates and components, flip-flops 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 2016: CSEE W3827**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 3827	001/21533	T Th 10:10am - 11:25am 501 Schermerhorn Hall	Martha Kim	3	182/189

**Spring 2017: CSEE W3827**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 3827	001/24427	T Th 10:10am - 11:25am 501 Northwest Corner	Daniel Rubenstein	3	108/150

**CSEE W4119 Computer Networks. 3 points.**

Lect: 3.

Corequisites: SIEO W3600,IEOR E3658

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 2016: CSEE W4119**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4119	001/15529	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Daniel Rubenstein	3	125/147

**Spring 2017: CSEE W4119**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4119	001/68757	F 10:10am - 12:40pm 501 Northwest Corner	Gil Zussman	3	135/150

**CSEE W4140 Networking Laboratory. 3 points.**

Lect: 3.

Prerequisites: 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 2016: CSEE W4140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4140	001/26450	W 10:10am - 11:25am 337 Seeley W. Mudd Building	Gil Zussman	3	24/32

**Spring 2017: CSEE W4140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4140	001/69879	T Th 11:40am - 12:55pm 644 Seeley W. Mudd Building	Gil Zussman	3	13/42

**CSEE W4823 Advanced Logic Design. 3 points.**

Lect: 3.

Prerequisites: half-semester introduction to digital logic, or 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 modeling (RTL); algorithmic state machines (ASMs); introduction to hardware description languages (VHDL or Verilog); system-level modeling and simulation; design examples.

#### Fall 2016: CSEE W4823

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4823	001/26323	T Th 2:40pm - 3:55pm 614 Schermerhorn Hall	Steven Nowick	3	57/80

#### CSEE W4824 Computer Architecture. *3 points.*

Lect: 3.

Prerequisites: 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 2017: CSEE W4824

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4824	001/73309	T Th 1:10pm - 2:25pm 702 Hamilton Hall	Martha Kim	3	71/80

#### CSEE W4840 Embedded Systems. *3 points.*

Lect: 3.

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. Lab required.

#### CSEE E4868 System-on-Chip Platforms. *3 points.*

**Not offered during 2016-17 academic year.**

Prerequisites: COMS W3157 and CSEE W3827

Design and programming of System-on-Chip (SoC) platforms. Topics include: overview of technology and economic trends, methodologies and supporting CAD tools for system-level design, models of computation, the SystemC language, transaction-level modeling, software simulation and virtual platforms, hardware-software partitioning, high-level synthesis, system programming and device drivers, on-chip communication, memory organization, power management and optimization, integration of programmable processor cores and specialized accelerators. Case studies of modern SoC platforms for various classes of applications.

#### Fall 2016: CSEE E4868

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4868	001/22796	T Th 11:40am - 12:55pm 327 Seeley W. Mudd Building	Luca Carloni	3	28/50

## COMPUTER SCIENCE - BIOMEDICAL ENGINEERING

#### CBMF W4761 Computational Genomics. *3 points.*

Lect: 3.

Prerequisites: Working knowledge of at least one programming language, and some background in probability and statistics. Computational techniques for analyzing genomic data including DNA, RNA, protein and gene expression data. Basic concepts in molecular biology relevant to these analyses. Emphasis on techniques from artificial intelligence and machine learning. String-matching algorithms, dynamic programming, hidden Markov models, expectation-maximization, neural networks, clustering algorithms, support vector machines. Students with life sciences backgrounds who satisfy the prerequisites are encouraged to enroll.

#### Spring 2017: CBMF W4761

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CBMF 4761	001/29952	M W 4:10pm - 5:25pm 524 Seeley W. Mudd Building	Itshack Pe'er	3	22/50



# 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](mailto:hj26@columbia.edu)

**Executive Committee on Undergraduate Creative Writing:**

Prof. Timothy Donnelly, Poetry (Chair), 415 Dodge;  
212-854-4391; [td28@columbia.edu](mailto:td28@columbia.edu)

Prof. Margo Jefferson, Nonfiction, 609 Kent; 212-854-3774;  
[mlj4@columbia.edu](mailto:mlj4@columbia.edu)

Prof. Heidi Julavits, Fiction, 609 Kent; 212-854-3774;  
[hj26@columbia.edu](mailto:hj26@columbia.edu)

Prof. Dorothea "Dottie" Lasky, Poetry, 609 Kent; 212-854-3774;  
[dsl2121@columbia.edu](mailto:dsl2121@columbia.edu)

Prof. Sam Lipsyte, Fiction, 609 Kent; 212-854-3774;  
[sam.lipsyte@columbia.edu](mailto:sam.lipsyte@columbia.edu)

Prof. Alan Ziegler, Fiction, 415 Dodge; 212-854-4391;  
[az8@columbia.edu](mailto: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
- Sam Lipsyte

## ASSISTANT PROFESSORS

- Dorothea "Dottie" Lasky

- Victor LaValle

## ADJUNCT PROFESSORS

- Alexander Abramovitch
- Kathleen Alcott
- Ellis Avery
- Anelise Chen
- Jon Cotner
- Meehan Crist
- Rebecca Curtis
- Alexander Dimitrov
- Ann DeWitt
- Joseph Fasano
- Ru Freeman
- Samuel Graham-Felsen
- Elizabeth Greenwood
- Emily Gould
- Mitchell Jackson
- Elianna Kan
- Porochista Khakpour
- Alexandra Kleeman
- Carey McHugh
- Marie Myung-Ok Lee
- Marni Ludwig
- David Tomas Martinez
- Camille Rankine
- Mark Rozzo
- Kent Russell
- Rebecca Schiff
- Kate Zambreno

## GRADUATE FACULTY FELLOWS

- William Augerot
- Amelia Blanquera
- Courtney Bowman
- Arielle Braverman
- Nancy Brown
- Samuel Clegg
- Zachary Davidson
- Kristi DiLallo
- Naomi Falk
- Nicholas Goodly
- Ryan Meehan
- Emily Skillings
- Adriana Socoski
- Ben David Rosenthal
- Christopher Wolfe
-

## 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

Permission required. Admission by writing sample. Enrollment limited to 15. Course may be repeated in fulfillment of the major.

WRIT UN3100	Advanced Fiction Workshop
WRIT W3201	

##### 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 UN3101	Senior Fiction Workshop
WRIT W3798	Senior Nonfiction Workshop
WRIT W3898	Senior Poetry Workshop

#### Seminar Curriculum (12 points)

The creative writing seminars form the intellectual ballast of our program. Our seminars offer a close examination of literary techniques such as plot, point of view, tone, and voice. They seek to inform and inspire students by exposing them to a wide variety of approaches in their chosen genre. Our curriculum, via these seminars, actively responds not only to historical literary concerns, but to contemporary ones as well. Extensive readings are required, along with short critical papers and/or creative exercises. By closely analyzing diverse works of literature and participating in roundtable discussions, writers build the resources necessary to produce their own accomplished creative work.

Creative writing majors select 12 points within the division. Any 4 seminars will fulfill the requirement, no matter the student's chosen genre concentration. Below is a sampling of our seminars.

The list of seminars currently being offered can be found in the "Courses" section.

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.

##### FICTION

WRIT W3296	Fiction Seminar: How To Build A Person
WRIT W3520	Fiction Seminar: The Here Now
WRIT W3290	Fiction Seminar First Novels: How They Work
WRIT W3294	Fiction Seminar: The Craft Of Writing Dialogue

##### NONFICTION

WRIT W3680	Nonfiction Seminar: The Literary Reporter
WRIT W3323	Nonfiction Seminar: Learning to See: Writing The Visual
WRIT UN3217	Nonfiction Seminar: Science And Sensibility
WRIT W3325	Nonfiction Seminar: Truths Facts: Creative License In Nonfiction

##### POETRY

WRIT W3353	Poetry Seminar: Traditions in Poetry
WRIT W3370	Poetry Seminar: The Crisis of the I
WRIT W3365	Poetry Seminar: 21st Century American Poetry and Its Concerns
WRIT W3367	Poetry Seminar - Witness, Record, Document: Poetry Testimony

##### CROSS GENRE

WRIT W3386	Cross Genre Seminar: Imagining Berlin
WRIT GU4012	Cross Genre Seminar: Diva Voice, Diva Style, Diva Lyrics
WRIT UN3016	Cross Genre Seminar: Walking
WRIT W3530	Cross-Genre Seminar: Process Writing Writing Process

## 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.

### WRIT UN1100 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 2016: WRIT UN1100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1100 001/61470		W 2:10pm - 4:00pm 511 Kent Hall	Courtney Bowman	3	12/15
WRIT 1100 002/20626		Th 2:10pm - 4:00pm 201d Philosophy Hall	Zachary Davidson	3	15/15
WRIT 1100 003/68480		W 12:10pm - 2:00pm 511 Kent Hall	Ben Rosenthal	3	13/15
WRIT 1100 004/62814		M 12:10pm - 2:00pm 511 Kent Hall	Christopher Wolfe	3	15/15

#### Spring 2017: WRIT UN1100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1100 001/10750		M 12:10pm - 2:00pm	Arielle Braverman	3	13/15

	511 Kent Hall				
WRIT 1100 002/17926	Th 4:10pm - 6:00pm 511 Kent Hall	Nancy Brown	3	12/15	
WRIT 1100 003/18272	M 2:10pm - 4:00pm 511 Kent Hall	Samuel Clegg	3	10/15	
WRIT 1100 004/24192	W 12:10pm - 2:00pm 511 Kent Hall	Ryan Meehan	3	14/15	

### 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.

### WRIT UN1200 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 2016: WRIT UN1200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1200 001/16495		Th 6:10pm - 8:00pm 401 Hamilton Hall	William Augerot	3	13/15
WRIT 1200 002/62590		M 2:10pm - 4:00pm 511 Kent Hall	Naomi Falk	3	15/15

#### Spring 2017: WRIT UN1200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1200 001/29872		Th 12:10pm - 2:00pm 511 Kent Hall	Amelia Blanquera	3	14/15
WRIT 1200 002/26331		M 6:10pm - 8:00pm 511 Kent Hall	Kristi Dilallo	3	12/15

### 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.

### **WRIT UN1300 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 2016: WRIT UN1300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1300 001/69684		M 6:10pm - 8:00pm 401 Hamilton Hall	Nicholas Goodly	3	14/15
WRIT 1300 002/29620		Th 12:10pm - 2:00pm 511 Kent Hall	Adriana Socoski	3	12/15

#### **Spring 2017: WRIT UN1300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1300 001/63954		T 6:10pm - 8:00pm 511 Kent Hall	Emily Skillings	3	16/15

### **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.

### **WRIT UN2100 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 2016: WRIT UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2100 001/73240		T 12:10pm - 2:00pm 522a Kent Hall	Marie Lee	3	13/15
WRIT 2100 002/71484		T 4:10pm - 6:00pm 511 Kent Hall	Samuel Lipsyte	3	14/15

#### **Spring 2017: WRIT UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2100 001/27222		M 4:10pm - 6:00pm 701 Dodge Building	Alexandra Kleeman	3	15/15
WRIT 2100 002/10726		T 12:10pm - 2:00pm 411 Dodge Building	Samuel Graham-Felsen	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.

### **WRIT UN2110 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.

#### **Fall 2016: WRIT UN2110**



Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2110	001/60943	M 4:10pm - 6:00pm 511 Kent Hall	Rebecca Curtis	3	13/15

### WRIT UN2200 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 2016: WRIT UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2200	001/15803	Th 4:10pm - 6:00pm 507 Philosophy Hall	Anelise Chen	3	14/15

#### Spring 2017: WRIT UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2200	001/17331	W 2:10pm - 4:00pm 511 Kent Hall	Elizabeth Greenwood	3	13/15

### 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.

### WRIT UN2211 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 2016: WRIT UN2211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2211	001/93634	M 6:10pm - 8:00pm 511 Kent Hall	Mark Rozzo	3	12/15

### WRIT UN2300 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 2016: WRIT UN2300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2300	001/25341	W 6:10pm - 8:00pm 511 Kent Hall	David Martinez	3	12/15

#### Spring 2017: WRIT UN2300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2300	001/28937	W 6:10pm - 8:00pm 407 Dodge Building	Carey McHugh	3	14/15

### WRIT W2310 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 UN2311 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 2017: WRIT UN2311**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2311	001/67165	Th 4:10pm - 6:00pm	Camille Rankine	3	14/15

558 Ext  
Schermerhorn Hall

### **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.

### **WRIT UN3010 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 2017: WRIT UN3010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3010	001/75252	Th 6:10pm - 8:00pm 511 Kent Hall	Alan Ziegler	3	8/15

**WRIT UN3011 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.

**Spring 2017: WRIT UN3011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3011	001/73379	W 4:10pm - 6:00pm 613 Hamilton Hall	Elianna Kan	3	15/15

**WRIT UN3016 Cross Genre Seminar: Walking. 3 points.**

Prerequisites: No prerequisites. Department approval NOT required.

As Walter Benjamin notes in *The Arcades Project*: "Basic to flanerier, among other things, is the idea that the fruits of idleness are more precious than the fruits of labor. The flaneur, as is well known, makes 'studies'." This course will encourage you to make "studies" -- poems, essays, stories, or multimedia pieces -- based on your walks. We will read depictions of walking from multiple disciplines, including philosophy, poetry, history, religion, visual art, and urban planning. Occasionally we will walk together. An important point of the course is to develop mobile forms of writing. How can writing emerge from, and document, a walk's encounters, observations, and reflections? What advantages does mobility bring to our work? Each week you will write a short piece (1-3 pages) that engages your walks while responding to close readings of the assigned material.

**Fall 2016: WRIT UN3016**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3016	001/88529	Th 2:10pm - 4:00pm 511 Kent Hall	John Cotner	3	15/15

**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 UN3101 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 2016: WRIT UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3101	001/62135	Th 4:10pm - 6:00pm 511 Kent Hall	Kathleen Alcott	4	8/12

**Spring 2017: WRIT UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3101	001/67418	W 4:10pm - 6:00pm 511 Kent Hall	Poro-chista Khakpour	4	13/12

**WRIT W3110 Fiction Seminar: The Long and Short of It. 3 points.**

**Not offered during 2016-17 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 UN3111 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.

#### Spring 2017: WRIT UN3111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3111	001/71840	T 6:10pm - 8:00pm 522c Kent Hall	Ann DeWitt	3	14/15

#### WRIT W3112 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.

#### WRIT UN3113 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.

#### Fall 2016: WRIT UN3113

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3113	001/80786	T 6:10pm - 8:00pm 511 Kent Hall	Mitchell Jackson	3	15/15

#### WRIT UN3114 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.

#### Spring 2017: WRIT UN3114

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3114	001/19282	T 4:10pm - 6:00pm 607 Hamilton Hall	John McCormack	3	11/15

#### WRIT W3115 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 W3116 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 W3117 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.

**WRIT W3118 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.

**WRIT UN3123 An Earnest Look At Irony. 3 points.**

Prerequisites: No prerequisites. Department approval NOT required.

In this seminar, we will examine works by several accomplished writers of fiction, and a few crackerjack poets, in order to determine what, precisely, we mean when we talk about irony on the page and what, precisely, we mean when we talk about earnestness. How are these very different effects (and affects) achieved? What are their benefits to the student author? What pitfalls, perceived or otherwise, attend the allure of each? What is the relationship of humor to earnestness, and of seriousness to irony? Is the absence of irony really the same thing as earnestness? Does the absence of earnestness somehow necessitate irony? With an eye toward technique, we will attempt to answer these and further questions by time spent among the words of those who fall along, though often refuse to stay put on, the earnest-ironic continuum. Students will be expected to write three stories or essays throughout the semester, exploring for themselves this treacherous but eminently skiable slope. With readings from Robert Frost, Stevie Smith, Charles Baudelaire, Amiri Baraka (LeRoi Jones), James Joyce, Raymond Carver, James Baldwin, Vladimir Nabokov, Joan Didion, Donald Barthelme, George Saunders, Virginia Woolf, Zadie Smith, Gertrude Stein, Jamaica



Kincaid, Jame Agee, Isak Dinsen, David Foster Wallace, Clarice Lispector, and Paul West.

#### Fall 2016: WRIT UN3123

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3123	001/75533	T 4:10pm - 6:00pm 201d Philosophy Hall	Ben Metcalf	3	14/15

#### WRIT UN3200 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 2016: WRIT UN3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3200	001/14574	T 2:10pm - 4:00pm 701 Dodge Building	Katie Zambreno	3	8/15

#### WRIT UN3201 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.

#### Spring 2017: WRIT UN3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3201	001/29716	T 2:10pm - 4:00pm 701 Dodge Building	Alex Abramovich	3	8/12

#### WRIT UN3210 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).

#### Fall 2016: WRIT UN3210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3210	001/88596	T 2:10pm - 4:00pm 511 Kent Hall	Margo Jefferson	3	12/15

#### WRIT W3211 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.

**WRIT W3212 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 W3213 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.

**WRIT UN3217 Nonfiction Seminar: Science And Sensibility. 3 points.**

Prerequisites: No prerequisites. Department approval NOT required.

Writing about the natural world is one of the world's oldest literary traditions and the site of some of today's most daring literary experiments. Known loosely as "science writing" this tradition can be traced through texts in myriad and overlapping genres, including poetry, explorer's notebooks, essays, memoirs, art books, and science journalism. Taken together, these diverse texts reveal a rich literary tradition in which the writer's sensibility and worldview are paramount to an investigation of the known and unknown. In this course, we will consider a wide range of texts in order to map this tradition. We will question what it means to use science as metaphor, explore how to write about science with rigor and commitment to scientific truth, and interrogate the fiction of objectivity.

**Fall 2016: WRIT UN3217**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3217	001/81764	W 4:10pm - 6:00pm 511 Kent Hall	Meehan Crist	3	16/15

**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.

**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.

**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.

**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.

**WRIT UN3300 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 2016: WRIT UN3300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3300	001/70365	T 6:10pm - 8:00pm 401 Hamilton Hall	Marni Ludwig	3	6/15

**WRIT UN3301 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 2017: WRIT UN3301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3301	001/73755	T 12:10pm - 2:00pm 511 Kent Hall	Dorothea Lasky	4	12/12

**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.

**WRIT W3303 Fiction Seminar: The Long and Short of It. 3 points.****Not offered during 2016-17 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.

**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."

**WRIT W3312 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 UN3315 Poetry Seminar: Poetic Meter And Form. 3 points.**

Prerequisites: No prerequisites. Department approval NOT required.

This course will investigate the uses of rhythmic order and disorder in English-language poetry, with a particular emphasis on 'formal' elements in 'free' verse. Through a close analysis of poems, we'll examine the possibilities of qualitative meter, and students will write original creative work within (and in response to) various formal traditions. Analytical texts and poetic manifestos will accompany our reading of exemplary poems. Each week, we'll study interesting examples of metrical writing, and I'll ask you to write in response to those examples. Our topics will include *stress meter*, *syllable-stress meter*, *double and triple meter*, *rising and falling rhythms*, *promotion*, *demotion*, *inversion*, *elision*, and *foot scansion*. Our study will include a great range of pre-modern and modern writers, from Keats to W.D. Snodgrass, Shakespeare to Denise Levertov, Blake to James Dickey, Whitman to Louise Gluck etc. As writers, we'll always be thinking about how the *formal choices* of a poem are appropriate or inappropriate for the poem's *content*. We'll also read prose by poets describing their metrical craft.

**Fall 2016: WRIT UN3315**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3315	001/28599	W 4:10pm - 6:00pm 201d Philosophy Hall	Joseph Fasano	3	12/15

**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 Cézanne 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.



**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.

**WRIT W3327 Nonfiction Seminar: Science & Sensibility. 3 points.**

Prerequisites: No prerequisites. Department approval NOT required.

Writing about the natural world is one of the world's oldest literary traditions and the site of some of today's most daring literary experiments. Known loosely as "science writing" this tradition can be traced through texts in myriad and overlapping genres, including poetry, explorer's notebook, essays, memoirs, art books, and science journalism. Taken together, these diverse texts reveal a rich literary tradition in which the writer's sensibility and worldview are paramount to an investigation of the known and unknown. In this course, we will consider a wide range of texts in order to map this tradition. We will question what it means to use science as metaphor, explore how to write about science with rigor and commitment to scientific truth, and interrogate the fiction of objectivity. Readings will include Lucretius, Erasmus Darwin, Thomas Browne, Freud, Claude Levi-Strauss, John McPhee, Susan Sontag, Eula Biss, Lauren Redness, Rachel Aviv, Lawrence Weschler, Tracy K. Smith, Kathryn Schulz, Ed Yong, Heather Dewey-Hagborg, and Elif Batuman. Students will write two short papers and have the opportunity to do some science writing of their own.

**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.

**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.

**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.

**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).

### **WRIT W3355 Poetry Seminar: Poetic Meter and Form. 3 points.**

Prerequisites: No prerequisites. Department approval NOT required.

This course will investigate the uses of rhythmic order and disorder in English-language poetry, with a particular emphasis of 'formal' elements in 'free' verse. Through a close analysis of poems, we'll examine the possibilities of qualitative meter, and students will write original creative work within (and in response to) various formal traditions. Analytical texts and poetic manifestoes will accompany our reading of exemplary poems. Each week, we'll study interesting examples of metrical writing, and I'll ask you to write in response to those examples. Our topics will include *stress meter*, *syllable-stress meter*, *double and triple meters*, *rising and falling rhythms*, *promotion*, *demotion*, *inversion*, *elision*, and *foot scansion*. Our study will include a great range of pre-modern and modern writers, from Keats to W. D. Snodgrass, Shakespeare to Denise Levertov, Blake to James Dickey, Whitman to Louise Gluck, etc. As writers, we'll always be thinking about how the *formal choices* of a poem are appropriate or inappropriate

for the poem's *content*. We'll also read prose by poets describing their metrical craft.

### **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.

### **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.

**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.

**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 workshopped.

**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?

**WRIT W3373 Filmwriting. 3 points.**

**Not offered during 2016-17 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 2016-17 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.

**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.

**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.

**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 experiment with their environment, lifestyle, and methods to increase their awareness of how everything they do can affect what appears on the page.

**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.

**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.

**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.

**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.

**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.

**WRIT GU4010 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.

**Fall 2016: WRIT GU4010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 4010	001/12196	W 2:10pm - 4:00pm 403 Dodge Building	Susan Bernofsky	3	12/7

**WRIT GU4012 Cross Genre Seminar: Diva Voice, Diva Style, Diva Lyrics. 3 points.**

Prerequisites: No prerequisites. Department approval NOT required.

The figure of the diva -- the celebrated, iconic, and supremely skilled female performer -- is often characterized by her disciplined voice, singular style, and transgressive approach to the boundaries of convention. Like the diva, the writer values voice, style, disciplined practice, and the display of virtuosity. This seminar focuses on how American writers across a range of genres -- poetry, lyric essay, memoir, drama, biography, critical theory -- have turned to the diva as not simply the source of inspiration for their subject matter, but as a method for crafting their own signature voice or style and as a model for crossing the conventional boundaries of genre. How has diva writing shaped and redrawn the formal contours of the lyric essay, sonnet, ode, elegy, autobiography, or theoretical discourses about race, gender, and sexuality? What can the writing and performances by and about divas (and diva worship) teach us about our approaches to voice, style, genre, and form in our own writing practices?

**Fall 2016: WRIT GU4012**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 4012	001/71647	W 10:10am - 12:00pm 407 Dodge Building	Deborah Paredz	3	13/10

**WRIT GU4312 Poetry Seminar: Reimagining Ekphrasis. 3 points.**

Prerequisites: No prerequisites. Department approval NOT required.

At least since the Greek poet Simonides of Ceos called "painting silent poetry and poetry painting that speaks," poetry has existed in conversation with a variety of other art forms, particularly visual art. In this class we will explore poetry as an interdisciplinary practice, with an emphasis on the work of artists who create in both the visual and textual fields. Among other key critical questions, we will consider: 1. How has an intersection with visual art been important to poetry historically? 2. How does visual experience relate to particular aspects of poetry writing? 3. How can we use visual art towards our own creative process in the future, either by using visual art in writing poetry or by incorporating illustration in the presentation of our written work? A mix of texts -- classic and contemporary poetry, illuminated manuscripts, children's picturebooks, literature that we might consider *visually driven*, and related scholarship form the basis for

our investigations, discussions, and creative work. Among these texts we will consider work by Etel Adnan, John Ashbery, William Blake, Tisa Bryant, Theresa Hak Kyung Cha, Robert Duncan, Matthea Harvey, Susan Howe, Bhanu Kapil, Douglas Kearney, Ezra Jack Keats, D.H. Lawrence, Tan Lin, Fred Moten, Maggie Nelson, Frank O'Hara, Adam Pendleton, Maurice Sendak, Cecilia Vicuña, Hannah Weiner, William Carlos Williams, and W.B. Yeats, among others. Our class will function as part seminar and part workshop. We will spend much of the class discussing texts and issues surrounding the course's theme, completing in-class writing exercises, and the other parts giving each other feedback on creative work. By the completion of the course, students will have turned in six reading responses, several independent writing projects, as well as a short critical paper and a short creative manuscript.

**Fall 2016: WRIT GU4312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 4312	001/82196	T 12:10pm - 2:00pm 511 Kent Hall	Dorothea Lasky	3	16/5

# DANCE

310 Barnard Hall  
212-854-2995  
212-854-6943 (fax)  
dance@barnard.edu

Department Assistant: Diane Roe

## 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

**Lida A. Orzeck Artist in Residence:** Wendy Whelan (2016-2017)

**Chair:** Katie Glasner (Chair)

**Professor:** Lynn Garafola

**Associate Professor:** Paul Scolieri

**Associate Professor of Professional Practice:** Colleen Thomas

**Assistant Professor of Professional Practice:** Gabri Christa  
**Visiting Associate Professor of Professional Practice:** Marjorie Folkman

**Faculty:** Mindy Aloff, Cynthia Anderson, Jennifer Archibald, Rebecca Bliss, Siobhan Burke, Maguette Camara, Antonio Carmena, Mary Carpenter, Uttara Coolawala, Molissa Fenley, Caroline Fermin, Chisa Hidaka, Allegra Kent, Katiti King, Melinda Marquez, Jodi Melnick, Margaret Morrison, Sydnie Mosley, David Parker, Kevin Quinaou, Brian Reeder, Leigh Schanfein, Kathryn Sullivan, Caitlin Trainor, Ashley Tuttle, Kevin Wynn

**Artists in Residence:** Antonia Franceschi, Kevin Wynn, Jennifer Archibald, Kevin Quinaou, David Hamilton Thomas, Joanna Kotze

**Technical Director and Lighting Designer:** Tricia Toliver

**Music Director:** Robert Boston

**Administrative Assistant:** Diane Roe

## 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 BC2570	Dance in New York City	15-20
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 BC3576	Dance Criticism	
DNCE BC3577	Performing the Political: Embodying Change in American Performance	
DNCE BC3578	Traditions of African-American Dance	3
DNCE BC3580	History of Social Dancing: Dance Craze from the Waltz to Flash Mobs	
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	3
DNCE BC3982	Diaghilev's Ballets Russes and Its World	

##### Studio/Performance:

DNCE BC2555	Ensemble Dance Repertory (Modern Dance)	3
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

### DANCE COURSES

#### DNCE BC1135 Ballet, I: Beginning. *1 point.*

Fall 2016: DNCE BC1135

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1135	001/01157	M W 9:00am - 10:00am 11 Barnard Hall	Mary Carpenter	1	29/35
DNCE 1135	002/06272	M W 2:40pm - 3:55pm 305 Barnard Hall	Brian Reeder	1	30/30
DNCE 1135	003/05885	F 12:30pm - 2:30pm 11 Barnard Hall	Allegra Kent	1	23/24

#### DNCE BC1137 Ballet, II: Advanced Beginning. *1 point.*

Fall 2016: DNCE BC1137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1137	001/07379	M W 10:10am - 11:25am 305 Barnard Hall	Mary Carpenter	1	21/26
DNCE 1137	002/07486	T Th 2:40pm - 3:55pm 11 Barnard Hall	Kathryn Sullivan	1	14

#### DNCE BC1247 Jazz, I: Beginning. *1 point.*

Prerequisites: BC1137, BC1138, BC1332, or BC1333.

Intermediate level in modern or ballet technique is required.

Fall 2016: DNCE BC1247

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1247	001/08164	T Th 11:40am - 12:55pm 306 Barnard Hall	Katiti King	1	16

#### DNCE BC1330 Modern, I: Beginning Modern Dance. *1 point.*

Open to all beginning dancers.

Fall 2016: DNCE BC1330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1330	001/06834	M W 9:00am - 10:00am 305 Barnard Hall	Molissa Fenley	1	31/35
DNCE 1330	002/06137	T Th 9:00am - 10:00am 305 Barnard Hall	Caitlin Trainor	1	43/40
DNCE 1330	003/05002	T Th 1:10pm - 2:25pm 305 Barnard Hall	Eleanor Kusner	1	24/35

#### DNCE BC1332 Modern, II: Advanced Beginning Modern Dance. *1 point.*

Fall 2016: DNCE BC1332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1332	001/04577	M W 2:40pm - 3:55pm 11 Barnard Hall	Jodi Melnick	1	16
DNCE 1332	002/07713	T Th 10:10am - 11:25am 305 Barnard Hall	Caitlin Trainor	1	26

#### 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 BC2137 Ballet, III: Intermediate. *1 point.*

Fall 2016: DNCE BC2137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2137	001/01283	T Th 1:10pm - 2:25pm 11 Barnard Hall	Kathryn Sullivan	1	21

#### DNCE BC2139 Ballet, IV: High Intermediate. *1 point.*

Fall 2016: DNCE BC2139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2139	001/03629	T Th 11:40am - 12:55pm 305 Barnard Hall	Kate Glasner	1	27
DNCE 2139	002/02978	F 10:00am - 12:00pm 305 Barnard Hall	Kate Glasner	1	20

#### 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 2016: DNCE BC2143**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2143	001/05943	M W 11:40am - 12:55pm 306 Barnard Hall	Cynthia Anderson	0	4

**Spring 2017: DNCE BC2143**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2143	001/04179	M W 11:40am - 12:55pm 110 Barnard Hall Annex	Cynthia Anderson	0	5

**DNCE BC2248 Jazz, II: Intermediate. 1 point.**

Prerequisites: DNCE BC1247, BC1248 or permission of instructor.

**Fall 2016: DNCE BC2248**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2248	001/07489	T Th 1:10pm - 2:25pm 306 Barnard Hall	Katiti King	1	9

**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 2016: DNCE BC2250**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2250	001/01472	M W 4:10pm - 5:25pm 305 Barnard Hall	Jennifer Archibald	1	26

**Spring 2017: 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	30

**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 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	002/03372	T Th 11:40am - 12:55pm 11 Barnard Hall	Maguette Camara	1	28/30

**Spring 2017: 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	28/30
DNCE 2252	002/02154	T Th 11:40am - 12:55pm 11 Barnard Hall	Maguette Camara	1	22/30

**DNCE BC2253 African Dance II. 1 point.**

Prerequisites: DNCE BC2252 or permission of instructor.

**Fall 2016: 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	9

**Spring 2017: 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	13

**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.

**Fall 2016: DNCE BC2254**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2254	001/04299	T Th 4:10pm - 5:25pm 306 Barnard Hall	Uttara Coorlawala	1	17

**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 2016: 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	27/40

**Spring 2017: 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	38/40

**DNCE BC2332 Modern, III: Intermediate Modern Dance. 1 point.****Fall 2016: DNCE BC2332**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2332	001/08565	T Th 4:10pm - 5:25pm 11 Barnard Hall	Caitlin Trainor	1	20
DNCE 2332	002/06464	M W 1:10pm - 2:25pm 306 Barnard Hall	Gabri Christa	1	7

**DNCE BC2334 Modern, IV: High Intermediate Modern Dance. 1 point.****Fall 2016: DNCE BC2334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2334	001/03016	F 12:30pm - 2:30pm 305 Barnard Hall	Caroline Fermin	1	32

**DNCE BC2447 Tap, II: Intermediate. 1 point.**

Prerequisites: DNCE BC1445, BC1446, or Permission of instructor.

**Spring 2017: DNCE BC2447**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2447	001/01934	M W 5:40pm - 6:55pm 306 Barnard Hall	Margaret Morrison	1	11

**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 2016: 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	28/32

**Spring 2017: 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	31/32

**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.

**DNCE BC2501 Biomechanics for the Dancer: Theory and Practice. 3 points.**

Prerequisites: Basic knowledge of dance techniques in ballet or modern.

The purpose of this course is to introduce students to the fundamentals of biomechanics as it relates to various dance forms. As biomechanics is a branch of physics, the course will include basic mathematical concepts, and some knowledge of geometry and trigonometry is recommended. The course will explore applicable functional human anatomy and will cover the application of biomechanical principles to both qualitative and quantitative description of human movement. Additionally, it will provide an understanding of how biomechanics can be applied in terms of physical ability and wellness, giving students the opportunity to apply the knowledge to themselves.

**Fall 2016: DNCE BC2501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2501	001/07225	M W 10:10am - 11:25am 407 Barnard Hall	Leigh Schanfein	3	6

**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.

**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 2017: DNCE BC2556**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2556	001/03862		Wendy Whelan	3	14

**DNCE BC2557 Evolution of Spanish Dance Style. 3 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

**Not offered during 2016-17 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.

**Spring 2017: DNCE BC2558**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2558	001/03813	M W 4:10pm - 5:25pm 306 Barnard Hall	Margaret Morrison	3	11

**DNCE BC2561 Kinesiology: Applied Anatomy for Human Movement. 3 points.**

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.

**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 2016: DNCE BC2562**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2562	001/03921	T Th 10:10am - 11:25am 306 Barnard Hall	Paul Scolieri	3	7

**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 2017: DNCE BC2563**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2563	001/08349	M W 2:40pm - 3:55pm	Gabri Christa	3	45

11 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 2016: 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	27

**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 2017: DNCE BC2565**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2565	001/06751	M W 1:10pm - 2:25pm 302 Barnard Hall	Uttara Coorlawala	3	23

**DNCE BC2567 Music for Dance. 3 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

**Not offered during 2016-17 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 2016: 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	30/30
DNCE 2570	002/04251	M W 4:10pm - 5:25pm 302 Barnard Hall	Sydney Mosley	3	16/30

**DNCE BC2574 Laboratory in Human Anatomy. 3 points.**

A hands-on introduction to the human musculoskeletal system including the observation of movement in oneself and others, as well as the collection and analysis of anatomical data. The lecture course, Applied Anatomy of Human Movement is a co-requisite.

**DNCE BC2575 Choreography for the American Musical. 3 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

**Not offered during 2016-17 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.

**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 2017: 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	22

**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 2016: DNCE BC3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3001	001/02201	M W 2:40pm - 3:55pm 202 Milbank Hall	Marjorie Folkman	3	29

**DNCE BC3009 Independent Study. 1-4 points.****DNCE BC3138 Ballet V: Intermediate Advanced. 1 point.****Fall 2016: DNCE BC3138**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3138	001/02707	M W 1:10pm - 2:25pm 305 Barnard Hall	Brian Reeder	1	22
DNCE 3138	002/06101	T Th 8:40am - 9:55am 11 Barnard Hall	Antonio Carmena	1	17
DNCE 3138	003/00071	F 10:00am - 12:00pm 11 Barnard Hall	Allegra Kent	1	6

**DNCE BC3140 Ballet, VI: Advanced Ballet with Pointe. 1 point.****Fall 2016: DNCE BC3140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3140	001/04089	M W 10:10am - 11:25am 11 Barnard Hall	Cynthia Anderson	1	18
DNCE 3140	002/07997	T Th 2:40pm - 3:55pm 305 Barnard Hall	Ashley Tuttle	1	30

**DNCE BC3142 Classic Variations. 1 point.****Fall 2016: 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 2017: DNCE BC3143**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3143	001/09425	T Th 4:10pm - 5:25pm 110 Barnard Hall Annex	Ashley Tuttle	1	5

**DNCE BC3150 Advanced Studio: Ballet or Modern. 1 point.**

Prerequisites: Permission of Department.  
May be repeated for credit up to four times.

**Fall 2016: DNCE BC3150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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DNCE 3150	001/02590	Kate Glasner	1	4
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**Spring 2017: DNCE BC3150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3150	001/03532		Kate Glasner	1	6

**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 2016: DNCE BC3200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3200	001/05941	M 1:10pm - 3:55pm 302 Barnard Hall	Mindy Aloff	3	7/20

**DNCE BC3249 Jazz, III: Advanced Jazz Dance. 1 point.**

Prerequisites: DNCE BC2248 or permission of instructor.

**Spring 2017: DNCE BC3249**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3249	001/07786	T Th 1:10pm - 2:25pm 306 Barnard Hall	Katiti King	1	7

**DNCE BC3250 Flamenco and Classical Spanish Dance I. 1 point.**

Prerequisites: DNCE BC1137, BC1138, BC1332, BC1333, or Permission of instructor. Intermediate level in modern or ballet technique is required.

**Fall 2016: DNCE BC3250**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3250	001/02401	F 12:00pm - 2:00pm 306 Barnard Hall	Melinda Bronson	1	12

**Spring 2017: 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	6

**DNCE BC3332 Modern V: Intermediate Advanced. 1 point.****Fall 2016: DNCE BC3332**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3332	001/07754	T Th 4:10pm - 5:25pm 305 Barnard Hall	Kevin Quinaou	1	25

**DNCE BC3334 Improvisation. 1 point.**

**Not offered during 2016-17 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 2016: DNCE BC3335**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3335	001/03457	M W 4:10pm - 5:25pm 11 Barnard Hall	Jodi Melnick	1	20

**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 2016: 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	22

**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 repertoire dance texts that have originated from contact improvised material.

**DNCE BC3447 Tap, III: Advanced Tap Dance. 1 point.**

Prerequisites: DNCE BC2447, BC2448, or permission of instructor.

**Fall 2016: DNCE BC3447**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3447	001/07793	M W 5:40pm - 6:55pm 110 Barnard Hall Annex	Margaret Morrison	1	8

**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.

#### Fall 2016: DNCE BC3565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3565	001/05696	M W 11:40am - 12:55pm 305 Barnard Hall	Colleen Thomas	3	9

#### **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?

#### **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 2016-17 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.

#### **DNCE BC3572 Dance Production. 3 points.** **Not offered during 2016-17 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.

#### **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 2016: 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	6

#### **DNCE BC3577 Performing the Political: Embodying Change in American Performance. 3 points.**

Exploration into the politics of performance and the performance of politics.

#### **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 2016-17 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 2016-17 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 2016: DNCE BC3591**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3591	001/06152	T 4:10pm - 6:00pm 406 Barnard Hall	Lynn Garafola	4	12

**DNCE BC3592 Senior Project: Research for Dance. 4 points.**

Independent study for research and writing (35 to 50-page thesis required).

**Spring 2017: DNCE BC3592**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3592	001/07481		Kate Glasner	4	5
DNCE 3592	002/03467		Paul Scolieri	4	0

**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 2017: 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	Colleen Thomas	3	11

**DNCE BC3601 Rehearsal and Performance in Dance. 1-3 points.**

**Not offered during 2016-17 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 2016: DNCE BC3602**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3602	001/05550	M W 6:10pm - 9:00pm 305 Barnard Hall	David Hamilton Thomson	1-3	6
DNCE 3602	002/04242	M W 6:10pm - 9:00pm 305 Barnard Hall	Jennifer Archibald	1-3	14
DNCE 3602	003/08403	T Th 6:10pm - 9:00pm 11 Barnard Hall	Kevin Quinaou	1-3	11
DNCE 3602	004/03641	T Th 6:10pm - 9:00pm 305 Barnard Hall	Joanna Kotze	1-3	7

**DNCE BC3603 Rehearsal and Performance in Dance. 1-3 points.**

**Not offered during 2016-17 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.

**Spring 2017: DNCE BC3603**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3603	001/09000	M W 6:10pm - 9:00pm 11 Barnard Hall	Gabri Christa	1-3	11
DNCE 3603	002/03484	M W 6:10pm - 9:00pm 305 Barnard Hall	Marjorie Folkman	1-3	14
DNCE 3603	003/07778	T Th 6:10pm - 9:00pm 11 Barnard Hall	Antonia Franceschi	1-3	7
DNCE 3603	004/02555	T Th 6:10pm - 9:00pm	Kevin Wynn	1-3	14

305 Barnard Hall

**DNCE BC3604 Rehearsal and Performance in Dance. 1-3 points.****Not offered during 2016-17 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 BC3608 Rehearsal and Performance in Dance. 1 point.**

Prerequisites: Must be declared Dance Major and junior standing. Subject to cap on studio credit. Can be taken more than once for credit.

This course is supervised by the Dance Technical Director, who will teach basic aspects of theater tech necessary to support dance production. Areas covered will include hanging and focusing lighting instruments, installing the marley floor, hanging a cyc and scrim, and operating the sound and/or lighting systems. Meetings will be arranged by the Tech Director specific to scheduling of the concert, totaling approximately 20 hours.

**Spring 2017: DNCE BC3608**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3608	001/05261		Kate Glasner	1	1

**DNCE BC3980 Performing the Political: Embodying Change in American Performance. 4 points.****Not offered during 2016-17 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 2016-17 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 2016-17 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.*

**DNCE BC3340 Dance/Music Improvisation: Critical Practices in Negotiation, Embodiment, and Freedom. 3 points.**

Prerequisites: Students must have experience with dance or music improvisation.

Although improvisation has always been central to music and dance, it is increasingly engaged by other disciplines as a vital means of critical inquiry, experiment, and risk-taking invention. This course, blending studio practice and theoretical investigation, introduces students to the discourse and practice of improvisation with a global, multidisciplinary context.

**DNCE BC3560 Screendance: Composition for the Camera & Composition of the Camera. 3 points.**

Prerequisites: Must have taken a Dance Department Composition course, have some dance training.

This experiential, hands-on course requires all students to choreograph, dance, and film. Focusing on single-shot film-making, the duet of the camera and the dance will create an understanding of the interaction between the two, enabling students to create a final short film.

**Fall 2016: DNCE BC3560**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3560	001/06731	M W 9:40am - 11:25am LL200 Diana Center	Gabri Christa	3	3



## 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 2017: DNCE BC2565**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2565	001/06751	M W 1:10pm - 2:25pm 302 Barnard Hall	Uttara Coorlawala	3	23

### **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 2016: 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	30/30
DNCE 2570	002/04251	M W 4:10pm - 5:25pm 302 Barnard Hall	Sydney Mosley	3	16/30

### **DNCE BC2575 Choreography for the American Musical. 3 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

**Not offered during 2016-17 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.

### **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 2016: DNCE BC3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3001	001/02201	M W 2:40pm - 3:55pm 202 Milbank Hall	Marjorie Folkman	3	29

### **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 2016-17 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.

### **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 2016-17 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 2016-17 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 2016-17 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 2016: 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	30/30
DNCE 2570	002/04251	M W 4:10pm - 5:25pm 302 Barnard Hall	Sydney Mosley	3	16/30

# DRAMA AND THEATRE ARTS

507 Milbank Hall

212-854-2080

212-280-8764 (fax)

Department Administrator: Mike Cavalier

Faculty Department Assistant: Coretta Grant

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

**Professor of Professional Practice:** Steven Chaikelson

**Assistant Professor:** Katherine Biers

**Department 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](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 UN3150	Western Theatre Traditions: Classic to Romantic
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Select one of the following:

THTR UN3000	Theatre Traditions in a Global Context
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THTR V3155	Traditional Indian Theatre
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THTR V3156	Modern Asian Performance
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Select one course in drama, theatre, and performance theories:

THTR V3165	Theories of Performance Studies
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THTR V3166	Drama, Theatre, and Theory
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ENTA UN3701	Drama, Theatre, Theory
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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 UN3132	Sound Design
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THTR V3133	Costume Design
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THTR V3134	Lighting Design
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THTR UN3135	Scene Design
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THTR V3510	Problems in Design
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THTR V3203	Collaboration: Directing and Design (may be counted if not counted toward directing)
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Select one of the following courses in acting:

THTR V2007	Scene Lab
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THTR UN3004	Acting Lab
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THTR UN3006	Advanced Acting Lab
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Select one of the following courses in directing:

THTR UN3200	Directing I
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THTR V3203	Collaboration: Directing and Design (may be counted if not counted toward Design)
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### 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 UN3997	Senior Thesis: Performance (acting, design, directing, dramaturgy, or playwriting) *
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THTR UN3998	Senior Thesis: Research **
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\* 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/department-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 UN2005	Acting Workshop	3
THTR V2007	Scene Lab	3
THTR UN2120	Technical Production	3
THTR UN3004	Acting Lab	3
THTR V3005		3
THTR UN3006	Advanced Acting Lab	3
THTR UN3122	Rehearsal and Performance	1-3

THTR UN3172	Rehearsal and Performance - Design and Technical	1-3
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## Graduate Courses

Only under special circumstances, and with the permission of the instructor, can undergraduates take graduate classes.

## COURSES

### THTR UN2002 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 2016: THTR UN2002

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	26
THTR 2002	001/04317	Th 8:00pm - 11:00pm 323 Milbank Hall	Stacey McMath	3	26

### THTR V2003 Voice and Speech. 2 points.

Not offered during 2016-17 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](http://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 2016-17 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](http://theatre.barnard.edu/auditions)

Exploration of the actor's physical performance. Classical and contemporary approaches to theatre movement.

### THTR UN2005 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](http://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 2016: THTR UN2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2005	001/07546	M W 12:10pm - 2:00pm LL200 Diana Center	Crystal Finn	3	12
THTR 2005	002/00488	F 10:10am - 2:00pm LL200 Diana Center	James King	3	10

### 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](http://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.

### THTR UN2120 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.

**Fall 2016: THTR UN2120**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2120	001/06304	T Th 10:10am - 11:25am 230 Milbank Hall	Gregory Winkler	3	9

**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.

**THTR UN2140 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.

**Fall 2016: THTR UN2140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2140	001/01762	Th 4:10pm - 6:00pm 225 Milbank Hall	Steven Chaikelson	4	12
THTR 2140	001/01762	Th 7:00pm - 10:00pm 225 Milbank Hall	Steven Chaikelson	4	12

**THTR UN3000 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 2016: THTR UN3000**

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	47

**THTR UN3004 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](http://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 2016: THTR UN3004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3004	001/07733	T Th 2:10pm - 4:00pm 229 Milbank Hall	Mana Allen	3	10
THTR 3004	002/00451	M W 2:10pm - 4:00pm 229 Milbank Hall	John Chapman	3	13
THTR 3004	003/07149	T Th 10:10am - 12:00pm LI200 Diana Center	Kyle deCamp	3	12
THTR 3004	004/09337	T Th 4:10pm - 6:00pm 229 Milbank Hall	Sharon Fogarty	3	12

**THTR UN3005 ACTING LAB: ACTING MICHAEL CHEKHOV TECHNIQUE. 3 points.**

The Michael Chekhov Technique is a psychophysical approach to acting, emphasizing the connection between the actor's body and the imagination in creating character. Unlike some acting pedagogies which encourage the actor's personal identification with a character through the use of emotional memory, Chekhov proposes a "transpersonal" approach through investigating qualities of movement, physical sensation, relationship to space and architecture, image, archetype, and gesture. The technique bridges the divide between the "inner" and "outer" aspects of an actor's work, and can be applied across performance genres from naturalism to the avant-garde. That is, Chekhov training uses a range of movement vocabularies to develop a distinctive set of approaches to the problem of characterization. Unlike many courses on offer which address a particular style or genre of writing, this class undertakes the investigation of a specific acting technique, which can then be applied across a range of dramatic genres. This technique bridges the gap between body and imagination, intellect and creativity, and so helps to develop the physical dimension of an actor's work. The "transpersonal" approach of this technique does not engage the student's personal psychology in creating a character.

**Spring 2017: THTR UN3005**

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 Ll200 Diana Center	John Chapman	3	12
THTR 3005	004/03191	M W 4:10pm - 6:00pm 229 Milbank Hall	John Chapman	3	18

**THTR UN3006 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](http://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 2016: THTR UN3006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3006	001/01708	M W 2:10pm - 4:00pm Ll200 Diana Center	James King	3	8

THTR 3006	002/08720	T Th 10:10am - 12:00pm 229 Milbank Hall	Mana Allen	3	9
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**THTR UN3122 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](http://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.

**Fall 2016: THTR UN3122**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3122	001/07488		Shannon Sindelar	1-3	8

**THTR UN3132 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 2016: THTR UN3132**

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	5

**THTR V3133 Costume Design. 3 points.**

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.

**THTR V3134 Lighting Design. 3 points.**

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.

**THTR UN3135 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 2016: THTR UN3135**

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 UN3140 Performing Women. 4 points.**

Prerequisites: Enrollment limited to 16 students.

This course examines the category of "woman" as it is mobilized in performance, considering both a variety of contemporary performances chosen from a wide range of genres and a diversity of critical/theoretical perspectives.

**Fall 2016: THTR UN3140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3140	001/05992	W 12:10pm - 2:00pm L1105 Diana Center	Shayoni Mitra	4	14/16

**THTR V3141 Socialism/Communism in Performance. 4 points.**

**Not offered during 2016-17 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 UN3142 Bertolt Brecht: The Making of Theatre. 4 points.**

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.

**Fall 2016: THTR UN3142**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3142	001/01590	T 2:10pm - 4:00pm 307 Milbank Hall	Hana Worthen	4	10

**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 UN3150 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 2016: THTR UN3150**

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	33

**THTR UN3151 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 2017: THTR UN3151**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3151	001/03990	T Th 10:10am - 11:25am 324 Milbank Hall	Hana Worthen	3	42

**THTR UN3152 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 2017: THTR UN3152**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3152	001/01239	T 2:10pm - 4:00pm 225 Milbank Hall	Hana Worthen	4	16

**THTR UN3155 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 2017: THTR UN3155**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3155	001/03926	W 12:10pm - 2:00pm 117 Barnard Hall	Shayoni Mitra	4	13

**THTR V3156 Modern Asian Performance. 4 points.**

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.

**THTR UN3165 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.

**Spring 2017: THTR UN3165**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3165	001/02663	T 12:10pm - 2:00pm LI105 Diana Center	Shayoni Mitra	4	15

**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.

**THTR UN3167 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 2016: THTR UN3167**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3167	001/09317	M 2:10pm - 4:00pm LI105 Diana Center	Linda Bartholomai	4	10

**THTR UN3172 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 2016: THTR UN3172**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3172	001/00747		Michael Banta	1-3	8

**THTR UN3200 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 2016: THTR UN3200**

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	19

**Spring 2017: THTR UN3200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3200	001/04115	T Th 2:10pm - 4:00pm LI200 Diana Center	Sharon Fogarty	3	7

**THTR UN3201 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 2017: THTR UN3201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3201	001/02899	T Th 12:10pm - 2:00pm 229 Milbank Hall	Alice Reagan	3	4

**THTR UN3202 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 2016: THTR UN3202**

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	8

**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.**

**Not offered during 2016-17 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](http://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 UN3300 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 2016: THTR UN3300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3300	001/02909	M 4:10pm - 6:00pm LI105 Diana Center	Andrew Bragen	3	13

### **THTR UN3301 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 2017: THTR UN3301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3301	001/04908	M 4:10pm - 6:00pm LI105 Diana Center	Andrew Bragen	3	12

### **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.

### **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](http://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 UN3997 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 2016: THTR UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3997	001/03156	M 10:10am - 12:00pm 229 Milbank Hall	Crystal Finn	4	3
THTR 3997	002/03882	F 2:10pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	4	2
THTR 3997	003/02993	M 8:40am - 9:55am Room TBA	Crystal Finn	4	1

#### **Spring 2017: THTR UN3997**

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	4
THTR 3997	002/04815	M W 2:10pm - 4:00pm LI200 Diana Center	Andrew Bragen	4	4
THTR 3997	003/02620	M W 2:10pm - 4:00pm LI105 Diana Center	Andrew Bragen	4	3
THTR 3997	004/06617	F 2:10pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	4	2
THTR 3997	005/08772	M 12:10pm - 2:00pm 229 Milbank Hall	Crystal Finn	4	2

### **THTR UN3998 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.

#### **Fall 2016: THTR UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3998	001/05554		William Worthen	4	0

#### **Spring 2017: THTR UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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THTR 3998	001/07475	William Worthen	4	0
THTR 3998	002/09389	Hana Worthen	4	1
THTR 3998	003/04387	Shayoni Mitra	4	0

**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. Meredith Nettles, Lamont-Doherty Earth Observatory; 845-365-8613; 557 Schermerhorn Extension; [nettlm@ldeo.columbia.edu](mailto:nettlm@ldeo.columbia.edu) ([sidney@ldeo.columbia.edu](mailto:sidney@ldeo.columbia.edu))  
Prof. Hugh Ducklow, Lamont-Doherty Earth Observatory; 845-365-8167; 557 Schermerhorn Extension; [hducklow@ldeo.columbia.edu](mailto: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](mailto:carolm@ldeo.columbia.edu)

**Business Manager:** Sally Odland, 108 Geoscience, Lamont-Doherty Earth Observatory; 845-365-8633; [odland@ldeo.columbia.edu](mailto: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 (Emeritus)
- Nicholas Christie-Blick
- Joel E. Cohen
- Peter B. de Menocal
- Hugh Ducklow
- Peter Eisenberger
- Göran Ekström
- Arlene M. Fiore
- 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)
- Maria Tolstoy
- David Walker (Emeritus)

## ASSOCIATE PROFESSORS

- Sonya Dyhrman
- Bärbel Hönisch
- Meredith Nettles
- 

## ASSISTANT PROFESSORS

- Ryan Abernathey
- Jonathan Kingslake

## 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  
Cornelia Class



Andreas Thurnerr

### 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

1. 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.
2. 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.
3. 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.
4. 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 GU4400	Dynamics of Climate Variability and Climate Change
EESC GU4401	Quantitative Models of Climate-Sensitive Natural and Human Systems
EESC GU4930	Earth's Oceans and Atmosphere
EESC GU4404	Regional Climate and Climate Impacts

### 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 UN2100	Earth's Environmental Systems: The Climate System
EESC UN2200	Earth's Environmental Systems: The Solid Earth System

Students who wish to take both EESC UN2100 Earth's Environmental Systems: The Climate System and EESC UN2300 Earth's Environmental Systems: The Life System can include one of these under breadth and related fields below.

### Supporting Mathematics and Science Courses

MATH UN1101	Calculus I
or MATH UN1102	Calculus II

Select one of the following three-course sequences:

CHEM UN1403 - CHEM UN1404 - PHYS UN1201	General Chemistry I (Lecture) and General Chemistry II (Lecture) and General Physics I
CHEM UN1403 - PHYS UN1201 - PHYS UN1202	General Chemistry I (Lecture) and General Physics I and General Physics II

### Capstone Experience

Select one of the following:

EESC BC3800 - EESC UN3901	Senior Research Seminar and Environmental Science Senior Seminar
EESC BC3801 - EESC UN3901	Senior Research Seminar 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 UN2100	Earth's Environmental Systems: The Climate System
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EESC UN2300	Earth's Environmental Systems: The Life System
EESC UN3010	Field Geology
EESC BC3017	Environmental Data Analysis
EESC GU4050	Global Assessment and Monitoring Using Remote Sensing
EESC GU4600	Earth Resources and Sustainable Development
EESC GU4917	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 UN3101	Geochemistry for a Habitable Planet
or EESC UN3201	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 GU4113	Introduction to Mineralogy
EESC W4223	Sedimentary Geology
EESC GU4230	Crustal Deformation
EESC W4480	Paleobiology and Earth System History
EESC W4701	Introduction to Igneous Petrology
EESC GU4887	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 GU4113	Introduction to Mineralogy

EESC W4701	Introduction to Igneous Petrology
EESC GU4885	The Chemistry of Continental Waters
EESC GU4887	Isotope Geology I
EESC GU4926	Principles of Chemical Oceanography

It is recommended that students focusing in geochemistry take CHEM UN1403-CHEM UN1404 General Chemistry I and II, and PHYS UN1201 General Physics I as their supporting science sequence.

### Atmosphere and Ocean Science

EESC GU4008	Introduction to Atmospheric Science
EESC GU4924	Introduction to Atmospheric Chemistry
EESC GU4925	Principles of Physical Oceanography
EESC GU4926	Principles of Chemical Oceanography
EESC GU4937	Cenozoic Paleooceanography

It is recommended that students focusing on atmosphere and ocean science also take a course in fluid dynamics and a course in differential equations.

### EESC GU4920

### Solid Earth Geophysics

EESC W4300	The Earth's Deep Interior
EESC GU4230	Crustal Deformation
EESC W4947	Plate Tectonics
EESC GU4949	Introduction to Seismology

It is recommended that students focusing in solid Earth geophysics take PHYS UN1201-PHYS UN1202 General Physics I and II, and CHEM UN1403 General Chemistry I as their supporting science sequence and also take MATH UN1201 Calculus II.

### Climate

EESC W3015	The Earth's Carbon Cycle
EESC BC3025	Hydrology
EESC GU4008	Introduction to Atmospheric Science
EESC GU4330	Introduction to Terrestrial Paleoclimate
EESC GU4835	Wetlands and Climate Change
EESC W4920	Paleoceanography
EESC GU4924	Introduction to Atmospheric Chemistry
EESC GU4925	Principles of Physical Oceanography
EESC GU4920	
EESC GU4937	Cenozoic Paleooceanography

### Paleontology

EESC W4223	Sedimentary Geology
EESC W4480	Paleobiology and Earth System History
EESC W4550	Plant Ecophysiology
EESC W4920	Paleoceanography

EESC W4924

EESC GU4937 Cenozoic Paleocyanography

It is recommended that students focusing in paleontology take EESC UN2300 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 UN2100 Earth's Environmental Systems: The Climate System

EESC UN2200 Earth's Environmental Systems: The Solid Earth System

EESC UN2300 Earth's Environmental Systems: The Life System

### Supporting Mathematics and Science Courses

MATH UN1101 Calculus I  
- MATH UN1102 and Calculus II

Select one of the following three-course sequences:

CHEM UN1403 General Chemistry I (Lecture)  
- CHEM UN1404 and General Chemistry II (Lecture)  
- PHYS UN1201 and General Physics ICHEM UN1403 General Chemistry I (Lecture)  
- PHYS UN1201 and General Physics I  
- PHYS UN1202 and General Physics IICHEM UN1403 General Chemistry I (Lecture)  
- EEEB UN2001 and Environmental Biology I:  
- PHYS UN1201 Elements to Organisms  
and General Physics I

### Capstone Experience

EESC BC3800 Senior Research Seminar  
or EESC BC3801 Senior Research Seminar

EESC UN3901 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 BC3017 Environmental Data Analysis

EESC GU4050 Global Assessment and Monitoring  
Using Remote SensingEESC GU4600 Earth Resources and Sustainable  
Development

EESC GU4917 Earth/Human Interactions

EESC UN3010 Field Geology

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 UN3101 Geochemistry for a Habitable  
Planet

or EESC UN3201 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 GU4885 The Chemistry of Continental  
Waters

EESC GU4887 Isotope Geology I

EESC GU4924 Introduction to Atmospheric  
Chemistry

EESC GU4888 Isotope Geology II

EESC GU4926 Principles of Chemical  
Oceanography

#### Hydrology

EESC W4076 Geologic Mapping

EESC GU4835 Wetlands and Climate Change

EESC GU4885 The Chemistry of Continental  
Waters

EESC BC3025 Hydrology

EAEE E3221 Environmental geophysics

#### Climate Change

EESC W3015 The Earth's Carbon Cycle

EESC GU4008 Introduction to Atmospheric Science

EESC GU4330 Introduction to Terrestrial Paleoclimate

EESC W4480 Paleobiology and Earth System History

EESC GU4835 Wetlands and Climate Change

EESC W4920 Paleooceanography

It is recommended that students focusing in environmental geology also take EESC GU4050 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 UN2100 Earth's Environmental Systems:  
The Climate System

or EESC UN2300 Earth's Environmental Systems: The Life System

EESC UN2200 Earth's Environmental Systems:  
The Solid Earth 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 UN3101 Geochemistry for a Habitable Planet

or EESC UN3201 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 UN2100 Earth's Environmental Systems:  
The Climate System

EESC UN2200 Earth's Environmental Systems:  
The Solid Earth System

EESC UN2300 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 UN3101 Geochemistry for a Habitable Planet

or EESC UN3201 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 UN2100 Earth's Environmental Systems:  
The Climate System

EESC UN2200 Earth's Environmental Systems:  
The Solid Earth System

EESC UN2300	Earth's Environmental Systems: The Life System
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## 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 UN2001	Environmental Biology I: Elements to Organisms
EESC UN2100	Earth's Environmental Systems: The Climate System
EESC UN2200	Earth's Environmental Systems: The Solid Earth System
EEEB UN2002	Environmental Biology II: Organisms to the Biosphere

## Introductory Science (13 points)

Select one of the following chemistry sequences:

CHEM UN1403 - CHEM UN1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
CHEM UN1604 - CHEM W2507	Intensive General Chemistry (Lecture) and Intensive General Chemistry Laboratory

One term of statistics such as the following:

STAT UN1101	Introduction to Statistics
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STAT UN1201	Calculus-Based Introduction to Statistics
BIOL BC2286	Statistics and Research Design
EEEB UN3005	Introduction to Statistics for Ecology and Evolutionary Biology
EEEB UN3087	Conservation Biology

## Advanced Environmental Biology (9 points)

Three additional advanced EEBB 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 2016

#### EESC UN1011 Earth: Origin, Evolution, Processes, Future. 4 points.

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*.

#### EESC UN1030 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 2016: EESC UN1030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1030	001/68999	T Th 8:40am - 9:55am 501 Northwest Corner	Baerbel Hoenisch	3	88

#### EESC UN1201 Environmental Risks and Disasters. 3 points.

CC/GS: Partial Fulfillment of Science Requirement, Discussion Section Required  
Priority given to first-years and sophomores.

Prerequisites: high school science and math.

An introduction to risks and hazards in the environment. Different types of hazards are analyzed and compared: natural disasters, such as tornados, earthquakes, and meteorite impacts; acute and chronic health effects caused by exposure to radiation



and toxic substances such as radon, asbestos, and arsenic; long-term societal effects due to environmental change, such as sea level rise and global warming. Emphasizes the basic physical principles controlling the hazardous phenomena and develops simple quantitative methods for making scientifically reasoned assessments of the threats (to health and wealth) posed by various events, processes, and exposures. Discusses methods of risk mitigation and sociological, psychological, and economic aspects of risk control and management.

#### Fall 2016: EESC UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1201	001/11049	T Th 11:40am - 12:55pm 603 Schermerhorn Hall	Goran Ekstrom	3	9

#### EESC UN1411 Earth: Origin, Evolution, Processes, Future: Lectures. 3 points.

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.

#### EESC UN1600 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 CO<sub>2</sub>, 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 2016: EESC UN1600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1600	001/21456	T Th 1:10pm - 2:25pm 501 Northwest Corner	Peter Kelemen	3	84/120

#### EESC UN2100 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 2016: EESC UN2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/64783	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Jerry McManus, Adam Sobel	4.5	52/50
EESC 2100	001/64783	W 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Jerry McManus, Adam Sobel	4.5	52/50

#### Spring 2017: EESC UN2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/26340	M W 10:10am - 11:25am 603 Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.5	23/100
EESC 2100	001/26340	T 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.5	23/100

#### EESC UN2200 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 2016: EESC UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/73741	T Th 1:10pm - 2:25pm 603 Schermerhorn Hall	Maria Tolstoy, Jonathan Kingslake	4.5	39
EESC 2200	001/73741	T 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Maria Tolstoy, Jonathan Kingslake	4.5	39

#### Spring 2017: EESC UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/14737	T Th 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming	4.5	43/100
EESC 2200	001/14737	T 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Steven Goldstein, Sidney Hemming	4.5	43/100

#### EESC UN2330 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 2016: EESC UN2330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2330	001/13282	M W 2:40pm - 3:55pm 702 Hamilton Hall	John Mutter, Ruth DeFries	3	89

#### EESC UN3000 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.

#### Fall 2016: EESC UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3000	001/28450		Ryan Abernathey	1-3	1

#### Spring 2017: EESC UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3000	001/93303		Steven Goldstein, Sidney Hemming	1-3	1/1

#### EESC UN3101 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 2016: EESC UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3101	001/11177	T Th 11:40am - 12:55pm 506 Schermerhorn Hall	Terry Plank	3	25

#### 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 2016: EESC BC3800

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3800	001/05632	Th 4:10pm - 6:00pm 530 Altschul Hall	Stephanie Pfirman	3	37

#### EESC GU4008 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 2016: EESC GU4008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4008	001/11642	Th 8:40am - 11:25am 417 Schermerhorn Hall	Lorenzo Polvani	3	19/32

#### EESC GU4050 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 2016: EESC GU4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4050	001/10006	Th 5:40pm - 6:55pm 417 Schermerhorn Hall	Christopher Small	3	18/25
EESC 4050	001/10006	F 9:00am - 10:45am 558 Ext Schermerhorn Hall	Christopher Small	3	18/25

#### EESC GU4085 Geodynamics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement  
Given in alternate years.

Prerequisites: calculus, differential equations, introductory physics.

An introduction to how the Earth and planets work. The focus is on physical processes that control plate tectonics and the evolution of planetary interiors and surfaces; analytical descriptions of these processes; weekly physical model demonstrations.

#### Fall 2016: EESC GU4085

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4085	001/68058	T Th 11:40am - 12:55pm	W Buck	3	11

417 Schermerhorn Hall

#### EESC GU4113 Introduction to Mineralogy. 4 points.

Prerequisites: introductory geology or the equivalent, elementary college physics and chemistry, or the instructor's permission.

Elementary crystallography and crystal structures, optical properties of minerals, mineral associations, and economic minerals. Laboratory: identification of minerals in hand specimens and use of the petrographic microscope.

#### Fall 2016: EESC GU4113

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4113	001/73397	T Th 1:10pm - 2:25pm 506 Schermerhorn Hall	Cornelia Class	4	7
EESC 4113	001/73397	T 4:10pm - 6:40pm 506 Schermerhorn Hall	Cornelia Class	4	7

#### EESC GU4330 Introduction to Terrestrial Paleoclimate. 3 points.

CC/GS: Partial Fulfillment of Science Requirement  
Given in alternate years.

An overview of the archives in which evidence of terrestrial paleoclimate is preserved, the approaches to developing and applying proxies of climate from these archives, approaches for constraining the time represented by the information, and interpretations that have been developed from such archives. Important archives to be included are ice cores, caves, wetlands, lakes, trees, and moraines. The time interval covered will be mostly the last few tens of thousand years, and chronometers based on radiocarbon, U-series and surface exposure dating will be presented. The course will consist of a formal lecture on one day and a recitation on the second day which will emphasize examples and problem solving.

#### Fall 2016: EESC GU4330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4330	001/10399	T Th 10:10am - 11:25am 555 Schermerhorn Hall	Wallace Broecker, Jorg Schaefer	3	21/50

#### EESC GU4400 Dynamics of Climate Variability and Climate Change. 3 points.

CC/GS: Partial Fulfillment of Science Requirement  
Required course for students in the Climate and Society MA program.

Prerequisites: undergraduate course in climate or physics; undergraduate calculus.

An overview of how the climate system works on large scales of space and time, with particular attention to the science and methods underlying forecasts of climate variability and climate change. This course serves as the basic physical science course for the M.A. Program in Climate and Society.

**Fall 2016: EESC GU4400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4400	001/73704	T Th 2:40pm - 3:55pm 603 Schermerhorn Hall	Alessandra Giannini, Simon Mason	3	29/52

**EESC GU4401 Quantitative Models of Climate-Sensitive Natural and Human Systems. 4 points.**

CC/GS: Partial Fulfillment of Science Requirement, Lab Required  
Required course for students in the Climate and Society MA program.

Prerequisites: undergraduate-level coursework in introductory statistics or data analysis; knowledge of calculus.

An overview of how climate-societal and intra-societal relationships can be evaluated and quantified using relevant data sets, statistical tools, and dynamical models. Concepts and methods in quantitative modeling, data organization, and statistical analysis, with applications to climate and climate impacts. Students will also do some simple model experiments and evaluate the results.

**Fall 2016: EESC GU4401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4401	001/19755	M W 2:40pm - 3:55pm 603 Schermerhorn Hall	Mingfang Ting, Tony Barnston	4	27/52
EESC 4401	001/19755	M 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Mingfang Ting, Tony Barnston	4	27/52

**EESC GU4403 Managing and adapting to climate change. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Course is required for the MA in Climate and Society program. Open to a maximum of 8 additional graduate students, admitted by application to and with the instructor's permission.

Prerequisites: EESC W4400; previous social science course or experience in policy and administration.

This integrating seminar on science and policy-making deals with climate and environment-development issues, and helps investigate ideas and methods for analyzing problems to reduce societal vulnerability and build resilience to climate variability and climate change. In order to integrate learning, the course is structured around modules that bridge several "divides": the social and natural sciences, temporal scales of variability and change impacting various sectors, the developing and industrialized regions, across local, national and international spatial levels, as well as socio-political, economic and ecological dimensions of development. The lectures and discussions move back and forth between theory and practice, required for the effective management of risks from a changing climate. The seminar modules will be led by outstanding researchers and professionals, with deep experience in the praxis of climate risk management and will include the economics & politics of sustainable development

and climate risks; climate phenomena, societal responses and impacts; poverty, agriculture and food security; managing climate risks for health; managing competing claims over water; urban disaster risk management; climate risks & decision-making under uncertainty; media and climate. Practicum sessions, in addition, are designed to help integrate learning.

**Fall 2016: EESC GU4403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4403	001/61467	M W 1:10pm - 2:25pm 603 Schermerhorn Hall	Erin Coughlan, Ben Orlove	3	27

**EESC GU4600 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 CO<sub>2</sub>, 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 2016: EESC GU4600**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4600	001/61887	T Th 1:10pm - 2:25pm 501 Northwest Corner	Peter Kelemen	3	22/100

**EESC GU4887 Isotope Geology I. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Given in alternate years.

Prerequisites: basic background in chemistry and physics.

Introduction to nuclear and radiochemistry, origin of the chemical elements, principles of radiometric dating, processes responsible for the chemical makeup of the solar system and the Earth.

**Fall 2016: EESC GU4887**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4887	001/23166	T Th 2:40pm - 3:55pm	Steven Goldstein	3	17



555 Schermerhorn  
Hall

### **EESC GU4917 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 2016: EESC GU4917

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4917	001/64689	M W 1:10pm - 2:25pm 555 Schermerhorn Hall	Peter Eisenberger	3	10

### **EESC GU4925 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 2016: EESC GU4925

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4925	001/67592	T Th 11:40am - 12:55pm 555 Schermerhorn Hall	Arnold Gordon, Andreas Thurnherr	3	17

### **EESC GU4949 Introduction to Seismology. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: advanced calculus and general physics, or the instructor's permission.

Methods and underpinnings of seismology including seismogram analysis, elastic wave propagation theory, earthquake source characterization, instrumentation, inversion of seismic data to infer Earth structure.

Fall 2016: EESC GU4949

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4949	001/61232	T Th 2:40pm - 3:55pm 417 Schermerhorn Hall	Felix Waldhauser	3	11

## **OF RELATED INTEREST**

### **Environmental Science (Barnard)**

EESC BC1001	Environmental Science I
EESC BC1011	Environmental 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 2017**

### **EESC UN1001 Dinosaurs and the History of Life: Lectures and Lab. 4 points.**

Given in alternate years.

Prerequisites: Recommended preparation: basic high school science and math.

Lab is a hands-on introduction to geochronology, paleontology, and historical geology with field trips. (See W1401 for lectures only.) Dinosaurs: a spectacular example of a common, highly successful form of life, dominant for 135 million years. Where did they come from? Why were they so successful? Why did they die out? A basic introduction to interface between geology and biology.

Spring 2017: EESC UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1001	001/68458	M W 10:10am - 11:25am 310 Fayerweather	Paul Olsen	4	17/150
EESC 1001	001/68458	M 4:10pm - 7:10pm 603 Schermerhorn Hall	Paul Olsen	4	17/150

### **EESC UN1003 Climate and Society: Case Studies. 3 points.**

Explores a series of environmental hazards (ozone depletion, El Nino, global warming) as examples of risk management. For each module, students will learn the scientific principles underlying each hazard and then will examine how social and economic policies were developed and implemented to mitigate the perceived risk.

### **EESC UN1010 Geological Excursion To Death Valley, CA. 2 points.**

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 2017: EESC UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1010	001/28123	F 7:30pm - 9:00pm 558 Ext Schermerhorn Hall	Nicholas Christie-Blick	2	20/20

#### EESC UN1401 Dinosaurs and the History of Life: Lectures. 3 points.

Given in alternate years.

Prerequisites: Recommended preparation: basic high school science and math.

Dinosaurs: a spectacular example of a common, highly successful form of life, dominant for 135 million years. Where did they come from? Why were they so successful? Why did they die out? A basic introduction to the interface between geology and biology.

#### Spring 2017: EESC UN1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1401	001/21231	M W 10:10am - 11:25am 310 Fayerweather	Paul Olsen	3	57/100

#### EESC UN2100 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 2016: EESC UN2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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EESC 2100	001/64783	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Jerry McManus, Adam Sobel	4.5	52/50
EESC 2100	001/64783	W 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Jerry McManus, Adam Sobel	4.5	52/50

#### Spring 2017: EESC UN2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/26340	M W 10:10am - 11:25am 603 Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.5	23/100
EESC 2100	001/26340	T 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.5	23/100

#### EESC UN2200 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 2016: EESC UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/73741	T Th 1:10pm - 2:25pm 603 Schermerhorn Hall	Maria Tolstoy, Jonathan Kingslake	4.5	39
EESC 2200	001/73741	T 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Maria Tolstoy, Jonathan Kingslake	4.5	39

#### Spring 2017: EESC UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/14737	T Th 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming	4.5	43/100
EESC 2200	001/14737	T 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Steven Goldstein, Sidney Hemming	4.5	43/100

**EESC UN2300 Earth's Environmental Systems: The Life System. 4.5 points.**

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 2017: EESC UN2300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2300	001/75307	M W 1:10pm - 2:25pm 413 Kent Hall	Paul Olsen, Matthew Palmer, Natalie Boelman	4.5	28/100

**EESC UN2310 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 2017: EESC UN2310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2310	001/24590	W 4:10pm - 7:00pm 603 Schermerhorn Hall	Paul Olsen, Matthew Palmer, Natalie Boelman	0	14/24
EESC 2310	002/73529	W 4:10pm - 7:00pm 555 Ext Schermerhorn Hall	Paul Olsen, Natalie Boelman	0	13/24
EESC 2310	003/28651	W 4:10pm - 7:00pm 417 Schermerhorn Hall	Paul Olsen, Natalie Boelman	0	13/24
EESC 2310	004/61912	Th 4:10pm - 7:00pm 603 Schermerhorn Hall	Paul Olsen, Natalie Boelman	0	15/24

**EESC UN3000 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.

**Fall 2016: EESC UN3000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3000	001/28450		Ryan Abernathy	1-3	1

**Spring 2017: EESC UN3000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3000	001/93303		Steven Goldstein, Sidney Hemming	1-3	1/1

**EESC UN3010 Field Geology. 2 points.**

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.

**Spring 2017: EESC UN3010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3010	001/25305	T 7:30pm - 9:00pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming	2	15/20

**EESC UN3201 Solid Earth Dynamics. 3 points.**

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 2017: EESC UN3201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3201	001/21682	T Th 8:40am - 9:55am	Meredith Nettles	3	20/50

603 Schermerhorn  
Hall

### **EESC UN3901 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 2017: EESC UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3901	001/00997	Th 4:10pm - 6:00pm 501 Diana Center	Stephanie Pfirman	3	9/50

### **EESC GU4404 Regional Climate and Climate Impacts. 3 points.**

Course is required for the MA in Climate and Society program. Open to a maximum of 8 additional graduate students, admitted by application to and with the instructor's permission.

Prerequisites: *EESC W4400* and *EESC W4401*.

The dynamics of environment and society interact with climate and can be modified through use of modern climate information. To arrive at the best use of climate information, there is a need to see climate in a balanced way, among the myriad of factors at play. Equally, there is a need to appreciate the range of climate information available and to grasp its underlying basis and the reasons for varying levels of certainty. Many decisions in society are at more local scales, and regional climate information considered at appropriate scales and in appropriate forms (e.g., transformed into vegetation stress) is key. Students will build a sufficient understanding of the science behind the information, and analyze examples of how the information can and is being used. This course will prepare the ground for a holistic understanding needed for wise use of climate information.

#### **Spring 2017: EESC GU4404**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4404	001/19480	M W 1:10pm - 2:25pm 603 Schermerhorn Hall	Andrew Robertson, Pietro Ceccato	3	29/50

### **EESC GU4888 Isotope Geology II. 3 points.**

Given in alternate years.

Prerequisites: introductory chemistry and earth science coursework.

This class will be an introduction to the field of stable isotope geochemistry and its application to environmental processes and problems. The utility of stable isotopes as tracers of environmental processes will be examined with respect to the disciplines of paleoclimatology, paleoceanography, hydrology

and hydrogeology. We will focus on the light elements and stable isotopes of hydrogen, carbon, oxygen, nitrogen in water, carbonates and organic compounds and why they fractionate in the environment. Radiocarbon as a tracer and dating tool will also be presented. The theoretical background for isotope fractionation will be discussed in class. The mechanics of how mass spectrometers analyze different isotope ratios will be explored during experiments in the laboratory at Lamont-Doherty. Additional key parts of the class will be a review of paper and student-lead reviews of published papers on relevant topics and a review paper.

#### **Spring 2017: EESC GU4888**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4888	001/68452	T Th 8:40am - 9:55am 506 Schermerhorn Hall	Braddock Linsley	3	9/50

### **EESC GU4924 Introduction to Atmospheric Chemistry. 3 points.**

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 2017: EESC GU4924**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4924	001/23313	T Th 11:40am - 12:55pm 417 Schermerhorn Hall	Arlene Fiore	3	15/50

### **EESC GU4926 Principles of Chemical Oceanography. 3 points.**

Given in alternate years.

Prerequisites: the instructor's permission for students without one year of chemistry. Course open to undergraduates with one year of chemistry. Recommended preparation: a solid background in mathematics, physics, and chemistry.

Factors controlling the concentration and distribution of dissolved chemical species within the sea. Application of tracer and natural radioisotope methods to large-scale mixing of the ocean, the geological record preserved in marine sediments, the role of ocean processes in the global carbon cycle, and biogeochemical processes influencing the distribution and fate of elements in the ocean.

#### **Spring 2017: EESC GU4926**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4926	001/18837	T Th 1:10pm - 2:25pm	Robert Anderson	3	30/50

417 Schermerhorn  
Hall

### **EESC GU4930 Earth's Oceans and Atmosphere. 3 points.**

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 2017: EESC GU4930**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4930	001/21096	T Th 2:40pm - 3:55pm 555 Schermerhorn Hall	Arnold Gordon	3	7/60

### **EESC GU4937 Cenozoic Paleooceanography. 3 points.**

Given in alternate years. Enrollment limited to 20 students EESC (DEES) graduate students have priority..

Prerequisites: college-level geology helpful but not required. Introduces the physical, chemical and biological processes that govern how and where ocean sediments accumulate. Major topics addressed are: modes of biogenic, terrigenous and authigenic sedimentation, depositional environments, pore fluids and sediment geochemistry, diagenesis, as well as biostratigraphy and sediment stratigraphic principles and methods. Second half of the semester focuses on major events in Cenozoic paleooceanography and paleoclimatology including orbital control of climate, long-term carbon cycle, extreme climate regimes, causes of ice ages in Earth's history, human evolution, El Niño evolution, and long-term sea level history.

#### **Spring 2017: EESC GU4937**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4937	001/11659	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Peter deMenocal, Maureen Raymo	3	11/50

## **GENERALLY ALTERNATE YEAR COURSES**

EESC W1001

EESC UN1201 Environmental Risks and Disasters

EESC W1401

EESC W3015 The Earth's Carbon Cycle

EESC W4009 Chemical Geology

EESC W4020 Humans and the Carbon Cycle

EESC GU4085 Geodynamics

EESC W4090 Introduction to Geochronology and Thermochronology

EESC GU4113 Introduction to Mineralogy

EESC W4223 Sedimentary Geology

EESC W4300 The Earth's Deep Interior

EESC GU4330 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 Paleooceanography

EESC W4923 Biological Oceanography

EESC W4926

EESC W4929 Mixing and Dispersion in the Ocean

EESC W4937

EESC W4947 Plate Tectonics

EESC GU4949 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 UN1101	First-Year Chinese I (N)
CHNS UN1111 - CHNS C1112	First-Year Chinese I (W) and
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 UN1101 - JPNS C1102	First-Year Japanese I and
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 UN1101 - KORN W1102	First-Year Korean I and
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](mailto: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
- Miharu 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 UN3005	Third-Year Chinese I (W)
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Or, for heritage students:

CHNS UN3003	Third-Year Chinese I (N)
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JPNS UN3005	Third-Year Japanese I
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KORN UN3005	Third-Year Korean I
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TIBT UN3611	Third Year Modern Colloquial Tibetan I
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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 UN1400	Colloquium on Major Texts: East Asia
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Students must also select two of the following:

ASCE UN1359	Introduction to East Asian Civilizations: China
ASCE UN1361	Introduction to East Asian Civilizations: Japan
ASCE UN1363	Introduction to East Asian Civilizations: Korea
ASCE UN1365	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, 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	(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 UN3999) 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 UN3005	Third-Year Chinese I (W)
-------------	--------------------------

Or, for heritage students:

CHNS UN3003	Third-Year Chinese I (N)
-------------	--------------------------

JPNS UN3005	Third-Year Japanese I
-------------	-----------------------

KORN UN3005	Third-Year Korean I
TIBT UN3611	Third Year Modern Colloquial Tibetan I

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 UN1400	Colloquium on Major Texts: East Asia
-------------	--------------------------------------

Select one of the following:

ASCE UN1359	Introduction to East Asian Civilizations: China
-------------	---

ASCE UN1361	Introduction to East Asian Civilizations: Japan
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ASCE UN1363	Introduction to East Asian Civilizations: Korea
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ASCE UN1365	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 Youngmi Jin ([yj2180@columbia.edu](mailto:yj2180@columbia.edu)).

## CONTENT COURSES

**AHUM V3340 Art In China, Japan, and Korea. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

**Not offered during 2016-17 academic year.**

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.

**ASCE UN1359 Introduction to East Asian Civilizations: China. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section, ASCE V2360

Corequisites: NOTE: Students must register for a discussion section, ASCE V2360

The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions.

#### Fall 2016: ASCE UN1359

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1359	001/03827	M W 10:10am - 11:25am L1103 Diana Center	Jue Guo	4	53/70

#### Spring 2017: ASCE UN1359

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1359	001/19107	T Th 2:40pm - 3:55pm 717 Hamilton Hall	Harrison Huang	4	54/80

#### AHUM UN1400 Colloquium on Major Texts: East Asia. 4 points.

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 2016: AHUM UN1400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1400	001/11908	Th 2:10pm - 4:00pm 501b International Affairs Bldg	Hikari Hori	4	11/22
AHUM 1400	002/05400	W 2:10pm - 4:00pm 318 Milbank Hall	Jue Guo	4	14/22
AHUM 1400	003/60827	W 4:10pm - 6:00pm 224 Pupin Laboratories	Harrison Huang	4	13/20
AHUM 1400	004/61178	M 2:10pm - 4:00pm 509 Hamilton Hall	Michael Como	4	22/22
AHUM 1400	005/75283	T 2:10pm - 4:00pm 413 Hamilton Hall	Itsuki Hayashi	4	21/22
AHUM 1400	006/79783	Th 4:10pm - 6:00pm 325 Pupin Laboratories	Charles Woolley	4	11/20

#### Spring 2017: AHUM UN1400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1400	001/25120	T 4:10pm - 6:00pm 522c Kent Hall	Paul Anderer	4	16/22
AHUM 1400	002/11851	T 2:10pm - 4:00pm 507 Philosophy Hall	Wei Shang	4	20/22
AHUM 1400	003/23430	W 12:10pm - 2:00pm	Conrad Schirokauer	4	22/22

HI-2 Heyman Center For Humanities

AHUM 1400	004/66938	Th 2:10pm - 4:00pm 301m Fayerweather	Itsuki Hayashi	4	21/20
AHUM 1400	005/16505	M 12:10pm - 2:00pm 420 Pupin Laboratories	Seong-Uk Kim	4	17/20
AHUM 1400	006/81397	Th 4:10pm - 6:00pm 522c Kent Hall	Charles Woolley	4	16/20

#### ASCE UN1361 Introduction to East Asian Civilizations: Japan. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section ASCE V2371

Corequisites: NOTE: Students must register for a discussion section ASCE V2371

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 2016: ASCE UN1361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/23996	M W 4:10pm - 5:25pm 310 Fayerweather	Paul Kreitman	4	75/95

#### Spring 2017: ASCE UN1361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/10261	M W 4:10pm - 5:25pm 702 Hamilton Hall	Gregory Pflugfelder	4	54/80

#### ASCE UN1363 Introduction to East Asian Civilizations: Korea. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts.

#### Fall 2016: ASCE UN1363

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1363	001/29350	M W 1:10pm - 2:25pm 717 Hamilton Hall	Jungwon Kim	3	74/80

#### ASCE UN1365 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 2016: ASCE UN1365**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1365	001/66812	T Th 1:10pm - 2:25pm 833 Seeley W. Mudd Building	Gray Tuttle	4	83/105

**ASCE UN1002 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 2016: ASCE UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1002	001/12296	M W 11:40am - 12:55pm HL-2 Heyman Center For Humanities	Conrad Schirokauer	4	17/20

**AHUM W4027 Colloquium On Major Works of Chinese Philosophy, Religion, and Literature. 4 points.**

Not offered during 2016-17 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 2016-17 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 UN3830 Colloquium On Modern East Asian Texts. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

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.

**Fall 2016: AHUM UN3830**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 3830	001/22728	T 2:10pm - 4:00pm 601b Fairchild Life Sciences Bldg	Tomi Suzuki	4	14/20

**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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 academic year.**

Corequisites: Weekly Film screening required.

**EAAS V3615 Japanese Literature and Film. 3 points.****Not offered during 2016-17 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 UN3927 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 2016: EAAS UN3927**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3927	001/67765	T 4:10pm - 6:00pm 516 Hamilton Hall	Lydia Liu	3	19/30

**EAAS UN3313 Contemporary Chinese Language Cinema. 4 points.**

What is "cinema" in the Chinese-speaking world, and how have the aesthetics, politics and practice of cinema evolved over time? In what ways has cinema interacted with its sister arts, such as painting, photography, theatre, architecture, and music? And in what capacities has cinema represented and intervened into the social and political worlds of its production and reception?

This course is an introductory course on Chinese-language cinema from Mainland China, Taiwan and Hong Kong, featuring landmark films from the 1930s to the present, with emphasis on contemporary films produced in the past three decades. We cover major genres such as melodrama, historical epic, comedy, musical, martial arts and documentary films, and study works by film auteurs such as Hou Hsiao-hsien, Chen Kaige, Ann Hui and Jia Zhangke. Besides the questions mentioned above, topics also include cinema's approaches to history and memory, and its engagement with questions of gender, ethnicity, class and language politics.

**Fall 2016: EAAS UN3313**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3313	001/12172	W 4:10pm - 6:00pm	Ying Qian	4	26/38

413 Kent Hall

**EAAS UN3338 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 2016: EAAS UN3338**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3338	001/15996	T Th 6:10pm - 7:25pm 423 Kent Hall	Gregory Pflugfelder	3	9/15

**EAAS W3340 The Culture of Postwar Japan. 3 points.**  
**Not offered during 2016-17 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 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.

**EAAS UN2342 Mythology of East Asia. 4 points.**

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. Satisfies the Global Core requirement.

**Fall 2016: EAAS UN2342**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 2342	001/71940	W 2:10pm - 4:00pm 315 Hamilton Hall	David Lurie	4	19/22

**EAAS W3928 Japanese Literature: Beginning to 1900. 3 points.**

**Not offered during 2016-17 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 2016-17 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.

**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 W4015 Buddhism & Islam in Tibet and China. 4 points. Not offered during 2016-17 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 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 GU4102 Critical Approaches to East Asia in the Social Sciences. 4 points.**

This seminar is designed to equip students with essential tools to further their scholarly research into the cultures of East Asia, with a focus primarily on China, Japan, South Korea and Taiwan. These tools are those native to the Social Sciences, with our primary materials drawn from the disciplines of Cultural (and Historical) Anthropology and Sociology. This seminar will familiar students with significant sociological and anthropological works by scholars past and present -- works with which any student serious about continuing social scientific research in East Asia should be familiar. Beyond this, the seminar aims to equip students with the methodological tools to conduct solid social scientific scholarship and the understanding of sociological and anthropological theory whereby to assess critically the relative efficacy, and potential pitfalls, of various approaches to research.

**Fall 2016: EAAS GU4102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4102	001/01120	T 10:00am - 11:50am	Nicholas Bartlett	4	9

**EAAS W4109 Japanese Religious Landscapes: Practices and Representations. 3 points. Not offered during 2016-17 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 2016-17 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 2016-17 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 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.



**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 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 2016-17 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.

**EAAS W4360 Kurosawa Seminar. 4 points. Not offered during 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 though 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 2016-17 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 2016-17 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 2016-17 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.

Materials include first-person accounts, biography, poetry, and secondary sources

**EAAS W4562 Transnational Identities in East/Inner Asia. 4 points.**

**Not offered during 2016-17 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 GU4561 Studying Closed Societies: Tibet, Xijiang, and China's Socialist Neighbors. 4 points.**

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?

Fall 2016: EAAS GU4561

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4561	001/88247	M 4:10pm - 6:00pm 224 Pupin Laboratories	Robert Barnett	4	9/18

**EAAS W4618 Biography, Memory and Modern Tibet: The Reading and Writing of Life Stories. 3 points.**  
**Not offered during 2016-17 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.

**HSEA BC3861 Chinese Cultural History 1500-1800. 3 points.**  
**Not offered during 2016-17 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 2016-17 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 2016-17 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 W3869 Modern Japan, 1800 to the Present. 3 points.**  
**Not offered during 2016-17 academic year.**

**HSEA W3873 The Culture of Early Modern Japan. 3 points.**  
**Not offered during 2016-17 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 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 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.

**EAAS W3934 The Tea Ceremony: Understanding Japanese Culture through the History and Practice of Tea. 3 points.**  
**Not offered during 2016-17 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 2016-17 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.

**HSEA W4710 Exploring Tibet: 17th-20th Century Travel Accounts. 4 points.**

**Not offered during 2016-17 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.

**HSEA W4725 Tibetan Material History. 4 points.**

**Not offered during 2016-17 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*

**HSEA W4839 Family in Chinese History. 4 points.**

**Not offered during 2016-17 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 2016-17 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 W4862 Writing, the State and Communities in Choson Korea, 1392-1910. 3 points.**

**Not offered during 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 academic year.**

**HSEA GU4884 Merchants, Markets, Modernity - China. 4 points.**

From Marx's Asiatic Mode of Production to contemporary notions of Confucian capitalism, theories abound to explain China's divergence from Western patterns of political and economic development. This course critiques these theories and looks at the Chinese economy starting with its own internal logic to explore the social, cultural, institutional and political forces that underlay Chinese economic practice, the role of markets, merchants, labor, and the state in the making of modern China. No prerequisite.

**Fall 2016: HSEA GU4884**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4884	001/70892	Th 4:10pm - 6:00pm 405a International Affairs Bldg	Madeleine Zelin	4	18/20

**HSEA GU4881 History of Modern China II. 3 points.**

The social and cultural history of Chinese religion from the earliest dynasties to the present day, examined through reading of primary Chinese religious documents (in translation) as well as the work of historians and anthropologists. Topics include: Ancestor worship and its changing place in Chinese religion; the rise of clerics and salvationist religion; state power, clerical power, and lay power; Neo-Confucianism as secular religion; and the modern "popular religious" synthesis.

**Fall 2016: HSEA GU4881**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4881	001/71946	T 4:10pm - 6:00pm 602 Northwest Corner	Robert Hymes	3	12/15

**HSEA W4886 Gender, Passions and Social Order In China Since 1500. 3 points.**

**Not offered during 2016-17 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 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 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.

**HSEA W4891 Law in Chinese History. 4 points.**

Not offered during 2016-17 academic year.

**HSEA W4893 Family in Chinese History. 3 points.**

Not offered during 2016-17 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 2016: INSM W3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3920	001/75032	W 2:00pm - 4:00pm H1-2 Heyman Center For Humanities	Jo Ann Cavallo, Wm Theodore De Bary, Rachel Chung	4	8/20

**EAAS UN3842 Modern Korea: Inside Out. 4 points.**

This course approaches Korea's encounter with modernity as a history of negotiating borders, both real and imagined. We will examine literary and visual cultures from the early years of Japanese colonial rule, through national division and the devastation of the Korean War, to South Korea's current position as a global economic power as a continual effort to re-imagine, naturalize, subvert or traverse territorial and ideological borders by artists, writers as well as ordinary people. In a seminar format, we will discuss short stories, newspaper articles, essays, memoirs, paintings, photographs and films. Students will explore relationships between modernity, militarism, enlightenment, colonialism and development, and learn how to produce coordinated analyses across different types of cultural texts that are historically informed and hermeneutically complex. We will also trace meaningful continuities and discontinuities between colonial mobilizations (of laborers, activists, intellectuals) and the post-colonial formation of the diasporic imagination.

**Fall 2016: EAAS UN3842**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3842	001/67194	W 4:10pm - 6:00pm 420 Pupin Laboratories	Jae Won Chung	4	13/15

**EAAS UN3999 Research in East Asian Studies. 1 point.**

Introduces students to research and writing techniques and requires the preparation of a senior thesis proposal. Required for majors and concentrators in the East Asian studies major in the spring term of the junior year.

**Fall 2016: EAAS UN3999**



Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3999	001/21701	M 6:10pm - 8:00pm 522d Kent Hall	Paul Anderer, Jian Ming Chang	1	9/10

### EAAS GU4031 Introduction to the History of Chinese

#### Literature. 3 points.

An introduction to the major narrative genres, forms, and works from 900 C.E. to the end of the nineteenth century. Readings in English.

#### Fall 2016: EAAS GU4031

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4031	001/22577	M 2:10pm - 4:00pm 413 Hamilton Hall	Wei Shang	3	16/21

### EAAS GU4118 Topics in Japanese Cinema. 3 points.

This course introduces important Japanese films across the genres of dramatic feature, documentary and animation. The films are organized according to the following three topics: global genres, war and documentary, the animation theories of 'cinematism/animetism'. The reading assignments cover issues ranging from technological and structural changes in film history, to critical theories of gender and sexuality as well as globalization/national cinema, and to analyses of medium specificity. The course closely examines filmic languages of works by auteur directors such as Akira Kurosawa, Hiroshi Teshigahara and Hayao Miyazaki.

No prerequisite necessary, though familiarity with Japanese history is helpful. Film screenings Tuesdays 8:10-10 P.M.

#### Fall 2016: EAAS GU4118

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4118	001/62274	T 6:10pm - 8:00pm 405 Kent Hall	Hikari Hori	3	16/20
EAAS 4118	001/62274	T 8:10pm - 10:00pm 405 Kent Hall	Hikari Hori	3	16/20

### EAAS GU4727 Soseki and World Literature. 4 points.

This seminar will focus on the writings, especially the novels, of Natsume Soseki (1868-1915), the pivotal author of early twentieth century Japan. His work inherited, and further spawned, a complex legacy: the prose and poetry of pre-modern Japan; a long tradition of translating of "writing" Chinese literary texts into Japanese; and, by the mid-nineteenth century, other waves of translation from several European languages (for Soseki, the most significant one being English). Soseki came of age and began to write in the period between the Sino-Japanese and Russo-Japanese wars, during which he received modest government support to be as scholar in residence in London. In his criticism, and even more deeply in his fiction, he grappled with issues of unsettlement, displacement, and betrayal, as Japan was moving from a secure sense of itself within an East Asian frame of cultural reference, toward one dominated by Western standards of taste and value. Later Japanese writers, as different as

Akutagawa Ryunosuke, Abe Kobo, Oe Kenzaburo, and Murakami Haruki, all acknowledge their debt to Soseki, for the power of his writing about characters without a "country" home or a stable sense of their own selves, amid a global clash of civilizations, and of empire-building strife.

#### Fall 2016: EAAS GU4727

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4727	001/69002	T 4:10pm - 6:00pm Room TBA	Paul Anderer	4	8/20

### HSEA GU4700 Rise of Modern Tibet: History and Society, 1600-1913. 4 points.

Rise of Modern Tibet

#### Fall 2016: HSEA GU4700

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4700	001/25373	T 4:10pm - 6:00pm 402 International Affairs Bldg	Gray Tuttle	4	18/20

## CHINESE LANGUAGE COURSES

### CHNS UN1011 Introductory Chinese B. 2.5 points.

Enrollment limited to 18.

Prerequisites: CHNS W1010y (offered in the Spring only) or the equivalent.

The program is designed to develop basic skills in listening, speaking, reading and writing colloquial Chinese. This course (Part II) is offered in the Fall only. The two parts (I and II) 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. CC GS EN CE

#### Fall 2016: CHNS UN1011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1011	001/71494	M W 8:50am - 9:55am 522d Kent Hall	Tianqi Jiang	2.5	4
CHNS 1011	002/22362	M W 11:40am - 12:45pm 522c Kent Hall	Tianqi Jiang	2.5	14

### CHNS UN1101 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 2016: CHNS UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CHNS 1101	001/61713	T W Th 8:50am - 9:55am 413 Kent Hall	Jia Xu	5	13/18
CHNS 1101	001/61713	M 8:50am - 9:55am 424 Kent Hall	Jia Xu	5	13/18
CHNS 1101	002/12396	M T W Th 10:10am - 11:15am 424 Kent Hall	Xiaodan Wang	5	15/18
CHNS 1101	003/24560	M T W Th 11:40am - 12:45pm 424 Kent Hall	Lingjun Hu	5	13/18
CHNS 1101	004/60568	M T W Th 1:10pm - 2:15pm 424 Kent Hall	Chen Wu	5	10/18
CHNS 1101	005/13937	M T W Th 4:10pm - 5:15pm 424 Kent Hall	Ling Yan	5	14/18
CHNS 1101	006/73466	M T W Th 6:10pm - 7:15pm 424 Kent Hall	Yicheng Zhang	5	5/18

**CHNS UN1111 First-Year Chinese I (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

**Fall 2016: CHNS UN1111**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1111	001/18843	M W F 10:10am - 11:15am 522b Kent Hall	Tianqi Jiang	5	5/18
CHNS 1111	002/15915	T Th F 4:10pm - 5:15pm 522b Kent Hall	Hailong Wang	5	10/18

**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

**CHNS UN2201 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 2016: CHNS UN2201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 2201	001/23963	M T W Th 1:10pm - 2:15pm 411 Kent Hall	Shaoyan Qi	5	16/18
CHNS 2201	002/65627	M T W Th 11:40am - 12:45pm 522b Kent Hall	Xiaodan Wang	5	21/18
CHNS 2201	003/12368	M T W Th 2:40pm - 3:45pm 405 Kent Hall	Yu-Shan Cheng	5	18/18
CHNS 2201	004/64704	M T W Th 6:10pm - 7:15pm 522b Kent Hall	Wenlian Zhang	5	7/18

**CHNS C2221 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

**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 Languages Courses.  
Same course as C1201x. CC GS EN CE

**CHNS GU4015 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 2016: CHNS GU4015**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CHNS 4015	001/14562	M T W Th 10:00am - 10:50am 522c Kent Hall	Yuan-Yuan Meng	4	8/15
CHNS 4015	002/66498	M W Th 6:10pm - 7:25pm 405 Kent Hall	Ling Yan	4	12/15

**CHNS UN3003 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 2016: CHNS UN3003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 3003	001/16908	M T W Th 8:50am - 9:55am 522b Kent Hall	Zhirong Wang	5	6/15
CHNS 3003	002/68891	M T W Th 10:10am - 11:15am 602 Lewisohn Hall	Zhirong Wang	5	13/15
CHNS 3003	003/23830	M T W Th 11:40am - 12:45pm 609 Hamilton Hall	Zhongqi Shi	5	12/15
CHNS 3003	004/18062	M T W Th 1:10pm - 2:15pm 522b Kent Hall	Lingjun Hu	5	13/15
CHNS 3003	005/65556	M T W Th 4:10pm - 5:15pm 522a Kent Hall	Wenlian Zhang	5	7/15

**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.

**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

**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.

**CHNS GU4507 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 2016: CHNS GU4507**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4507	001/14737	T Th 10:10am - 11:25am 412 Pupin Laboratories	Wei Shang	4	9/22

**CHNS GU4012 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 2016: CHNS GU4012**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4012	001/13698	M T W Th 10:00am - 10:50am 511 Kent Hall	Zhongqi Shi	5	8/15

**CHNS GU4014 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 2016: CHNS GU4014**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4014	001/23295	M T W Th 8:50am - 9:40am 522c Kent Hall	Yuan-Yuan Meng	4	9/15

**CHNS GU4017 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 2016: CHNS GU4017**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4017	001/60678	M W F 11:40am - 12:55pm 616 Hamilton Hall	Chen Wu	4	4/18

**CHNS GU4301 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 2016: CHNS GU4301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4301	001/17789	M W F 11:00am - 11:50am 404 Hamilton Hall	Lening Liu	3	13/15

**CHNS GU4904 Acquisition of Chinese as a Second Language. 4 points.**

For more than forty years, second language acquisition (SLA) has been emerging as an independent field of inquiry with its own research agenda and theoretical paradigms. The study of SLA is inherently interdisciplinary, as it draws on scholarship from the fields of linguistics, psychology, education, and sociology. This course explores how Chinese is acquired by non-native speakers. Students will learn about general phenomena and patterns during the process of acquiring a new language. They will become familiar with important core concepts, theoretical frameworks, and research practices of the field of SLA, with Chinese as the linguistic focus.

**Fall 2016: CHNS GU4904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4904	001/72320	T Th 2:40pm - 3:55pm 707 Hamilton Hall	Shaoyan Qi	4	5/15

**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 UN3005 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 2016: CHNS UN3005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 3005	001/77075	M W 10:10am - 11:25am	Hailong Wang	5	12/18

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Affairs Bldg

CHNS 3005	001/77075	F 10:10am - 11:25am 423 Kent Hall	Hailong Wang	5	12/18
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**JAPANESE LANGUAGE COURSES****JPNS UN1101 First-Year Japanese I. 5 points.**

Lab Required

Basic training in Japanese through speaking, listening, reading and writing in various cultural contexts.

**Fall 2016: JPNS UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1101	001/76608	M T W Th 10:10am - 11:15am 607 Hamilton Hall	Naofumi Tatsumi	5	14/18
JPNS 1101	002/23279	M T W Th 11:40am - 12:45pm 522d Kent Hall	Jisuk Park	5	19/18
JPNS 1101	003/18633	M T W Th 1:10pm - 2:15pm 405 Kent Hall	Kyoko Loetscher	5	18/18
JPNS 1101	004/26750	M T W Th 2:40pm - 3:45pm 424 Kent Hall	Keiko Okamoto	5	17/18
JPNS 1101	005/27550	M T W Th 4:10pm - 5:15pm 423 Kent Hall	Fumiko Nazikian	5	18/18

**JPNS UN2201 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 2016: JPNS UN2201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 2201	001/60291	M T W Th 10:10am - 11:15am 423 Kent Hall	Jisuk Park	5	12/18
JPNS 2201	002/25649	M T W Th 11:40am - 12:45pm 411 Kent Hall	Shigeru Eguchi	5	17/18
JPNS 2201	003/24265	M T W Th 1:10pm - 2:15pm 423 Kent Hall	Miharu Nittono	5	6/18
JPNS 2201	004/27733	M T W Th 4:10pm - 5:15pm 522c Kent Hall	Naofumi Tatsumi	5	14/18

**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 UN1002 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 2016: JPNS UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1002	001/18628	M W 5:40pm - 6:45pm 522c Kent Hall	Toshiko Omori	2.5	16/18
JPNS 1002	002/11617	T Th 5:40pm - 6:45pm 522d Kent Hall	Toshiko Omori	2.5	12/18

**JPNS UN3005 Third-Year Japanese I. 5 points.**

Prerequisites: *JPNS C1202* or the equivalent.

Readings in authentic/semi-authentic texts, videos, and class discussions.

**Fall 2016: JPNS UN3005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 3005	001/26380	M T W Th 11:40am - 12:45pm 423 Kent Hall	Keiko Okamoto	5	15/15

JPNS 3005	002/28954	M T W Th 2:40pm - 3:45pm 411 Kent Hall	Kyoko Loetscher	5	16/15
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**JPNS GU4007 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 2016: JPNS GU4007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4007	001/25538	T Th 10:10am - 11:25am 253 Engineering Terrace	Haruo Shirane	4	5/18

**JPNS GU4017 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 2016: JPNS GU4017**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4017	001/74833	M W F 10:10am - 11:25am 502 Northwest Corner	Shigeru Eguchi	4	10/10
JPNS 4017	002/17036	M W F 1:10pm - 2:25pm 522a Kent Hall	Fumiko Nazikian	4	6/10

**JPNS GU4516 Fifth Year Japanese I. 3 points.**

Prerequisites: *JPNS W4018* or the equivalent.

This course is intended to help students to develop language skills necessary for academic research. Students will read articles of various genres, watch videos, and debate issues from a wide range of fields, including economics, politics, history, comparative literature and current issues.

**Fall 2016: JPNS GU4516**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4516	001/61031	M W 11:40am - 12:55pm 522a Kent Hall	Miharu Nittono	3	8/10

**JPNS GU4519 Kanbun. 3 points.**

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

**Fall 2016: JPNS GU4519**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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JPNS 4519 001/62928 M W 10:10am - David Lurie 3 4  
 11:25am  
 201d Philosophy  
 Hall

## KOREAN LANGUAGE COURSES

### KORN UN1001 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 2016: KORN UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1001	001/13203	M W 11:40am - 12:45pm 405 Kent Hall	Eunice Chung	2.5	14/18
KORN 1001	002/19098	T Th 11:40am - 12:45pm 502 Northwest Corner	Eunice Chung	2.5	17/18

#### Spring 2017: KORN UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1001	001/81147	M W 2:40pm - 3:45pm 411 Kent Hall	Hyunkyu Yi	2.5	16/18
KORN 1001	002/82698	T Th 2:40pm - 3:45pm 522b Kent Hall	Hyunkyu Yi	2.5	19/18
KORN 1001	003/83449	T Th 11:40am - 12:45pm 522b Kent Hall	Eunice Chung	2.5	10/18

### KORN UN1002 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 2016: KORN UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1002	001/21286	M W 2:40pm - 3:45pm 522b Kent Hall	Hyunkyu Yi	2.5	5/18
KORN 1002	002/67785	T Th 2:40pm - 3:45pm 522b Kent Hall	Hyunkyu Yi	2.5	7/18

#### Spring 2017: KORN UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1002	001/86548	M W 11:40am - 12:45pm 509 Hamilton Hall	Eunice Chung	2.5	16/18

### KORN UN1101 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 2016: KORN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1101	001/20248	M T W Th 4:10pm - 5:15pm 411 Kent Hall	Sunhee Song	5	16/18
KORN 1101	002/65579	M T W Th 1:10pm - 2:15pm 253 International Affairs Bldg	Beom Lee	5	13/18

### KORN UN2201 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 2016: KORN UN2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 2201	001/13682	M T W Th 1:10pm - 2:15pm 522d Kent Hall	Carol Schulz	5	9/18
KORN 2201	002/61486	M T W Th 2:40pm - 3:45pm 522c Kent Hall	Sunhee Song	5	19/18

### KORN UN3005 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 2016: KORN UN3005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 3005	001/22935	M T W Th 10:10am - 11:15am Room TBA	Eunice Chung	5	3/15
KORN 3005	002/24624	M T W Th 10:10am - 11:15am 522d Kent Hall	Carol Schulz	5	6/15

### KORN GU4105 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 2016: KORN GU4105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4105	001/19692	M W Th 10:10am - 11:25am 716a Hamilton Hall	Hyunkyu Yi	4	6/15

**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 W4416 Advanced Classical Tibetan. 3 points.****TIBT UN1410 FIRST YEAR CLASSICAL TIBETAN I. 4 points.**

First year Classical Tibetan

**Fall 2016: TIBT UN1410**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 1410	001/28461	M W 4:10pm - 6:00pm 351c International Affairs Bldg	Kunchog Tseten	4	3/20

**TIBT W4550 Understanding Modern Tibet. 3 points.**

Not offered during 2016-17 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.

**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.

**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.

**TIBT UN3611 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 2016: TIBT UN3611**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 3611	001/63597	T Th 10:10am - 11:25am 522b Kent Hall	Sonam Tsering	4	6

## VIETNAMESE LANGUAGE COURSES

**VIET UN1101 Elementary Vietnamese I. 4 points.**

This course introduces students to the linguistic and grammatical structures of Vietnamese, a major language of South East Asia.

**Fall 2016: VIET UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 1101	001/74693	T Th 12:10pm - 2:00pm 112 Knox Hall	James Lap	4	6

**VIET W2201 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 W2202 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.

## 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 UN3035	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	
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 CC1102	Introduction To Contemporary Civilization In the West
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	Body Histories: The Case of Footbinding
HIST BC3865	
HIST BC3866	Fashion in China
HIST BC4879	
<b>History</b>	
HIST W3943	Cultures of Empire
<b>Religion (Barnard)</b>	
RELI W4011	The Lotus Sutra in East Asian Buddhism
RELI W4401	Mountains and Sacred Space in Japan
<b>Religion</b>	
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 Buddhist Yoga: Hermeneutics East West Quantum
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

**Departmental Office:** Schermerhorn Extension, 10th floor;  
212-854-9987  
<http://e3b.columbia.edu/>

**Director of Undergraduate Studies:** Dr. Matthew Palmer, 1010  
Schermerhorn; 212-854-4767; [mp2434@columbia.edu](mailto:mp2434@columbia.edu)

**Evolutionary Biology of the Human Species Adviser:** Dr.  
Jill Shapiro, 1011 Schermerhorn Extension; 212-854-5819;  
[jss19@columbia.edu](mailto:jss19@columbia.edu)

**Director, Administration and Finance:** Lourdes A.  
Gautier, 1014B Schermerhorn Extension; 212-854-8665;  
[lg2019@columbia.edu](mailto:lg2019@columbia.edu)

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 UN2001 - EEEB W2002	Environmental Biology I: Elements to Organisms and
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Two terms of environmental science such as the following:

EESC UN2100	Earth's Environmental Systems: The Climate System
EESC UN2200	Earth's Environmental Systems: The Solid Earth System

Two terms of chemistry such as the following:

CHEM UN1403	General Chemistry I (Lecture)
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One term of physics such as the following:

PHYS UN1201	General Physics I
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One term of statistics such as the following:

BIOL BC2286	Statistics and Research Design
EEEB UN3005	Introduction to Statistics for Ecology and Evolutionary Biology

STAT UN1101	Introduction to Statistics
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STAT UN1201	Calculus-Based Introduction to Statistics
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One term of calculus such as the following:

MATH UN1101	Calculus I
MATH UN1102	Calculus II
MATH UN1201	Calculus III
MATH UN1202	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 UN3991- EEEB UN3992 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 UN2001 - EEEB W2002	Environmental Biology I: Elements to Organisms and
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Two terms of chemistry such as the following:

CHEM UN1403 - CHEM UN1404	General Chemistry I (Lecture) and General Chemistry II (Lecture)
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Chemistry laboratory such as the following:

CHEM UN1500	General Chemistry Laboratory
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Two terms of physics such as the following:

PHYS UN1201 - PHYS UN1202	General Physics I and General Physics II
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One term of statistics such as the following:

BIOL BC2286	Statistics and Research Design
EEEB UN3005	Introduction to Statistics for Ecology and Evolutionary Biology

STAT UN1101	Introduction to Statistics
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STAT UN1201	Calculus-Based Introduction to Statistics
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Two terms of calculus, or one term of calculus and second advanced course in math or statistics such as the following:

MATH UN1101	Calculus I
MATH UN1102	Calculus II
MATH UN1201	Calculus III

MATH UN1202

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 UN3031 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 UN3991-EEEB UN3992 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 approval. These include up to 6 points of introductory biology/chemistry or calculus (in any combination). Please speak with the major adviser about the extended list of courses from related areas including Biology, Psychology, Archaeology, Anthropology, Earth and Environmental Science, and Statistics that count toward this program.

For example, students interested in focusing on paleoanthropology would complement the requirements with additional courses in human evolution and morphology, evolutionary biology and theory, archaeology, genetics, and statistics. Those interested in primate behavior would supplement the requirements with classes in behavioral biology, ecology, and statistics.

## Required Courses

EEEB UN1010	Human Origins and Evolution
EEEB W1011	

**\*\*Alternate options may be possible for all courses other than EEEB UN1010 Human Origins and Evolution and EEEB W1011 . These will be considered on an individual basis in consultation with the major/concentration adviser.**

## Conservation Course

EEEB W3240	Challenges and Strategies of Primate Conservation (This is the recommended conservation course but this requirement can be fulfilled with other classes such as Conservation Biology, SEE-U in Brazil or Jordan, or other relevant offerings.)
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## Theoretical Foundation from Related Fields

Select one course from each of the two subsets:

### Cultural Anthropology

ANTH UN1002	The Interpretation of Culture
ANTH UN2004	Introduction to Social and Cultural Theory
ANTH UN3040	Anthropological Theory I
ANTH V2005	

### Archaeology

ANTH UN1007	The Origins of Human Society
ANTH V2028	Pasts, Presents and Futures: An Introduction to 21st Century Archaeology
ANTH V3064	Death and the Body
ANTH W3823	Archaeology Engaged: The Past in the Public Eye
ANTH V3993	

## Breadth Requirement

Select a minimum of one course from each of the three sections (may overlap seminar requirement for majors):

### Genetics/Human Variation

BIOL BC2100	Molecular and Mendelian Genetics
BIOL UN3031	Genetics
BIOL GU4560	Evolution in the age of genomics
ANTH V3970	Biological Basis of Human Variation

EEEB W4340	Human Adaptation
EEEB W4700	

### Primate Behavioral Biology and Ecology

EEEB W3940	Current Controversies in Primate Behavior and Ecology
BIOL BC2272	Ecology
BIOL BC2280	Animal Behavior
PSYC W2420	
PSYC BC1119	Systems and Behavioral Neuroscience

PSYC W2450	
PSYC BC3372	Comparative Cognition
PSYC UN3450	Evolution of Intelligence and Consciousness (Seminar)
PSYC W3460	Evolution of Behavior (Seminar)
PSYC W3470	Brain Evolution: Becoming Human (Seminar)
EEEB GU4010	The Evolutionary Basis of Human Behavior
EEEB G4134	Behavioral Ecology

### Human Evolution/Morphology

EEEB W3208	
EEEB W3215	Forensic Osteology
EEEB W3220	
ANTH G4147	Human Skeletal Biology I
ANTH G4148	
EEEB W3204	Dynamics of Human Evolution
EEEB W3910	The Neandertals
ANTH W4002	Controversial Topics in Human Evolution
ANTH W4200	Fossil Evidence of Human Evolution <small>taught intermittently</small>
BIOL BC2278	Evolution
BIOL W3208	Introduction to Evolutionary Biology
EEEB W3030	The Biology, Systematics, and Evolutionary History of the 'Apes' <small>taught intermittently</small>
BIOL BC2262	Vertebrate Biology
BIOL W3006	
BIOL BC3360	Animal Physiology
EEEB G4200	Natural History of the Mammals

## Seminar

Selection at least one of the following seminars. 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 UN3993 - EEEB W3994	EBHS Senior Seminar and
EEEB GU4321	Human Nature: DNA, Race Identity
ANTH G4002	(Fulfills the seminar requirement for the major)

Additional courses in the student's area of focus to complete the required 36 points overall including a minimum of 20 points of approved biological anthropology courses.

Students intending to pursue graduate study in this field should broaden their foundation by taking an introductory biology

course (optimally EEEB UN2001 Environmental Biology I: Elements to Organisms) or advanced evolution course, a genetics course, and a statistics 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.

## Approved Biological Anthropology Courses

### Paleoanthropology and Morphology

EEEB UN1010	Human Origins and Evolution
EEEB W3204	Dynamics of Human Evolution
EEEB W3208	
EEEB W3215	Forensic Osteology
EEEB W3220	
EEEB W3910	The Neandertals
ANTH G4147 - ANTH G4148	Human Skeletal Biology I and
ANTH W4200	Fossil Evidence of Human Evolution <small>taught intermittently</small>

### Primate Behavioral Ecology and Evolution

EEEB W1011	
EEEB W3030	The Biology, Systematics, and Evolutionary History of the 'Apes' <small>taught intermittently</small>
EEEB W3940	Current Controversies in Primate Behavior and Ecology
EEEB GU4010	The Evolutionary Basis of Human Behavior

### Human Variation

ANTH V3970	Biological Basis of Human Variation
EEEB W4340	Human Adaptation
EEEB W4700	

### Additional Courses

EEEB W3240	Challenges and Strategies of Primate Conservation
EEEB UN3993 - EEEB W3994	EBHS Senior Seminar and

## 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 UN2001 - EEEB W2002	Environmental Biology I: Elements to Organisms and (or equivalents)
Two terms of environmental science such as the following:	
EESC UN2100	Earth's Environmental Systems: The Climate System
Two terms of chemistry such as the following:	
CHEM UN1403 - CHEM W1404	General Chemistry I (Lecture) and
One term of statistics. Select one of the following:	
BIOL BC2286	Statistics and Research Design
EEEB UN3005	Introduction to Statistics for Ecology and Evolutionary Biology
STAT UN1101	Introduction to Statistics
STAT UN1201	Calculus-Based Introduction to Statistics

## Upper Division Courses

EEEB W3087	
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 introductory courses EEEB UN1010 Human Origins and Evolution, EEEB W1011, an approved conservation course (optimally Primate Conservation), and three courses for the breadth distribution requirements as described for the major. Students must take a minimum of 15 points from approved biological anthropology courses as described for the major (the two introductory classes count toward that total). The additional courses may be taken in other departments with adviser approval.

Concentrators do not have to complete the theoretical foundation courses from cultural anthropology/archaeology or a seminar.

## 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 UN2100 Earth's Environmental Systems:  
The Climate System

EESC UN2200 Earth's Environmental Systems:  
The Solid Earth System

EESC W2300

## 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 GU4008 Introduction to Atmospheric  
Science

EESC GU4050 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 GU4917 Earth/Human Interactions

EESC W4926

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 UN2001 Environmental Biology I: Elements  
to Organisms

EEEB W2002 (equivalent to EESC V2300)

EESC UN2100 Earth's Environmental Systems:  
The Climate System

EESC UN2200 Earth's Environmental Systems:  
The Solid Earth System

## Introductory Science (13 points)

Select one of the following chemistry sequences:

CHEM UN1403 General Chemistry I (Lecture)

CHEM UN1604 Intensive General Chemistry  
(Lecture)

One term of statistics such as the following:

BIOL BC2286 Statistics and Research Design

EEEB UN3005 Introduction to Statistics for  
Ecology and Evolutionary Biology

STAT UN1101 Introduction to Statistics

STAT UN1201 Calculus-Based Introduction to  
Statistics

STAT UN1201 Calculus-Based Introduction to  
Statistics

EEEB W3087

## 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 2016

#### EEEB UN1010 Human Origins and Evolution. 3 points.

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 2016: EEEB UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 1010	001/17439	M W 11:40am - 12:55pm 602 Hamilton Hall	Jill Shapiro	3	66

#### EEEB UN2001 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 2016: EEEB UN2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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EEEE 2001	001/27001	T Th 1:10pm - 2:25pm 627 Seeley W. Mudd Building	Julio Soto- Centeno, Dustin Rubenstein	3	37/60
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### EEEE UN3991 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 2016: EEEB UN3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 3991	001/24974	Th 4:10pm - 6:00pm 406 Hamilton Hall	Matthew Palmer, Jenna Lawrence	3	2

#### Spring 2017: EEEB UN3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 3991	001/66016	Th 4:10pm - 6:00pm Room TBA	Matthew Palmer, Jenna Lawrence	3	17/18

### EEEE UN3992 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 2016: EEEB UN3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 3992	001/19348	Th 4:10pm - 6:00pm 327 Seeley W. Mudd Building	Matthew Palmer, Jenna Lawrence	3	11/39

#### Spring 2017: EEEB UN3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 3992	001/74792	Th 4:10pm - 6:00pm Room TBA	Matthew Palmer, Jenna Lawrence	3	4/18

### EEEE UN3993 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 2016: EEEB UN3993

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 3993	001/22307	Th 6:10pm - 7:00pm 865 Schermerhorn Hall	Jill Shapiro	4	5
EEEE 3993	001/22307	Th 7:05pm - 8:00pm 467 Schermerhorn Hall	Jill Shapiro	4	5

### EEEE UN3997 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.

#### Fall 2016: EEEB UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 3997	001/73711		Matthew Palmer	1-3	0
EEEE 3997	002/70574		Jill Shapiro	1-3	4
EEEE 3997	003/26904		Kevin Griffin	1-3	1
EEEE 3997	004/62211		John Flynn	1-3	1
EEEE 3997	005/92547		Duncan Menge	1-3	1
EEEE 3997	006/73347		Dustin Rubenstein	1-3	1
EEEE 3997	007/23750		Jill Shapiro	1-3	1

### EEEE GU4001 Society and Nature in the Amazon. 4 points.

The Amazon Basin is one of the largest equatorial forests on earth.

Far from being an untouched bioma the Amazon has a rich and instigating sociobiodiversity that can be apprehended in its uniqueness since pre-colombian times. History, culture, politics correlated with hydrology, climate and ecology are elements for the understanding of contemporary dynamics in the Amazon.

The course aims towards an interdisciplinary approach of the Amazon as a unique ecosystem in Latin America which reflects a myriad of questions crucial for the understanding not only of South America but of nature and society in modern times.

#### Fall 2016: EEEB GU4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4001	001/97199	W 2:00pm - 4:00pm 802 International Affairs Bldg	Tatiana Schor	4	6/15

#### Spring 2017: EEEB GU4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4001	001/87296	W 2:10pm - 4:00pm 802 International Affairs Bldg	Tatiana Schor	4	5/15

### EEEE GU4010 The Evolutionary Basis of Human Behavior. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Offered intermittently.

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.

#### Fall 2016: EEEB GU4010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4010	001/29032	T Th 11:40am - 12:55pm 603 Hamilton Hall	Frank Batiste	3	25

#### EEEB GU4100 Forest Ecology. 4 points.

Lab Required

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.

#### Fall 2016: EEEB GU4100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4100	001/20504	W 2:10pm - 4:00pm 1015 Ext Schermerhorn Hall	Matthew Palmer, Kevin Griffin	4	17/24
EEEB 4100	001/20504	F 9:00am - 1:00pm 1015 Ext Schermerhorn Hall	Matthew Palmer, Kevin Griffin	4	17/24

#### EEEB GU4110 Coastal and Estuarine Ecology. 4 points.

CC/GS: Partial Fulfillment of Science Requirement

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.

#### Fall 2016: EEEB GU4110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4110	001/19169	M W 11:40am - 12:55pm 1015 Ext Schermerhorn Hall	Joshua Drew	4	18/20

#### EEEB GU4140 Ornithology. 3 points.

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.

#### Fall 2016: EEEB GU4140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4140	001/28347	W 5:10pm - 7:00pm 1015 Ext Schermerhorn Hall	Susan Elbin	3	19

#### EEEB GU4321 Human Nature: DNA, Race & 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 2016: EEEB GU4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4321	001/10699	W 2:10pm - 4:00pm 309 Hamilton Hall	Robert Pollack, Marya Pollack	4	18/24

#### Spring 2017: EEEB GU4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4321	001/66234	W 2:10pm - 4:00pm 316 Hamilton Hall	Robert Pollack, Marya Pollack	4	15/20

#### EEEB GU4645 CULTURAL & BIOLOGICAL DIVERSITY. 3 points.

Enrollment limited to 20.

Prerequisites: the instructor's permission.

Many areas of the world with high biological diversity also have high levels of linguistic diversity (a proxy for cultural diversity). These places are generally in parts of the world that have been, until quite recently, at the frontiers of resource extraction, human migration and resettlement, and capital expansion. Cultural, linguistic, and biological diversity are now imperiled by the same threats (including resource extraction, human migration and resettlement, and capital expansion). This course will explore how different fields have sought to understand and sustain the reciprocal, mutually influencing relationships between human societies and their environments. The term

“biocultural diversity” – which denotes the truism that human societies influence and are influenced by the environments of which they are a part – is relatively new (although increasingly in use). Students will be able to differentiate how different scholars and academic traditions define and apply biocultural diversity and will explore its application in biodiversity conservation and cultural revitalization through case studies.

**Fall 2016: EEEB GU4645**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4645	001/70162	M 4:10pm - 6:00pm 1015 Ext Schermerhorn Hall	Georgina Cullman, Joseph McCarter	3	11/20

**EEEB GU4655 Biodiversity, Natural Resources and Conflict. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

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.

**Fall 2016: EEEB GU4655**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4655	001/74274	T 5:10pm - 7:00pm 1015 Ext Schermerhorn Hall	Leo Douglas	3	25/25

**EEEB GU4666 Insect Diversity. 4 points.**

Lab Required

Enrollment limited to 25. Priority given to undergraduate environmental biology majors.

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.

**Fall 2016: EEEB GU4666**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4666	001/74581	W 12:10pm - 2:00pm 963 Ext Schermerhorn Hall	Steven Davis	4	5/25
EEEB 4666	001/74581	Th 7:30pm - 10:00pm	Steven Davis	4	5/25

001 Museum Of  
Natural History

**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.

**SPRING 2017**

**EEEB UN1011 Behavioral Biology of the Living Primates. 3 points.**

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 2017: EEEB UN1011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 1011	001/22728	M W 2:40pm - 3:55pm 301m Fayerweather	Marina Cords	3	18/35

**EEEB UN2002 Environmental Biology II: Organisms to the Biosphere. 4 points.**

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 2017: EEEB UN2002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 2002	001/60528	M W 1:10pm - 2:25pm 413 Kent Hall	Matthew Palmer	4	23/30

**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.

**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.

**EEEB W3919 Trading Nature: A Conservaton 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.

**EEEB UN3991 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 2016: EEEB UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3991	001/24974	Th 4:10pm - 6:00pm 406 Hamilton Hall	Matthew Palmer, Jenna Lawrence	3	2

**Spring 2017: EEEB UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3991	001/66016	Th 4:10pm - 6:00pm Room TBA	Matthew Palmer, Jenna Lawrence	3	17/18

**EEEB UN3992 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 2016: EEEB UN3992**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3992	001/19348	Th 4:10pm - 6:00pm 327 Seeley W. Mudd Building	Matthew Palmer, Jenna Lawrence	3	11/39

**Spring 2017: EEEB UN3992**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3992	001/74792	Th 4:10pm - 6:00pm Room TBA	Matthew Palmer, Jenna Lawrence	3	4/18

**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.

**EEEB G4135 Urban Ecology and Design. 3 points.**

Prerequisites: One year of introductory biology or permission from the instuctor

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.

**EEEB W4160 Landscape Ecology. 3 points.**

Prerequisites: Introductory background in ecology (EEEB 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.

**EEEB 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.

**EEEB W4195 Marine Conservation Ecology. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *EEEB G6110*, *EEEB G6112*, or *EEEB 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.

**EEEB 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.

**EEEB GU4321 Human Nature: DNA, Race & 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 2016: EEEB GU4321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4321	001/10699	W 2:10pm - 4:00pm 309 Hamilton Hall	Robert Pollack, Marya Pollack	4	18/24

**Spring 2017: EEEB GU4321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4321	001/66234	W 2:10pm - 4:00pm 316 Hamilton Hall	Robert Pollack, Marya Pollack	4	15/20

**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.

**COURSES TYPICALLY OFFERED, BUT NOT IN ACADEMIC YEAR 2016-2017**

**EEEB W1001 Biodiversity. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

**Not offered during 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 GU4010 The Evolutionary Basis of Human Behavior. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Offered intermittently.

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.

**Fall 2016: EEEB GU4010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4010	001/29032	T Th 11:40am - 12:55pm 603 Hamilton Hall	Frank Batiste	3	25

**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 2016-17 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 2016-17 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 GU4100 Forest Ecology. 4 points.**

Lab Required

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.

**Fall 2016: EEEB GU4100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4100	001/20504	W 2:10pm - 4:00pm 1015 Ext Schermerhorn Hall	Matthew Palmer, Kevin Griffin	4	17/24
EEEB 4100	001/20504	F 9:00am - 1:00pm 1015 Ext Schermerhorn Hall	Matthew Palmer, Kevin Griffin	4	17/24

**EEEB GU4110 Coastal and Estuarine Ecology. 4 points.**

CC/GS: Partial Fulfillment of Science Requirement

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.

**Fall 2016: EEEB GU4110**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4110	001/19169	M W 11:40am - 12:55pm 1015 Ext Schermerhorn Hall	Joshua Drew	4	18/20

**EEEB G4134 Behavioral Ecology. 4 points.**

**Not offered during 2016-17 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 2016-17 academic year.**

Prerequisites: courses in genetics, cell/molecular biology, evolutionary biology, or 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 GU4140 Ornithology. 3 points.**

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.

**Fall 2016: EEEB GU4140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4140	001/28347	W 5:10pm - 7:00pm 1015 Ext Schermerhorn Hall	Susan Elbin	3	19

**EEEB G4165 Pathogen Evolution: Genes, Organisms, Populations, & Ecosystems. 3 points.**

**Not offered during 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 GU4645 CULTURAL & BIOLOGICAL DIVERSITY. 3 points.**

Enrollment limited to 20.

Prerequisites: the instructor's permission.

Many areas of the world with high biological diversity also have high levels of linguistic diversity (a proxy for cultural diversity). These places are generally in parts of the world that have been, until quite recently, at the frontiers of resource extraction, human migration and resettlement, and capital expansion. Cultural, linguistic, and biological diversity are now imperiled by the same threats (including resource extraction, human migration and resettlement, and capital expansion). This course will explore how different fields have sought to understand and sustain the reciprocal, mutually influencing relationships between human societies and their environments. The term "biocultural diversity" – which denotes the truism that human societies influence and are influenced by the environments of which they are a part – is relatively new (although increasingly in use). Students will be able to differentiate how different scholars and academic traditions define and apply biocultural diversity and will explore its application in biodiversity conservation and cultural revitalization through case studies.

**Fall 2016: EEEB GU4645**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4645	001/70162	M 4:10pm - 6:00pm	Georgina Cullman,	3	11/20



1015 Ext Joseph  
Schermerhorn Hall McCarter

**EEEB GU4655 Biodiversity, Natural Resources and Conflict. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

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.

Fall 2016: EEEB GU4655

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4655	001/74274	T 5:10pm - 7:00pm 1015 Ext Schermerhorn Hall	Leo Douglas	3	25/25

**EEEB GU4666 Insect Diversity. 4 points.**

Lab Required

Enrollment limited to 25. Priority given to undergraduate environmental biology majors.

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.

Fall 2016: EEEB GU4666

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4666	001/74581	W 12:10pm - 2:00pm 963 Ext Schermerhorn Hall	Steven Davis	4	5/25
EEEB 4666	001/74581	Th 7:30pm - 10:00pm 001 Museum Of Natural History	Steven Davis	4	5/25

**EEEB G4789 Biogeography. 3 points.**

Not offered during 2016-17 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 UN2330	Science for Sustainable Development
EESC GU4050	Global Assessment and Monitoring Using Remote Sensing
EESC W4550	Plant Ecophysiology
EESC W4835	Wetlands and Climate Change

### Political Science

POLS W4730
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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](mailto:se5@columbia.edu)

**Director of Departmental Honors Program:** Dr. Susan Elmes, 1006 International Affairs Building; 212-854-9124; [se5@columbia.edu](mailto:se5@columbia.edu)

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 UN1105 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](mailto: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 GU4999 Senior Honors Thesis (a one-year course);
3. Receive at least a grade of A- in ECON GU4999 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 GU4999 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 GU4999 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
- Harrison Hong
- Glenn Hubbard (also Business School)
- Navin Kartik
- Wojciech Kopczuk (also School of International and Public Affairs)
- Sokbae (Simon) Lee
- W. Bentley McLeod (also School of International and Public Affairs)
- Perry Mehrling (Barnard)
- Robert Mundell (*emeritus*)
- Serena Ng
- Brendan O'Flaherty
- Edmund S. Phelps
- 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

- Mark Dean
- Andres Drenik
- Francois Gerard  
Reka Juhasz  
Adam Kapor
- Supreet Kaur
- Jennifer La'O

- Suresh Naidu
- Jaromir Nosal
- Jose Luis Montiel Olea
- Miikka Rokkanen
- Christoph Rothe
- Tobias Salz

## LECTURERS

- Tri Vi Dang
- Sally Davidson
- Susan Elmes  
Seyhan Erden
- Sunil Gulati
- Caterina Musatti

## ADJUNCT FACULTY

- Irasema Alonso
- Steven Ho  
Neal Masia
- Carl Riskin  
Mauro Roca
- Argia Sbordone

## ON LEAVE

- Profs. La'O, Nakamura, Sachs, Woodford (2016-2017)
- Profs. Chichilnisky, Naidu, Scheinkman, Schmitt-Grohé, Uribe (Fall 2016)
- Prof. Chiappori, Clarida, Riordan (Spring 2017)

## 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 UN1105	Principles of Economics
ECON UN3211	Intermediate Microeconomics
ECON UN3213	Intermediate Macroeconomics
ECON UN3412	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 UN1105 Principles of Economics	None
MATH UN1101 Calculus I	
STAT UN1201 Calculus-Based Introduction to Statistics	MATH UN1101 Calculus I
ECON UN3211 Intermediate Microeconomics	ECON UN1105 Principles of Economics MATH UN1201 Calculus III
ECON UN3213 Intermediate Macroeconomics	ECON UN1105 Principles of Economics MATH UN1101 Calculus I Co-requisite: MATH UN1201 Calculus III
ECON UN3412 Introduction To Econometrics	MATH UN1201 Calculus III ECON UN3211 Intermediate Microeconomics or UN3213 STAT UN1201 Calculus-Based Introduction to Statistics
ECON 2000-level electives	ECON UN1105 Principles of Economics
ECON W4211	Corequisites: MATH UN2500 Analysis and Optimization MATH UN2010 Linear Algebra
	ECON UN3211 Intermediate Microeconomics ECON UN3213 Intermediate Macroeconomics
ECON GU4370 Political Economy	STAT UN1201 Calculus-Based Introduction to Statistics ECON UN3211 Intermediate Microeconomics ECON UN3213 Intermediate Macroeconomics



ECON GU4412 Advanced Econometrics	ECON UN3213 Intermediate Macroeconomics
ECON GU4213 Advanced Macroeconomics	MATH UN2010 Linear Algebra
	ECON UN3412 Introduction To Econometrics
	ECON UN3211 Intermediate Microeconomics
ECON W4413 Econometrics of Time Series and Forecasting	ECON UN3213 Intermediate Macroeconomics
	ECON UN3211 Intermediate Microeconomics
	Corequisite:
	ECON UN3412 Introduction To Econometrics
	MATH UN2010 Linear Algebra
ECON W4230	ECON UN3211 Intermediate Microeconomics
ECON GU4020 Economics of Uncertainty and Information	STAT UN1201 Calculus-Based Introduction to Statistics
ECON GU4280 Corporate Finance	ECON UN3213 Intermediate Macroeconomics
ECON W4850 Cognitive Mechanisms and Economic Behavior	
ECON UN3025 Financial Economics	
ECON W4700 Financial Crises	
ECON W4260	
All other ECON 3000- and 4000-level electives	ECON UN3211 Intermediate Microeconomics
	ECON UN3213 Intermediate Macroeconomics
ECON W4918	ECON UN3213 Intermediate Macroeconomics
ECON GU4913 Seminar In Macroeconomics	ECON UN3211 Intermediate Microeconomics
ECON GU4911 Seminar In Microeconomics	ECON UN3412 Introduction To Econometrics
ECPS W4921	ECON GU4370 Political Economy
	ECON UN3412 Introduction To Econometrics
	ECON UN3211 Intermediate Microeconomics
	ECON UN3213 Intermediate Macroeconomics
ECPH W4950	ECON UN3412 Introduction To Econometrics
	ECON UN3211 Intermediate Microeconomics
	ECON UN3213 Intermediate Macroeconomics
Barnard electives	See Barnard bulletin

It is **strongly recommended** that students take ECON UN3412 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 UN3211 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 UN1201 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 UN3211 Intermediate Microeconomics*, *ECON UN3213 Intermediate Macroeconomics*, and *ECON UN3412 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 UN1105 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 UN3211 Intermediate Microeconomics and ECON UN3213 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 UN3412 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 and ECPH 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 UN1101 - MATH UN1201	Calculus I and Calculus III
MATH UN1207 - MATH UN1208	Honors Mathematics A and Honors Mathematics B

In addition:

1. Students who receive a grade of D or F in MATH UN1201 Calculus III must retake the course but may enroll in ECON UN3211 Intermediate Microeconomics.
2. Students who receive a grade of D or F in MATH UN1207 Honors Mathematics A may either retake the course or take MATH UN1201 Calculus III and enroll in ECON UN3211 Intermediate Microeconomics concurrently.

## Statistics

Unless otherwise specified below, all students must take STAT UN1201 Calculus-Based Introduction to Statistics, or a higher level course such as SIEO W3600 Introduction to Probability and Statistics, SIEO W3001, or STAT GU4204 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 GU4321	Empirical Development Economics and Economic Development
ECON BC3038 - ECON W4505	International Money and Finance and International Macroeconomics
ECON BC3019 - ECON W4400	Labor Economics and

ECON BC3047 - ECON GU4500	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

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.

## School of Professional Studies Courses

The Department of Economics does not accept *any* of the courses offered through the School of Professional Studies 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, students must complete a minimum of *five* lecture courses in the Columbia department. 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	7	5	2

Economics-philosophy	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 UN3025 Financial Economics and ECON UN3265 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 UN1105 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. The department does not accept transfer credits for any 3000 level core courses taken during a summer session outside of Columbia University. 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. 391) 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. 391) 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. 391) above.

The Department of Economics 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 UN3025 Financial Economics

ECON GU4280 Corporate Finance

BUSI UN3013

\*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 UN3265	The Economics of Money and Banking
ECON GU4020	Economics of Uncertainty and Information
ECON GU4213	Advanced Macroeconomics
ECON GU4251	Industrial Organization
ECON W4260	
ECON GU4412	Advanced Econometrics
ECON GU4415	Game Theory
ECON GU4465	Public Economics
ECON GU4500	International Trade
ECON W4505 or ECON BC3038	International Macroeconomics 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	
BUSI UN3021	
BUSI W3701	Strategy Formulation
BUSI UN3703	Leadership in Organizations
COMS W1002	Computing in Context
HIST W2904	History of Finance
IEOR E3106	Introduction to Operations Research: Stochastic Models
IEOR E4700	Introduction to Financial Engineering
MATH V3050	
POLS UN3630	Politics of International Economic Relations
STAT W3201	Math Finance in Continuous Time
STAT GU4261	Statistical Methods in Finance
STAT GU4207	Elementary Stochastic Processes
STAT W4262	
STAT W4281	(*See Foot Note below.)

**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 W4281 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. 391) 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 UN1101	Calculus I
- MATH UN1102	and Calculus II
- MATH UN1201	and Calculus III
- MATH UN2010	and Linear Algebra
MATH UN1207	Honors Mathematics A
- MATH UN1208	and Honors Mathematics B

Analysis requirement:

MATH UN2500	Analysis and Optimization
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Select three of the following:

MATH UN1202	Calculus IV
MATH UN2030	Ordinary Differential Equations
Any mathematics course at the 3000-level or above	

**Statistics**

Select one of the following sequences:

STAT GU4001	Introduction to Probability and Statistics
STAT GU4203 - STAT GU4204	PROBABILITY THEORY and Statistical Inference

**Economics Seminar**

Select an economics seminar



## NOTE:

1. Students who fulfill the statistics requirement with STAT GU4203 and STAT GU4204, may count STAT GU4203 or STAT GU4204 as one of the three required mathematics electives.
2. Students who choose the one year sequence (STAT GU4203/STAT GU4204), must complete the year long sequence *prior* to taking ECON UN3412. 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. 391) 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 UN1105	Principles of Economics
ECON UN3211	Intermediate Microeconomics
ECON UN3213	Intermediate Macroeconomics

#### Mathematics

Select a mathematics sequence

#### Statistics

Select a statistics course

#### Economics Electives

Select two of the following:

ECON GU4020	Economics of Uncertainty and Information
ECON W4211	
ECON GU4213	Advanced Macroeconomics
ECON GU4228	Urban Economics
ECON G4235	
or ECON BC3041	Theoretical Foundations of Political Economy

ECON W4230	
ECON GU4301	Economic Growth and Development
ECON GU4321	Economic Development
ECON GU4370	Political Economy
ECON W4400	
or ECON BC3019	Labor Economics
ECON GU4415	Game Theory
ECON W4438	Economics of Race in the U.S.
ECON GU4465	Public Economics
ECON W4480	
ECON GU4500	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 UN1010	Methods and Problems of Philosophical Thought
PHIL UN3411	Symbolic Logic
PHIL V3701	(or another adviser-approved course in moral or political philosophy)
PHIL V3551	
or PHIL W3960	
PHIL GR4561	Probability and Decision Theory

#### Seminar

ECPH W4950	(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 UN3412 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. 391) 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 UN1105	Principles of Economics
ECON UN3211	Intermediate Microeconomics
ECON UN3213	Intermediate Macroeconomics
ECON GU4370	Political Economy

#### Mathematics

Select a mathematics sequence

#### Statistical Methods

Select one of the following:

ECON UN3412	Introduction To Econometrics
POLS W4911	(and one of the statistics course listed under Guidelines for all Economics Majors, Concentrators, and Interdepartmental Majors)
POLS W4911 - POLS W4910	and

#### 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

NOTE: POLS W4910 is not equivalent to STAT UN1201 Calculus-Based Introduction to Statistics and as such cannot be used to fulfill the prerequisite requirements of courses that require STAT UN1201 Calculus-Based Introduction to Statistics, such as ECON UN3412 Introduction To Econometrics, ECON UN3025 Financial Economics, ECON GU4280 Corporate Finance, and ECON GU4020 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 UN1201 Calculus-Based Introduction to Statistics to satisfy the statistics requirement. POLS W4910 will no longer be an accepted alternative course for the statistics requirement.

Students will still have the option to take ECON UN3412 Introduction To Econometrics or POLS W4911 to complete the statistical methods requirement.

## MAJOR IN ECONOMICS-STATISTICS

Please read *Guidelines for all for Economics Majors, Concentrators, and Interdepartmental Majors* (p. 391) 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 UN1101	Calculus I
- MATH UN1102	and Calculus II
- MATH UN1201	and Calculus III
- MATH UN2010	and Linear Algebra

MATH UN1207 - MATH UN1208	Honors Mathematics A and Honors Mathematics B
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**Statistics**

STAT UN1201	Calculus-Based Introduction to Statistics
STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference
STAT GU4205	Linear Regression Models

One elective in statistics from among courses numbered STAT GU 4206 through GU 4266.

**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
STAT W2102	Applied Statistical Computing

**Economics Seminar**

ECON W4918

## 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 UN1105 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 2016: ECON UN1105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1105	001/22265	T Th 8:40am - 9:55am 501 Schermerhorn Hall	Sunil Gulati	4	184/210
ECON 1105	002/67658	M W 11:40am - 12:55pm 501 Schermerhorn Hall	Caterina Musatti	4	197/210
ECON 1105	003/70289	M W 8:40am - 9:55am	Prajit Dutta	4	154/164

501 Northwest  
Corner

**Spring 2017: ECON UN1105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1105	001/62590	M W 8:40am - 9:55am 501 Schermerhorn Hall	Sunil Gulati	4	201/220
ECON 1105	002/69684	M W 11:40am - 12:55pm 501 Schermerhorn Hall	Caterina Musatti	4	181/189
ECON 1105	003/20327	T Th 4:10pm - 5:25pm 501 Schermerhorn Hall	Brendan O'Flaherty	4	77/189

**ECON UN2105 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 2016: ECON UN2105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2105	001/60116	M W 10:10am - 11:25am 229 Thompson Hall (Tc)	Sally Davidson	3	57/65

**ECON UN2257 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 2017: ECON UN2257**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2257	001/29620	T Th 11:40am - 12:55pm 209 Havemeyer Hall	Ronald Miller	3	90/220

**ECON W2290 India in Transition. 3 points.  
Not offered during 2016-17 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 UN3211 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 2016: ECON UN3211**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/25220	T Th 4:10pm - 5:25pm 207 Mathematics Building	Pietro Ortoleva	3	98/111
ECON 3211	002/66601	T Th 5:40pm - 6:55pm 312 Mathematics Building	Pietro Ortoleva	3	93/101
ECON 3211	003/23124	M W 1:10pm - 2:25pm 310 Fayerweather	Susan Elmes	3	59/96

**Spring 2017: ECON UN3211**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/73240	M W 10:10am - 11:25am 833 Seeley W. Mudd Building	Jonathan Vogel	3	70/110
ECON 3211	002/71484	M W 4:10pm - 5:25pm 301 Pupin Laboratories	Jonathan Vogel	3	65/110
ECON 3211	003/15803	T Th 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Caterina Musatti	3	105/110
ECON 3211	004/25341	T Th 4:10pm - 5:25pm 313 Fayerweather	Caterina Musatti	3	74/86

**ECON UN3213 Intermediate Macroeconomics. 4 points.**

Prerequisites: *ECON W1105* or the equivalent; *MATH V1101* or *MATH V1207*.

Corequisites: *MATH UN1201*

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. Prerequisite Courses: *ECON UN1105* and *MATH UN1101*. Co-requisite Course: *MATH UN1201*

**Fall 2016: ECON UN3213**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3213	001/22936	T Th 11:40am - 12:55pm 207 Mathematics Building	Ronald Miller	4	76/125
ECON 3213	002/21382	M W 1:10pm - 2:25pm 417 International Affairs Bldg	Xavier Sala-I-Martin	4	344/350

**Spring 2017: ECON UN3213**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3213	001/74204	T Th 2:40pm - 3:55pm 209 Havemeyer Hall	Irasema Alonso	4	80/110
ECON 3213	002/11243	T Th 10:10am - 11:25am 501 Schermerhorn Hall	Jon Steinsson	4	92/120
ECON 3213	003/14574	M W 4:10pm - 5:25pm 602 Hamilton Hall	Irasema Alonso	4	80/86

**ECON UN3412 Introduction To Econometrics. 4 points.**

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 2016: ECON UN3412**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3412	001/62372	M W 2:40pm - 3:55pm 602 Hamilton Hall	Seyhan Erden, Miikka Rokkanen	4	59/86
ECON 3412	002/11692	T Th 10:10am - 11:25am 517 Hamilton Hall	Seyhan Erden, Miikka Rokkanen	4	37/86
ECON 3412	003/62539	T Th 1:10pm - 2:25pm 602 Hamilton Hall	Seyhan Erden, Miikka Rokkanen	4	71/86

**Spring 2017: ECON UN3412**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3412	001/62135	T Th 8:40am - 9:55am 517 Hamilton Hall	Adam Kapor	4	57/86
ECON 3412	002/24946	M W 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Seyhan Erden	4	101/86
ECON 3412	003/64633	T Th 10:10am - 11:25am 717 Hamilton Hall	Simon Lee	4	68/86

**ECON GU4020 Economics of Uncertainty and Information. 3 points.**

Prerequisites: *ECON W3211*, *W3213* and *STAT 1201*.

Topics include behavior uncertainty, expected utility hypothesis, insurance, portfolio choice, principle agent problems, screening and signaling, and information theories of financial intermediation.

**Fall 2016: ECON GU4020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4020	001/75030	T Th 2:40pm - 3:55pm 703 Hamilton Hall	Pierre-Andre Chiappori	3	21/54



**ECON GU4211 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 2017: ECON GU4211**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4211	001/11669	M W 11:40am - 12:55pm 717 Hamilton Hall	Susan Elmes	3	18/64

**ECON GU4213 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 2016: ECON GU4213**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4213	001/21435	M W 2:40pm - 3:55pm 233 Seeley W. Mudd Building	Andres Drenik	3	23/48

**ECON GU4228 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 2016: ECON GU4228**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4228	001/17754	T Th 2:40pm - 3:55pm 702 Hamilton Hall	Brendan O'Flaherty	3	80/86

**ECON GU4230 Economics of New York City. 3 points.**

Prerequisites: *ECON W3211*, *W3213* and *STAT 1201*.

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 2017: ECON GU4230**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4230	001/25338	T Th 10:10am - 11:25am 309 Havemeyer Hall	Donald Davis	3	40/96

**ECON GU4251 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 2016: ECON GU4251**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4251	001/20144	M W 4:10pm - 5:25pm 602 Hamilton Hall	Katherine Ho	3	55/86

**Spring 2017: ECON GU4251**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4251	001/17108	M W 4:10pm - 5:25pm 329 Pupin Laboratories	Katherine Ho	3	70/96

**ECON GU4260 Market Design. 3 points.**

Prerequisites: *ECON W3211*, *ECON W3213* and *STAT W1201*.

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 2017: ECON GU4260**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4260	001/76216	M W 1:10pm - 2:25pm 717 Hamilton Hall	Guillaume Haeringer	3	67/86

**ECON GU4280 Corporate Finance. 3 points.**

Prerequisites: *ECON W3211*, *ECON W3213* and *STAT 1201*.

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 2016: ECON GU4280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/14561	T Th 10:10am - 11:25am 5ab Kraft Center	Akash Bandyopadhyay	3	58/62
ECON 4280	002/70512	T Th 4:10pm - 5:25pm 602 Hamilton Hall	Tri Vi Dang	3	84/75

#### Spring 2017: ECON GU4280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/60890	T Th 1:10pm - 2:25pm 517 Hamilton Hall	Gailen Hite	3	56/65
ECON 4280	002/71516	T Th 4:10pm - 5:25pm 413 Kent Hall	Tri Vi Dang	3	78/75

#### ECON W4308 Comparative Economic History of the Americas. 3 points.

Not offered during 2016-17 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 GU4321 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.

#### Fall 2016: ECON GU4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4321	001/29692	T Th 11:40am - 12:55pm 633 Seeley W. Mudd Building	Caterina Musatti	3	35/86

#### ECON GU4325 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 2016: ECON GU4325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4325	001/17888	T Th 10:10am - 11:25am 614 Schermerhorn Hall	David Weinstein	3	80/110

#### ECON GU4370 Political Economy. 3 points.

Prerequisites: *ECON W3211*, *W3213*, *STAT 1201* (or *POLS 4710* 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 2016: ECON GU4370

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4370	001/15836	M W 8:40am - 9:55am 209 Havemeyer Hall	Alessandra Casella	3	45/86

#### ECON GU4400 Labor Economics. 3 points.

Prerequisites: *ECON W3211* and *W3213*.

The labor force and labor markets, educational and man power training, unions and collective bargaining, mobility and immobility, sex and race discrimination, unemployment.

#### Spring 2017: ECON GU4400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4400	001/19051	M W 10:10am - 11:25am 603 Hamilton Hall	Lena Edlund	3	18/54

#### ECON GU4412 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 2016: ECON GU4412

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4412	001/28043	T Th 1:10pm - 2:25pm 503 Hamilton Hall	Serena Ng	3	26/50

#### 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 GU4415 Game Theory. 3 points.**

Prerequisites: *ECON W3211* and *W3213*.

Introduction to the systematic treatment of game theory and its applications in economic analysis.

**Fall 2016: ECON GU4415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/72362	M W 10:10am - 11:25am 310 Fayerweather	Prajit Dutta	3	80/96
ECON 4415	002/99691	M W 1:10pm - 2:25pm 329 Pupin Laboratories	Qingmin Liu	3	42/96

**Spring 2017: ECON GU4415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/76310	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Navin Kartik	3	72/110

**ECON W4438 Economics of Race in the U.S.. 3 points.**

**Not offered during 2016-17 academic year.**

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.

**ECON GU4465 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 2016: ECON GU4465**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4465	001/13314	M W 2:40pm - 3:55pm 524 Seeley W. Mudd Building	Wojciech Kopczuk	3	25/86

**Spring 2017: ECON GU4465**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4465	001/62944	M W 10:10am - 11:25am 313 Fayerweather	Francois Gerard	3	41/96

**ECON GU4480 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 2017: ECON GU4480**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4480	001/72823	M W 6:10pm - 7:25pm 603 Hamilton Hall	Lena Edlund	3	36/54

**ECON GU4500 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 2016: ECON GU4500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4500	001/73328	T Th 5:40pm - 6:55pm 614 Schermerhorn Hall	Reka Juhasz	3	50/86

**Spring 2017: ECON GU4500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4500	001/28042	M W 8:40am - 9:55am 209 Havemeyer Hall	Reka Juhasz	3	79/110

**ECON W4505 International Macroeconomics. 3 points.**

**Not offered during 2016-17 academic year.**

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.

**ECON W4615 Law and Economics. 3 points.**

**Not offered during 2016-17 academic year.**

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.**

**Not offered during 2016-17 academic year.**

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.

**ECON W4700 Financial Crises. 3 points.**

Prerequisites: *ECON W3211*, *W3213* and *STAT 1201*.

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.

**ECON W4750 Globalization and Its Risks. 3 points.**

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 1201*.

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.

**ECON GU4911 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 2016: ECON GU4911**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4911	000/75076		Susan Elmes	4	0
ECON 4911	001/15988	T 4:10pm - 6:00pm 1027 International Affairs Bldg	Sunil Gulati	4	16/16
ECON 4911	002/70508	Th 12:10pm - 2:00pm 1027 International Affairs Bldg	Neal Masia	4	14/16
ECON 4911	003/74433	M 6:10pm - 8:00pm 1102 International Affairs Bldg	Prajit Dutta	4	16/16
ECON 4911	004/16203	T 10:10am - 12:00pm 1027 International Affairs Bldg	Tri Vi Dang	4	16/16
ECON 4911	005/28380	M 4:10pm - 6:00pm 1102 International Affairs Bldg	Michael Riordan	4	13/16

**Spring 2017: ECON GU4911**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4911	000/69396		Susan Elmes	4	0
ECON 4911	001/22595	W 2:10pm - 4:00pm 1027 International Affairs Bldg	Francois Gerard	4	4/16
ECON 4911	002/17542	W 4:10pm - 6:00pm 1027 International Affairs Bldg	Sunil Gulati	4	17/16
ECON 4911	003/68887	M 4:10pm - 6:00pm 1027 International Affairs Bldg	Jagdish Bhagwati	4	16/16
ECON 4911	004/24998	T 12:10pm - 2:00pm 1027 International Affairs Bldg	Lena Edlund	4	4/16
ECON 4911	005/23043	Th 4:10pm - 6:00pm 1027 International Affairs Bldg	W. Bentley MacLeod	4	12/16
ECON 4911	006/68964	Th 10:10am - 12:00pm 1027 International Affairs Bldg	Tri Vi Dang	4	16/16



**ECON GU4913 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 2016: ECON GU4913**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4913	001/12357	W 4:10pm - 6:00pm 1027 International Affairs Bldg	Irasema Alonso	4	14/16
ECON 4913	002/29200	Th 7:00pm - 8:50pm 1027 International Affairs Bldg	Mauro Roca	4	14/16
ECON 4913	003/70174	M 8:10am - 10:00am 1102 International Affairs Bldg	Argia Sbordone	4	14/16

**Spring 2017: ECON GU4913**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4913	001/26253	M 2:10pm - 4:00pm 1027 International Affairs Bldg	Edmund Phelps	4	15/16
ECON 4913	002/27209	W 12:10pm - 2:00pm 1027 International Affairs Bldg	Sally Davidson	4	16/16
ECON 4913	003/69305	W 10:10am - 12:00pm 652 Schermerhorn Hall	Joseph Stiglitz, Karla Hoff	4	16/16
ECON 4913	004/75018	W 6:10pm - 8:00pm 1027 International Affairs Bldg	Maxim Pinkovskiy	4	7/16
ECON 4913	005/11614	Th 6:10pm - 8:00pm 1027 International Affairs Bldg	Yasar Karahan	4	10/16

**ECON GU4918 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.

**Spring 2017: ECON GU4918**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4918	001/67527	Th 2:10pm - 4:00pm 1027 International Affairs Bldg	Seyhan Erden	4	13/16

**ECON GU4996 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.

**Fall 2016: ECON GU4996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4996	001/17650		Susan Elmes	1-2	18

**Spring 2017: ECON GU4996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4996	001/77079		Susan Elmes	1-2	16

**ECON GU4997 Independent Study. 1-4 points.**

May NOT be used as an elective.

Prerequisites: the director of undergraduate studies' permission.

**Fall 2016: ECON GU4997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4997	001/11379		Susan Elmes	1-4	0

**ECON GU4998 Independent Study. 1-4 points.**

May NOT be used as an elective.

Prerequisites: the director of undergraduate studies' permission.

**Spring 2017: ECON GU4998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4998	001/14422		Susan Elmes	1-4	1

**ECON GU4999 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 2016: ECON GU4999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4999	001/14583	T 6:10pm - 8:00pm 1102 International Affairs Bldg	Bernard Salanie	6	10

#### Spring 2017: ECON GU4999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4999	001/17915	T 6:10pm - 8:00pm 1027 International Affairs Bldg	Bernard Salanie	6	10

### ECON UN2029 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 2016: ECON UN2029

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2029	001/67730	W 6:10pm - 8:00pm 407 International Affairs Bldg	Sally Davidson	1	32

### ECON UN3025 Financial Economics. 3 points.

Prerequisites: *ECON W3211*, *W3213* and *STAT 1201*.

Institutional nature and economic function of financial markets. Emphasis on both domestic and international markets (debt, stock, foreign exchange, eurobond, eurocurrency, futures, options, and others). Principles of security pricing and portfolio management; the Capital Asset Pricing Model and the Efficient Markets Hypothesis.

#### Fall 2016: ECON UN3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	001/25322	T Th 11:40am - 12:55pm 833 Seeley W. Mudd Building	Sally Davidson	3	107/125
ECON 3025	002/13926	M W 11:40am - 12:55pm 501 Northwest Corner	Steven Ho	3	57/125

#### Spring 2017: ECON UN3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	002/62814	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Sally Davidson	3	149/150

### ECON UN3265 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 2016: ECON UN3265

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	101

#### Spring 2017: ECON UN3265

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3265	001/16495	M W 4:10pm - 5:25pm 207 Mathematics Building	Tri Vi Dang	3	130/110

### ECON GU4235 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 2017: ECON GU4235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4235	001/02473	T Th 6:10pm - 7:25pm LI103 Diana Center	Andre Burgstaller	3	47/60

### ECON GU4301 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 2016: ECON GU4301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4301	001/26534	M W 8:40am - 9:55am 717 Hamilton Hall	Xavier Sala-I-Martin	3	71/80

### ECON G4311 Economic History of the United States. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

**Not offered during 2016-17 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 2016-17 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 2016-17 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.

## ECONOMICS - PHILOSOPHY

**ECPH GU4950 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 2017: ECPS GU4950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECPH 4950	001/24469	T 10:10am - 12:00pm 716 Philosophy Hall	Brendan O'Flaherty, Philip Kitcher	4	13

## ECONOMICS - POLITICAL SCIENCE

**ECPS GU4921 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 4711*), *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 2017: ECPS GU4921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECPS 4921	001/92997	Th 10:10am - 12:00pm 1102 International Affairs Bldg	Carlo Prato	4	14/15
ECPS 4921	002/98096	T 2:10pm - 4:00pm 1027 International Affairs Bldg	Alessandra Casella	4	9/16

## OF RELATED INTEREST

Note: Barnard economic *core* courses

(*ECON BC1003*, *ECON BC1007*, *ECON BC2411*, *ECON BC3018*, *ECON BC3012*, *ECON BC3013*, *ECON BC3014*, *ECON BC3017*, *ECON BC3018*, *ECON BC3019*, *ECON BC3022*, *ECON BC3023*, *ECON UN3025*, *ECON BC3029*, *ECON BC3033*, *ECON BC3035*, *ECON BC3038*) 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 UN3025	Financial Economics
ECON BC3029	Empirical 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 UN3265	The Economics of Money and Banking
ECON BC3270	Topics in Money and Finance



# EDUCATION

335-336 Milbank Hall

212-854-7072

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 three tracks in Education: Urban Teaching-Elementary/Childhood Education, Urban Teaching-Secondary/Adolescent Education, and Education Studies. In these 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 Tracks:** 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 many other states.)

This program is registered by the New York State Department of Education and accredited by the Teacher Education Accreditation Council (TEAC), now the Council for the Accreditation of Education Preparation (CAEP). These tracks prepare 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.

**Education 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.

All three tracks are minors and are intended to complement a major's disciplinary specialization and methodological training. In addition to the requirements of the minor, students must complete a major.

## 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 and Certification Officer:** Lisa Edstrom

**Term Assistant Professor:** Rachel Throop

**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

#### Elementary/Childhood Education (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:

##### Requirement A - Educational Foundations

Select one of the following:	3-4
EDUC BC1510 Educational Foundations	3
EDUC BC3032 Contemporary Issues in Education	4
PHIL V2100	3
SOCI W3225	3
ECON BC3012 Economics of Education	3

##### Requirement B - 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 *	

##### Requirement C - Pedagogical Core

EDUC BC2052 Seminar in Multicultural Elementary Pedagogy	4
EDUC BC2055 Urban School Practicum (Sec. 001)	3
EDUC BC3063 Elementary Student Teaching in Urban Schools	6
EDUC BC3064 Critical Inquiry in Urban Teaching	4
EDUC BC3061 Performance Assessment of Teaching (Optional)	1

##### Requirement D - Childhood Pedagogical Elective

Select one of the following:	
EDUC BC3050 Science in the City	4
EDUC BC3052 Math and the City	4
EDUC BC3058 Science in the City II: Preparing Future Scientists Now	4

\* 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.

#### Secondary/Adolescent Education (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:

##### Requirement A - Educational Foundations

Select one of the following:	3-4
EDUC BC1510 Educational Foundations	3
EDUC BC3032 Contemporary Issues in Education	4
PHIL V2100	3
SOCI W3225	3
ECON BC3012 Economics of Education	3

##### Requirement B - 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 BC3382 Adolescent Psychology	
PSYC W1420 *	

##### Requirement C - Pedagogical Core

EDUC BC2052 Seminar in Multicultural Elementary Pedagogy	4
EDUC BC2055 Urban School Practicum (Sec. 002)	3
EDUC BC3065 Secondary Student Teaching in Urban Schools	6
EDUC BC3064 Critical Inquiry in Urban Teaching	4
EDUC BC3061 Performance Assessment of Teaching	1

##### Requirement D - Additional Urban Teaching Certification Requirements

###### Adolescent 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 EDUCATION STUDIES TRACK

To complete the Minor (BC) or Special Concentration (CC/GS) in Education Studies, students must complete 21-24 points of course work, listed below.

The Education Studies track requires a minimum of six courses:

#### Requirement A - Educational Foundations

EDUC BC1510	Educational Foundations	3
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Select two of the following:

EDUC BC3032	Contemporary Issues in Education	
PHIL V2100		
SOCI BC3260	Sociology of Education	
ECON BC3012	Economics of Education	
PSYC BC2134	Educational Psychology	
PSYC BC3382	Adolescent Psychology	

#### Requirement B - Educational Elective \*

Select one of the following:

SOCI W2420	Race and Place in Urban America	3
SOCI W3302	Sociology of Gender	3
SOCI UN3923	Adolescent Society	4
URBS V3420	Introduction to Urban Sociology	3

ECON BC3011	Inequality and Poverty	3
AMST UN3930	Topics in American Studies	4
CSER UN3919	Modes of Inquiry	4
CSER UN3928	Colonization/Decolonization	4

OTHER - For a full list of courses that satisfy the Educational Elective requirement, see [https://education.barnard.edu/education\\_studies](https://education.barnard.edu/education_studies). Advanced approval required for courses not on this list or the website.

#### Requirement C - Pedagogical Elective

Select one of the following:

EDUC BC3050	Science in the City	4
EDUC BC3052	Math and the City	4
EDUC BC3058	Science in the City II: Preparing Future Scientists Now	4

#### Requirement D - Pedagogical Core

EDUC BC2055	Urban School Practicum (Sec. 002; taken in the spring semester of your senior year)	3
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- \* Your final project or paper for the Educational Elective course should focus on educational issues and a copy of the project or paper must be submitted to the Education Program office for inclusion in your student file.

## 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:

#### Requirement A - Educational Foundations

Select one of the following:

EDUC BC1510	Educational Foundations	3
EDUC BC3032	Contemporary Issues in Education	4
PHIL V2100		3
ECON BC3012	Economics of Education	3

#### Requirement B - Psychology

PSYC BC1001	Introduction to Psychology	3
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Select one of the following:

PSYC BC1107	Psychology of Learning	
PSYC BC1115	Cognitive Psychology	
PSYC BC1129	Developmental Psychology	
PSYC BC2134	Educational Psychology	
or PSYC BC3382	Adolescent Psychology	
PSYC BC3382	Adolescent Psychology	
PSYC W1420		

#### Requirement C - Pedagogical Elective

Select one of the following:

EDUC BC3050	Science in the City	4
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EDUC BC3052	Math and the City	4
EDUC BC3058	Science in the City II: Preparing Future Scientists Now	4
<b>Requirement D - Pedagogical Core</b>		
EDUC BC2052	Seminar in Multicultural Elementary Pedagogy	4
or EDUC BC2062	Seminar in Multicultural Secondary Pedagogy	
EDUC BC2055	Urban School Practicum	3

## COURSES

### EDUC BC1510 Educational Foundations. 3 points.

Students are required to attend a discussion section.

Introduction to the psychological, philosophical, sociological, and historical foundations of education as way to understand what education is, how education has become what it is, and to envision what education should be.

#### Fall 2016: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/07392	T Th 2:40pm - 3:55pm L1103 Diana Center	Rachel Throop	3	61/90

### EDUC BC2045 Colloquium: Current Issues in STEM Education. 1 point.

Required for Barnard NOYCE Scholars.

Prerequisites: 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 2016: 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	8

#### Spring 2017: EDUC BC2045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 2045	001/03197	T 6:10pm - 9:00pm 306 Milbank Hall	Lisa Edstrom	1	16/25

### 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 the instructor's permission.

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 2017: 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	12/16

### 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 Education Studies). NYCDOE Fingerprinting required.

Corequisites: EDUC BC2052, EDUC BC2062

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. Meets for two hours per week, plus a minimum of six hours per week in the field.

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Section 001: Elementary Urban Teaching (Corequisite: EDUC BC2052)

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Section 002: Secondary Urban Teaching (Corequisite: EDUC BC2062)

,  
Section 003: Education Studies (no corequisite courses).

#### Spring 2017: 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	12/16
EDUC 2055	002/00161	Th 2:10pm - 4:00pm 306 Milbank Hall	Rachel Throop	3	9/16
EDUC 2055	003/05447	Th 4:10pm - 6:00pm 325 Milbank Hall	Rachel Throop	3	6/16

### 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 the instructor's permission.



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 2017: EDUC BC2062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 2062	001/06496	T 2:10pm - 4:00pm 306 Milbank Hall	Rachel Throop	4	9/16

#### EDUC BC3032 Contemporary Issues in Education. 4 points.

Prerequisites: the instructor's permission. Course enrollment will be determined after the first class meeting; application is available on CourseWorks., Open to all students; preference given to Urban Teaching, Education Studies and Urban Studies students. 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.

#### Spring 2017: EDUC BC3032

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3032	001/06110	W 12:10pm - 2:00pm LI104 Diana Center	Kelly Zuckerman	4	24/24

#### EDUC BC3050 Science in the City. 4 points.

Prerequisites: the instructor's permission. 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 2017: EDUC BC3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3050	001/04696	Th 5:40pm - 7:30pm 502 Diana Center	Stephanie MacAluso	4	10/16

#### EDUC BC3052 Math and the City. 4 points.

Prerequisites: the instructor's permission. 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 2016: 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	4	8

#### EDUC BC3058 Science in the City II: Preparing Future Scientists Now. 4 points.

Prerequisites: the instructor's permission. Open to Non-science majors, pre-service elementary students, and first-year students. 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 2016: EDUC BC3058

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3058	001/04403	Th 4:30pm - 6:20pm 327 Milbank Hall	Stephanie MacAluso	4	6

#### EDUC BC3061 Performance Assessment of Teaching. 1 point.

Open to Urban Teaching students in the Education Program.

#### Spring 2017: EDUC BC3061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3061	001/02814	M 12:10pm - 2:00pm 318 Milbank Hall	Kathryn Struthers	1	4/11

#### EDUC BC3063 Elementary 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 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 2016: EDUC BC3063**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3063	001/07750	W 4:10pm - 6:00pm 227 Milbank Hall	Kathryn Struthers	6	4

**EDUC BC3064 Critical Inquiry in Urban Teaching. 4 points.**

Corequisites: *EDUC BC3063* or *EDUC BC3065*. 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 2016: EDUC BC3064**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3064	001/01248	T 4:10pm - 6:00pm 306 Milbank Hall	Rachel Throop	4	11

**EDUC BC3065 Secondary 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 required.

Corequisites: *EDUC BC3064*. Enrollment limited.

Supervised student teaching in 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 BC3064* and *EDUC BC3065*.

**Fall 2016: EDUC BC3065**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3065	001/04248	W 4:10pm - 6:00pm 225 Milbank Hall	Elizabeth Rivera, Anthony Cavanna	6	7

**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 2016: ECON BC3012**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/04244	M W 2:40pm - 3:55pm 302 Milbank Hall	Randall Reback	3	23

**PHIL UN2100 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 2017: PHIL UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2100	001/08991	T Th 4:10pm - 5:25pm 324 Milbank Hall	Kiersten Nieuwejaar	3	26/30

**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 2016: PSYC BC2134**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2134	001/05687	M W 10:10am - 11:25am 307 Milbank Hall	Danielle Sussan	3	29

**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 2017: 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	15/16

# 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](mailto:mg2242@columbia.edu)

## Departmental Advisers:

Prof. Michael Golston, 407 Philosophy; [mg2242@columbia.edu](mailto:mg2242@columbia.edu)  
 Prof. Farah Griffin, 508B Philosophy; [fjg8@columbia.edu](mailto:fjg8@columbia.edu)  
 Prof. David Yerkes, 615 Philosophy; [dmy1@columbia.edu](mailto:dmy1@columbia.edu)  
 Prof. Eleanor Johnson, 408J Philosophy; [ebj2117@columbia.edu](mailto: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 UN3001 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%20WKSHEET\\_0.pdf](http://english.columbia.edu/files/english/content/ENGLISH%20MAJOR%20WKSHEET_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 UN3001 Literary Texts, Critical Methods, together with its companion seminar, ENGL UN3011 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 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.

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## 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 UN3001 Literary Texts, Critical Methods and ENGL UN3011 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 UN3001 Literary Texts, Critical Methods and ENGL UN3011 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 2016

#### INTRODUCTION TO THE MAJOR

**ENGL UN3001 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 2016: ENGL UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3001	001/69472	W 10:10am - 11:25am 717 Hamilton Hall	Erik Gray	4	70/86

#### Spring 2017: ENGL UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3001	001/17220	W 6:10pm - 7:25pm 702 Hamilton Hall	Michael Golston	4	57/80

#### ENGL UN3011 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 2016: ENGL UN3011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3011	001/29327	M 10:10am - 12:00pm 222 Pupin Laboratories	Michael West	0	13/24
ENGL 3011	002/22892	M 10:10am - 12:00pm 307 Pupin Laboratories	Matthew Margini	0	17/14
ENGL 3011	003/76198	M 10:10am - 12:00pm 337 Seeley W. Mudd Building	Sneha Desai	0	9/14
ENGL 3011	004/18383	M 10:10am - 12:00pm 425 Pupin Laboratories	Gianmarco Saretto	0	11/14
ENGL 3011	005/14602	M 6:10pm - 8:00pm 313 Pupin Laboratories	Lamyu Bo	0	17/25

#### Spring 2017: ENGL UN3011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3011	001/22186	M 6:10pm - 8:00pm 424 Pupin Laboratories	Taarini Mookherjee	0	11/25

ENGL 3011	002/23538	M 6:10pm - 8:00pm 511 Hamilton Hall	Rebecca Pawel	0	11/25
ENGL 3011	003/19467	M 6:10pm - 8:00pm 307 Mathematics Building	Gianmarco Saretto	0	12/25
ENGL 3011	004/21452	M 10:10am - 12:00pm 425 Pupin Laboratories	Seth Williams	0	13/25
ENGL 3011	005/65707	M 6:10pm - 8:00pm 313 Pupin Laboratories	Alexis Fabrizio	0	10/25

## MEDIEVAL

### CLEN UN3145 Medieval Court Performances. 4 points.

Prerequisites: Instructor's permission

(Seminar). Britain's medieval aristocrats lived in the public eye, staging an array of elite performances including tournaments, coronations, weddings, hunts, and feasts. These performances were memorably lavish and entertaining, but more importantly, they asserted the aristocracy's superiority and power. This seminar will explore an archive of poetic and historical texts concerning the ritual and performative strategies of aristocratic courtship, heraldry, and chivalry. Ecclesiastical courts, in turn, develop an alternate nobility of faith as they elevate saints and condemn heretics. The seminar's persistent areas of inquiry will be into how medieval people conceived and performed their personal identity, and how social groups deployed public performances to claim social authority. Texts will include Chaucer's *Knight's Tale*, saints' legends, the romances of *Silence*, *The Knight of the Swan*, and *Sir Gawain and the Green Knight*, and the minutes of the trial of Joan of Arc. Course requirements: weekly posts, a midterm paper of about 5 pages, a workshop presentation with annotated bibliography, and a research paper of about 20 pages. **Application instructions:** E-mail Prof. Crane (sc2298@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 2016: CLEN UN3145

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3145	001/64628	T 12:10pm - 2:00pm 309 Hamilton Hall	Susan Crane	4	6/25

### CLEN GU4021 European Literature in the Middle Ages: Cultures of the Book. 3 points.

Prerequisites: Instructor's permission

(Lecture). Our encounter with the modern print text is a relatively impoverished event, compared to the multi-layered sensory experience of the medieval book. Medieval manuscripts display individualized hands, rubrication and marginalia, decoration and illustration, sometimes indications for performance (like musical notation). They negotiate between sight and sound; as Chaucer tells his *listeners*, paradoxically, if they don't want to hear the

Miller's Tale they can turn the *page*. Manuscripts even smell and feel distinctive, depending on the source and preparation of their parchment, or the material of their bindings. In this course, we will attempt to re-conceive and re-embed some literary (and other) "texts" of the Middle Ages, most of them editorially created in the 19th and 20th centuries, within their original sites in the physical culture of the past: that is, in manuscripts and early printed editions, and in the settings of cultural creation and consumption those codices intimately reflect. Studying individual manuscripts in New York collections (especially Columbia University), in facsimile, and on-line, our investigations will move in two main directions. First, we will learn about some of the major arenas of book production across the high and later Middle Ages—the kind of manuscripts through which most people, most often, encountered the written word. These will include books of private devotion (and often public ostentation) such as Psalters and Books of Hours; classroom anthologies and related collections; annals and chronicles; herbals and bestiaries; romances and lives of saints. Most of these use the two dominant languages of high medieval textual culture in England: Latin and French. Among them will be the "Aberdeen Bestiary" and the Anglo-Norman *History of St. Edward the King* by Matthew Paris, or possibly Matthew's *Life of St. Alban* and its manuscript, Trinity College Dublin 177. All these materials will be available in translation. Second, those dominant modes of book culture will provide contexts for investigating manuscripts of what has become the canon of Middle English. For instance, we will study one or more Langland manuscripts, in part via the Electronic Archive of Piers Plowman. We will look at the large and beautifully decorated Ellesmere manuscript of Chaucer, yet look too at Chaucer manuscripts that lay different, more modest claims on his text. Depending on the enrollment and interests of the seminar, we can explore the Middle English Brut Chronicle and Middle English translations by John Trevisa (with important examples at Columbia); dramas whose manuscripts are available on-line, Middle English religious texts, or romances such as Bodleian Douce d.6 (Tristan romances in Anglo-Norman).

#### Fall 2016: CLEN GU4021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4021	001/01180	T Th 6:10pm - 7:25pm 405 Barnard Hall	Christopher Baswell	3	9

## RENAISSANCE

### ENGL UN3335 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 2016: ENGL UN3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3335	001/61966	M W 10:10am - 11:25am	James Shapiro	3	48/60



602 Hamilton Hall

603 Hamilton Hall

**ENGL UN3337 Shakespeare's Poetry. 4 points.**

Prerequisites: the instructor's permission.

(Seminar). In this seminar we will examine Shakespeare's plays alongside those written by his fellow playwrights Christopher Marlowe, Ben Jonson, Thomas Kyd, and John Lyly. Shakespeare is in some ways sui generis, yet he was very much a part of the London theatre scene. He both inspired and was shaped by these writers -- he saw their performances, acted in their plays, and co-wrote dramas with them. To understand better Shakespeare's idiosyncratic craft we will read his plays grouped with those of other writers. For explorations of revenge tragedy, for instance, we will read *Hamlet* after Kyd's *The Spanish Tragedy*; for portrayals of Jews, *The Merchant of Venice* with Marlowe's *The Jew of Malta*; the hazards of kingship, *Richard II* and Marlowe's *Edward II*; the perils of ambition, *Macbeth* and *Dr. Faustus*. Reading Shakespeare in context will also enable us to see how different Renaissance dramatists contributed to an evolving stagecraft of ghosts, disguises, war, the supernatural, the exotic- and to the maturity of blank verse itself. The course will be limited to fifteen students and will require regular participation, response postings each class, a review of a play, a presentation, and a fifteen-page seminar paper. **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.

**Fall 2016: ENGL UN3337**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3337	002/82696	T 10:10am - 12:00pm 612 Philosophy Hall	Andrea Solomon	4	7/15

**Spring 2017: ENGL UN3337**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3337	001/22718	M 10:10am - 12:00pm 612 Philosophy Hall	James Shapiro	4	11/15

**ENGL GU4103 English Literature 1500-1600. 3 points.**

(Lecture). This lecture course examines sixteenth-century English literature in the light of the new religious, social and political challenges of the period. Texts, primarily poetry and prose, include lyric poetry by Thomas Wyatt, Henry Howard, earl of Surrey, and John Donne; sonnet sequences by Philip Sidney and William Shakespeare; early narrative works by George Gascoigne and Thomas Nashe; works of Early English literary criticism; travel writings by Walter Raleigh and Thomas Harriot; as well as longer texts including More's *Utopia* and Spenser's *Faerie Queene*.

**Fall 2016: ENGL GU4103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4103	001/63885	M W 8:40am - 9:55am	Alan Stewart	3	13

**ENGL GU4702 Tudor-Stuart Drama. 3 points.**

(Lecture). This course investigates plays that treat historical themes as well as theories of historical and documentary drama. We will consider each playwright's sources and techniques, the historical conditions of each play's first production, and the play's reception history. We will also consider certain suggestive resonances between the disciplines of theatre and history. Plays by Aeschylus, Cervantes, Lope de Vega, Marlowe, Shakespeare, Ford, Schiller, Goethe, Büchner, Shaw, Brecht, Weiss, Churchill, Parks, and others.

**Fall 2016: ENGL GU4702**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4702	002/76397	T Th 4:10pm - 5:25pm 304 Hamilton Hall	Jean Howard	3	11

**18TH AND 19TH CENTURY****ENGL UN3253 Victorian Literature: Dickens. 4 points.**

Prerequisites: Instructor's permission

(Seminar). This course will examine Dickens' novels within the history of the emotions. Other points of special attraction: middle-class self-formation, the family, interiority (from domestic space to psychic depth), the "metropolis and mental life," sentimentality, humor, disease, America, narrative genius, and the author's ubiquitous inquiries into the contingencies of social and personal goodness. **Application instructions:** E-mail Prof. Spiegel (m337@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 2016: ENGL UN3253**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3253	001/11785	W 6:10pm - 8:00pm 707 Hamilton Hall	Maura Spiegel	4	8

**ENGL UN3962 Austen, Bronte, Gaskell. 4 points.**

Prerequisites: the instructor's permission.

(Seminar). The novels of Jane Austen, Charlotte Brontë and Elizabeth Gaskell map much of the terrain for English nineteenth-century narrative. Writing within the tradition of the novel of education, these daughters of Protestant clergymen fashion a fictional discourse posed to explore the liabilities and liberties of a narrative realism that privileges the marriage plot, psychological portraiture, and vocation. Reading these books in two sets of triads (cultures, communities, institutions: Mansfield Park, Villette, North and South; formation and vocation: Emma, Jane Eyre, Wives and Daughters), we will trace how these authors simultaneously invent and resist ideas about privacy, property, duty, subversion, gender identity and realism itself. The last few weeks will culminate in a reading of George Eliot's *Daniel Deronda* as a powerful response to this

literary heritage. **Application instructions:** E-mail Prof. Cohen (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.

**Fall 2016: ENGL UN3962**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3962	001/64268	W 12:10pm - 2:00pm 652 Schermerhorn Hall	Monica Cohen	4	20/25

**ENGL GU4402 Romantic Poetry. 3 points.**

Open to all undergraduates and graduate students.

(Lecture). This course examines major British poets of the period 1789-1830. We will be focusing especially on the poetry and poetic theory of William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Shelley, and John Keats. We will also be reading essays, reviews, and journal entries by such figures as Robert Southey, William Hazlitt, and Dorothy Wordsworth.

**Fall 2016: ENGL GU4402**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4402	001/60896	T Th 11:40am - 12:55pm 717 Hamilton Hall	Erik Gray	3	61/86

**ENGL GU4801 History of Novel I: Reading the Supernatural from Defoe to Austen. 3 points.**

(Lecture). The novelist Henry Fielding told aspiring writers, "Do not bring in a supernatural agent when you can do without him." Most historians of the eighteenth-century British novel (including those by Fielding) have followed this advice. But a number of early novels in English can't quite decide whether they can do without the supernatural. This lecture course explores that alternative history, ranging from immensely popular oriental tales to later Gothic novels and reactions to the Gothic craze. In these books supernatural events are sometimes explained away or sealed off, whether in the medieval past or in Catholic Europe or a dreamed-up Orient. Yet sometimes they are left open as unsettling possibilities in the present. We will read novels by such writers as Daniel Defoe, Charlotte Lennox, Matthew Lewis, James Hogg, and Jane Austen, and we will encounter genies, monsters, angels, devils, witches, and magical knights. In an enlightened and secularizing age, surely readers didn't take such enchantments very seriously -- or did they?

**Fall 2016: ENGL GU4801**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4801	001/29569	M W 10:10am - 11:25am 703 Hamilton Hall	Dustin Stewart	3	31/100

**20TH AND 21ST CENTURY****ENGL GU4501 James Joyce. 3 points.**

(Lecture). This is a course primarily on James Joyce's great novel *Ulysses*. We will spend the first third of the course on *Dubliners* and *A Portrait of the Artist as a Young Man*, to be followed by two months to read and discuss *Ulysses*. In addition to two lectures per week, there will also be a required weekly discussion section, led by a teaching assistant. There is no extra reading or written work required for the discussion sections.

**Fall 2016: ENGL GU4501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4501	001/77346	T Th 2:40pm - 3:55pm 516 Hamilton Hall	Sarah Cole	3	48

**CLEN UN3740 The Thirties: Metropole and Colony. 4 points.**

Prerequisites: Instructor's permission.

(Seminar). This course focuses on the tumultuous 1930s, which witnessed the growth of anticolonial movements, the coming to power of totalitarian and fascist regimes, and calls for internationalism and a new world vision, among other developments. Even as fascism laid down its roots in parts of Europe, the struggle for independence from European colonial rule accelerated in Asia and Africa, and former subjects engaged with ideas and images about the shape of their new nations, in essays, fiction, poetry, and theater. Supporters and critics of nationalism existed on both sides of the metropole-colony divide, as calls for internationalism sought to stem the rising tide of ethnocentric thinking and racial particularism in parts of Europe as well as the colonies. We'll read works from the metropole and the colonies to track the crisscrossing of ideas, beginning with writers who anticipated the convulsive events of the 1930s and beyond (E.M. Forster, H.G. Wells, Gandhi), then moving on to writers who published some of their greatest work in the 1930s (Huxley, Woolf, C.L.R. James, Mulk Raj Anand), and finally concluding with authors who reassessed the 1930s from a later perspective (George Lamming). **Application Instructions:** E-mail Professor Viswanathan (gv6@columbia.edu) by noon on Wednesday, April 13th, with the subject heading, "The Thirties 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.

**Fall 2016: CLEN UN3740**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3740	001/80781	W 4:10pm - 6:00pm 612 Philosophy Hall	Gauri Viswanathan	4	5/10

**CLEN UN3936 Global Bestsellers. 4 points.**

Prerequisites: Instructor's permission

(Seminar). Students in this course will join millions of readers around the world who have made the texts on the syllabus into bestsellers. Why is it that travelers have found Khalid Hosseini's novel *The Kite Runner* featured prominently in airport bookshops in the Americas, Europe, Asia, and Africa? Such *popularity* on

a global scale offers an occasion for *critical reflection* about the transnational economic forces and cultural politics that shape literary supply and demand. Our specific focus will be on novels, memoirs, and films whose authors come from places outside publishing centers of New York and London (Afghanistan, Haiti, India, Nigeria, Sierra Leone, South Africa), yet find massive audiences in the US, UK and worldwide. We will do some reading in literary and cultural theory, and we will attend to the material networks of publishing and distribution, in order to understand how these bestsellers emerge, what kinds of conventional narratives or images of otherness they reinforce, and what new narratives and images they might generate. How can we understand the relationship between these texts popularity and their literary role? What frameworks of evaluation and interpretation are appropriate for such texts? What do these texts tell us about globalization? **Application Instructions:** E-mail Professor Wenzel (jw2497@columbia.edu) with the subject heading "Global Bestsellers 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 2016: CLEN UN3936**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3936	001/71646	W 2:10pm - 4:00pm 301m Fayerweather	Jennifer Wenzel	4	8/25

**CLEN GU4050 New Wave Cinema from Paris to Hollywood. 3 points.**

(Lecture). The term "new wave" was coined by a journalist to refer to an "outburst" of filmmaking that took place in France beginning in 1959. Although never a movement, and shortlived in terms of whatever aesthetic uniformity it may have had, its effects spread out across various European cinemas and it became the emblem for various American filmmakers well into the 1970s. The class will analyze a (somewhat random) series of such cineastes in an attempt to understand what now perhaps appears, from the current perspective, as one of the last gasps of high cultural production coming up against the reality of corporate necessity. Filmmakers will include Roberto Rossellini, Jean-Luc Godard, Chirs Marker, Louis Malle, Agnès Varda, Alain Resnais, Wim Wenders, Bernardo Bertolucci, Robert Altman, John Cassavetes, Stanley Kubrick, Terrence Malick.

**Fall 2016: CLEN GU4050**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4050	001/92848	M 12:10pm - 2:00pm 602 Northwest Corner	David Wills	3	21/32

**CLEN GU4521 Comparative Modern Fiction. 3 points.**

(Lecture). In the period since 1965, fiction has become global in a new sense and with a new intensity. Comparison is built into

it. Writers from different national traditions have been avidly reading each other, wherever they happen to come from, and they often resist "national" and regional labels altogether. If you ask the Somali writer Nuruddin Farah whether the precocious child of *Maps* was inspired by Salman Rushdie's *Midnight's Children*, he will answer (at least he did when I asked him) that he and Rushdie both were inspired by Sterne's *Tristram Shandy* and Grass's *The Tin Drum*. At the same time, the human experiences around which novelists organize their fiction are often themselves global, explicitly and powerfully but also mysteriously. Our critical language is in some ways just trying to catch up with innovative modes of storytelling that attempt to be responsible to the global scale of interconnectedness on which, as we only rarely manage to realize, we all live. This course will begin with the Sudanese classic *Season of Migration to the North*, a rewriting of Joseph Conrad's "Heart of Darkness," and will end with the British novelist Zadie Smith. In between we will discuss novels by Gabriel García Márquez, Marguerite Duras, Milan Kundera, W.G. Sebald, Roberto Bolaño, and others. Requirements: two short papers (6-8 pages) and a final for undergraduates; one longer paper (12-15 pages) and no final for graduate students.

**Fall 2016: CLEN GU4521**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4521	001/87032	T Th 1:10pm - 2:25pm 603 Hamilton Hall	Bruce Robbins	3	51

## AMERICAN

**ENGL UN3618 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 2016: ENGL UN3618**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ENGL 001/62499 M 12:10pm - John 4 6/25  
3618 2:00pm Gamber  
511 Hamilton Hall

### ENGL UN3709 American Transcendentalism. 4 points.

(Seminar). The class is an intensive reading of the prose and poetry of Emerson, Thoreau, Margaret Fuller, and Emily Dickinson. Through detailed analysis of Emerson's Essays we will try to understand his philosophy as an effort to radically reformulate traditional concepts of identity, thinking, and everyday living, and investigate the politics that guided his philosophical efforts, especially his stance on slavery and his activism against the Cherokee removals. In reading Fuller, we will investigate her thinking on dreams, visions, mental transports and headaches, in order to ask how those experiences come to model her understanding of personal identity, as well as processes of writing and translating. Additionally, we will investigate her political theories concerning the 19th century through the prism of her writings on women. In Thoreau, we will look closely into ideas about the art of living and his theory of architecture, as well as quotidian practices of dwelling, eating or cooking, as ways to come to terms with one's own life. We will pay special attention to Thoreau's understanding of thinking as walking, as well as the question of space vs. time. And we will try to understand how ideas and values of transcendentalist philosophy fashion poetry of Emily Dickinson. **Application instructions:** E-mail Prof. Arsic (ba2406@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 2016: ENGL UN3709

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3709	001/74691	M 6:10pm - 8:00pm 509 Hamilton Hall	Branka Arsic	4	20/25

### ENGL UN3713 Sentimentalism and its Afterlife. 4 points.

(Seminar). This seminar will focus on the complex relationship between literature and emotion. By studying sentimental literature in 19th and 20th-century America, we'll examine how works written to portray and evoke feeling could be powerful social and political forces. We'll read some of the most popular American fiction ever written and study the philosophy that informed a sentimental worldview. We'll explore the legacy of American sentimentalism, studying the backlash against sentimental literature and investigating the ways that sentimental tropes lasted into the twentieth century and beyond. **Application instructions:** E-mail Professor Aaron Ritzenberg (ritzenberg@columbia.edu) with the subject heading "Sentimentalism and its Afterlife 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 2016: ENGL UN3713

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3713	001/60626	M 12:10pm - 2:00pm 601b Fairchild Life Sciences Bldg	Aaron Ritzenberg	4	9/25

### ENGL UN3714 Henry James and James Baldwin. 4 points.

Prerequisites: Instructor's permission.

(Seminar). Not well-known is the fact that in the mid-sixties James Baldwin hung a photograph of Henry James above his writing desk, a kind of tribute to the novelist whose writings about the "complex fate" of being an American in Europe deeply influenced Baldwin. *The Portrait of a Lady* and *The Ambassadors* were treasured books for Baldwin, who occasionally lectured about them to college audiences. This seminar will examine this initially improbable literary kinship between these two great artists, exploring how a shared commitment to a literary art of complexity and multiple identity, to cultural critique and analysis (Baldwin greatly admired James's *The American Scene*, his on the ground evocation of early 20th century America) produced such distinctly different bodies of vital work. Baldwin's essays and his novel *Another Country* will be discussed, as well as the James texts mentioned above. **Application instructions:** E-mail Professor Ross Posnock (rp2045@columbia.edu) with the subject heading "James and Baldwin 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 2016: ENGL UN3714

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3714	001/67925	T 4:10pm - 6:00pm 501b International Affairs Bldg	Ross Posnock	4	7/25

### ENGL UN3733 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



609 Hamilton Hall

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 2016: ENGL UN3733**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3733	001/94257	M 2:10pm - 4:00pm 201 80 Claremont	Nicole Wallack	4	7/25

**ENGL UN3939 Black Drama. 4 points.**

Prerequisites: Instructor's permission (Seminar). "Black Drama" is a survey course on plays written by the black Americans from the beginning of the 20th century to the present. This course includes canonical figures from the African American literary tradition as well as emerging contemporary playwrights. We will cover surrounding historical and cultural context for each play as well as key theories about the purpose of black theater associated with the cultural moment. Although this course is designed to introduce students to black drama in general, one of the key organizing themes will be the black family. The black family is a generative organizing theme that yields to discussions of community, generations and legacy, relationships between black men and black women, sexuality, and gender roles. Using the black family and its extending themes as a touchstone, this class aims to connect black playwrights and put them in conversation in order to consider what makes and shapes the black dramatic tradition. **Application Instructions:** E-mail Instructor Richardson (enr2108@columbia.edu) with the subject heading "Black Drama 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 2016: ENGL UN3939**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3939	001/71947	Th 6:10pm - 8:00pm	Erica Richardson	4	12/15

**ENGL GU4601 Early Caribbean Literature. 3 points.**

(Lecture). This course is a survey of American literatures and cultures ranging from the colonial era to the Age of Revolution. Although many of the texts on the syllabus were written in colonies that would eventually become part of the United States, the course itself is not designed to be a literary history of the U.S. Instead, we will put pressure on terms like "American" and "Literary" as we inquire into the theological, political, scientific, and literary issues that framed colonial experiences. Our goal will be to explore the various modes through which colonial encounters were described by foregrounding the local, regional, and Atlantic contexts of the material we read. In particular, we will consider the multiple trajectories of Early American literary history by examining subjects like Exploration and Captivity, Puritan Theology, Antinomianism, the Enlightenment, the Caribbean, Slavery and Emancipation, and Revolution. Our investigations will push us to test the conceptual limits of these categories as we trace their place in emerging discourses of nation. Authors may include: William Bradford, John Winthrop, Anne Bradstreet, Mary Rowlandson, Benjamin Franklin, William Earle, Olaudah Equiano, Phillis Wheatley, Charles Brockden Brown, and Mary Prince. This course satisfies the American, the prose fiction/narrative, and the pre-1800 period requirements for the major.

**Fall 2016: ENGL GU4601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4601	001/28246	M W 2:40pm - 3:55pm 503 Hamilton Hall	Cristobal Silva	3	23/50

**ENGL GU4603 American Literary Realism and Naturalism. 3 points.**

(Lecture). The course will provide a trans-atlantic comparative perspective on the emergent world of urban modernity and mass market capitalism, including the pleasures and perils of city life--department stores, prostitution, hotels, railway cars. In addition to some of the great American novelists after the Civil War--Henry James, Stephen Crane, Frank Norris, Theodore Dreiser, Edith Wharton--we will also read the great French novelist Emile Zola and Georg Simmel, the Berlin theorist of urban phenomenology.

**Fall 2016: ENGL GU4603**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4603	001/74156	M W 4:10pm - 5:25pm 407 Mathematics Building	Ross Posnock	3	7/90

**ENGL GU4605 Post-1945 American Literature. 3 points.**

(Lecture). This course surveys major works of American fiction, poetry, essays, literary and cultural criticism written since 1945. It will situate the analysis of literature against a historical backdrop that includes such key events as the Holocaust; the atomic bomb; the Beatniks; youth counterculture; the women's, peace, and Civil Rights movements; the Korean, Vietnam, and Gulf Wars;

the energy crisis; globalization; the rise of the internet; and the War on Terror. We will also consider major literary and artistic movements such as postmodernism, the Beats, confessional poetry, minimalism, the New Journalism, and historiographic metafiction. Lectures will emphasize literature in its cultural/historical context, but will also attend to its formal/aesthetic properties.

#### Fall 2016: ENGL GU4605

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4605	001/66796	T Th 2:40pm - 3:55pm 509 Hamilton Hall	Rachel Adams	3	18/24

#### ENGL GU4612 Jazz and American Culture. 3 points.

(Lecture). An overview of jazz and its cultural history, with consideration of the influence of jazz on the visual arts, dance, literature, and film; an introduction to the scholarship and methods of jazz studies. In this course we start with Ralph Ellison's suggestive proposition that many aspects of American life are "jazz-shaped." How, to begin with, might we define the music called jazz? What are its aesthetic ingredients or forms? What have been its characteristic sounds? How can we move towards a definition that sufficiently complicates the usual formulas of call-response, improvisation, and swing (or polyrhythmical complexity with an Afro-beat)--to encompass musical styles that really are quite different but which nonetheless are typically classified as jazz? With this ongoing problem of musical definition in mind, we will examine works in literature, painting, photography, film, and choreography which may be defined as "jazz works" or ones that are "jazz-shaped": which use jazz as a model or metaphor. What is jazz-like about these works? What's jazz-like about the ways they were produced? And how, to get to the other problem in the course's title--is jazz American? What is the relationship of art to nation? What is the logic of American exceptionalism? What do we make of the many international dimensions of jazz music--of, for instance, its many non-American practitioners? What is (or was) a jazz culture? What are (or were) its dates?

#### Fall 2016: ENGL GU4612

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4612	001/23322	T Th 11:40am - 12:55pm 503 Hamilton Hall	Robert O'Meally	3	46/100

#### ENGL GU4623 American Poetry: The Avant-Garde. 3 points.

(Lecture). Survey of American poetry and poetics from 1900-1945. Poets to be discussed include Stein, Pound, Williams, H.D., Loy, Hughes, Toomer, Zukofsky, Oppen, Crane and Stevens.

#### Fall 2016: ENGL GU4623

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4623	001/22191	T Th 6:10pm - 7:25pm 717 Hamilton Hall	Michael Golston	3	36

## SPECIAL TOPICS

#### CLEN GU4625 Black Paris. 3 points.

(Lecture). An introduction to the deep engagement of peoples of African descent with the City of Light throughout the twentieth century. We will take up the full variety of black cultures that have taken shape in dialogue with Paris, including poetry, prose, journals and magazines, music, and film in English and French by African American as well as Francophone Caribbean and African artists and intellectuals. Our investigation will focus on a series of historical moments central to any understanding of black Paris: the efflorescence of the "Jazz Age" in the 1920s (especially through the many Harlem Renaissance artists who spent significant time in France); the emergence of the Négritude movement in the 1930s and 1940s (in relation to other currents such as surrealism, existentialism, and anti-imperialism); the great age of post-World War II expatriate writers such as James Baldwin and Richard Wright; and contemporary black culture in the hip hop era. Throughout the semester, we will discuss the political implications of thinking about black culture through the lens of Paris, whether at the height of the French colonial empire in the interwar period, during the US Civil Rights movement and the Algerian war of independence, or in relation to contemporary debates around religion and immigration. We will be especially attentive to ways Paris can be considered a culture capital of the African diaspora, through what Baldwin called "encounters on the Seine" among black intellectuals and artists from Africa, the Caribbean, and the United States. Readings may include fiction, poetry, and autobiography by authors such as Langston Hughes, Josephine Baker, Claude McKay, Ho Chi Minh, Aimé Césaire, Léopold Sédar Senghor, Jean-Paul Sartre, Cheikh Hamidou Kane, Richard Wright, James Baldwin, William Gardner Smith, Chester Himes, Melvin Van Peebles, Calixthe Beyala, Maryse Condé, and Marie NDiaye; and literary and historical scholarship by Edward Said, Tyler Stovall, Dominic Thomas, Christopher Miller, Pap Ndiaye, and Bennetta Jules-Rosette, among others. Requirements: weekly short reading responses; one take-home midterm; and one longer final research paper. Reading knowledge of French is useful but not required.

#### Fall 2016: CLEN GU4625

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4625	001/93148	T Th 10:10am - 11:25am 417 Mathematics Building	Brent Edwards	3	51/61

#### ENTA UN3701 Drama, Theatre, Theory. 4 points.

Prerequisites: 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 2016: ENTA UN3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTA 3701	001/63356	W 4:10pm - 6:00pm 613 Hamilton Hall	Austin Quigley	4	15/25

#### CLEN W3720 Plato the Rhetorician. 4 points.

Prerequisites: Instructor's permission (Seminar). Although Socrates takes a notoriously dim view of persuasion and the art that produces it, the Platonic dialogues featuring him both theorize and practice a range of rhetorical strategies that become the nuts and bolts of persuasive argumentation. This seminar will read a number of these dialogues, including *Apology*, *Protagoras*, *Ion*, *Gorgias*, *Phaedrus*, *Menexenus* and *Republic*, followed by Aristotle's *Rhetoric*, the rhetorical manual of Plato's student that provides our earliest full treatment of the art. Application instructions: E-mail Prof. Eden (khe1@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.

#### ENCS W3806 Classical Myth and English Poetry. 4 points.

Prerequisites: Instructor's permission. (Seminar). The seminar will focus on the close-reading of poems composed in English which take as their contextual points of departure the mythic traditions of ancient Greece and Rome. The poems studied will come from a range of periods and nationalities, as well as a range of mythic contexts, thus allowing us to explore both the kinds of questions raised by classical mythic traditions and also the ways in which such questions can inform and challenge our assumptions about various English poetic traditions. The syllabus will include poems by Sidney, Shakespeare, Milton, Wordsworth, Poe, Millay, Yeats, Moore, Heaney and Carson, among others, as well as excerpts from the works of classical authors from Homer to Ovid. The course will conclude with an extended examination of Derek Walcott's Nobel Prize-winning African-Caribbean/American poem *Omeros*. **Instructions:** E-mail Professor Richard Sacks (sacks@columbia.edu) with the subject heading "Classical Myth and English Poetry 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 by April 13th. For a draft of the syllabus see: <http://goo.gl/i7YkmV>

#### CLEN UN3950 Topics in Theory: Horror, Tragedy, and Spectatorship. 4 points.

Prerequisites: Instructor's permission (Seminar). Why do we like to watch horror films? tragic films? films with sad endings? Why do we like to look at news of tragedies (or, as Susan Sontag put it, why do we like to "regar[d] the pain of others"?). What do horror and tragedy do for us, or to us? Behind these questions about the meaning of horror and tragedy as aesthetic forms is the haunting question: why do horror and tragedy happen? do they mean anything? Questions about the nature and meaning of tragedy and horror have been at the center of aesthetic thought since the 5th century BC, and remain central to aesthetic, literary, and film theory today. This course offers, effectively, a history of horror and tragedy, moving chronologically, from the earliest dramatic productions to recent films, and from the earliest theories of tragedy to more recent accounts of horror, tragedy, and spectatorship. We will read philosophical texts alongside plays and films from the same era: each revealing the richness of the others and testing the others' limits. Our focus on drama and film allows us to address the central question of spectatorship: what happens when we not only hear a story of horror or tragedy, but when we watch horror or tragedy unfold. Texts include works by Sophocles, Shakespeare, Racine, Mozart, Büchner, Wagner, Georges Méliès Fritz Lang, Bertolt Brecht, Ingmar Bergman, Alfred Hitchcock, Stanley Kubrick, with philosophical writings by Aristotle, Augustine, Boethius, Descartes, Hume, Schiller, Kant, Hegel, Kierkegaard, Nietzsche, Freud, Benjamin, Derrida, Judith Butler, and more. **Application instructions:** E-mail Professor Peters (peters@columbia.edu) with the subject heading "Horror, Tragedy, and Spectatorship." In your message, include your name, school, major, year of study, relevant courses taken, and 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 2016: CLEN UN3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3950	001/80782	M 4:10pm - 6:00pm 201a Philosophy Hall	Julie Peters	4	16/25

#### ENGL W3981 Revolutions in Text and Technology. 4 points.

Prerequisites: Instructor's permission. (Seminar). Every text we read is a product of technological innovation, and those innovations have profound effects on our culture, politics, religions, and even the ways we conceptualize the self. The Protestant Reformation would have been very different without the printing press. And we couldn't have experienced the rise of the novel without breakthroughs in papermaking. At the same time that textual technologies open up possibilities for change, thinkers from every era caution us about their corrosive influence. Plato's Phaedrus warns that the invention of writing



will destroy people's ability to memorize. And today Nicolas Carr asks whether Google is making us stupid. This course examines what arguments around technologies of text reveal about the contested grounds of literature and literacy: who has access to ideas and who controls how those ideas will be shared? In our contemporary moment, when many frame the advent of new media as a new phenomenon, this course asks students to see arguments about contemporary digital texts in light of the rhetoric of new media stretching back to the 4th century BCE. Students will study key moments in the long history of textual technologies: moments when written language, the printing press, the telegraph and radio, the typewriter, the word processor, and e-books were (or are) considered at once revolutionary, liberating, and threatening. Course assignments will give students hands-on experience with various technologies at the same time as they read the arguments others have made about them. In the process, we will study technologies for producing texts as sites of competing claims about access to literature, literacy, and power.

**Application instructions:** E-mail Professor Susan Mendelsohn (sudemelsohn@columbia.edu) with the subject heading "Revolutions in Text and Technology 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.

#### **ENGL UN3505 LGBTQ Literature: LGBT Studies. 4 points.**

Prerequisites: Instructor's permission.

(Seminar). The poet Cavafy refers to the pursuit of flesh in a different vein than Wilde's pleasure for pleasure's sake. Cavafy meant a type of championship of carnal pleasure that would reflect on the relationship of the early naked and oiled Greek Olympian athletes. Is there a distinction between the pursuit of athletic pleasure and comradeship, and "non team" sexual sports? We use this frame from Cavafy to interrogate a broad range of 19th, 20th, and 21st century world LGBTQ literature. We will use several theoretical works that enlighten our pursuit, including but not limited to Sedgwick, Foucault, Barthes, Butler, Irigaray, Cixous etcetera. **Application instructions:** E-mail Professor Robinson-Appels (jr2168@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 2016: ENGL UN3505**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3505	003/61796	F 6:10pm - 8:00pm 214 Pupin Laboratories	Jonathan Robinson-Appels	4	19/25

#### **ENGL UN3950 Poetics of the Warrior. 4 points.**

Prerequisites: Instructor's permission.

(Seminar). This course of distinguished poetry about warriors and warfare goes to the intersection of disciplines, where warrior

and poet together compete and excel--ingeniously, formally, passionately, consequentially--as allies in dire contest against annihilation and despair. Homer's *Iliad* heads our list of exemplary titles selected from ancient and classical, mediaeval and early modern sources, including, among others, Sophocles' *Ajax*, and *Philoctetes*; *Beowulf*; *Song of Roland*; *Sir Gawain and the Green Knight*; *The Tale of the Heike*; Shakespeare's *Henry V*; and Milton's *Paradise Lost*. We also will read histories, memoirs, oratory, and guidebooks, from Yuzan's *Budoshoshinshu* to General Patton's "The Secret of Victory," from Vegetius' *De Re Militari* to U.S. Army Field Manual (FM) 6-22. Our reading is historically broad enough to prove the range of virtues, precepts, codes and rules of martial character and action. Yet our poetry also excels in vision and in virtuosity quite apart from how it might cultivate the norms of *aristeia*, chivalry, or bushido, so that certain of our questions about form and style or imaginative effects might differ in kind from other questions about the closeness or disparity of the practical warrior and the poetic warrior, and the extent to which the latter elevates and inspires the former's conception of himself in times of war and peace. We shall consider how battle narratives which excel as poetry and ring true for the warrior, appealing to his wit and outlook, might replenish the aggrieved and battle-weary mind; how a war poem's beautifully formed and lucidly rendered chaos remembers and regains for him the field of action. Toward my interest in the range of possibilities for military literature as a discipline of study, I welcome not only the novice whose interest is avid but the student knowledgeable about military topics in literature, history, political and social philosophy, and especially the student, who, having served in the Armed Forces, can bring to the seminar table a contemporary military perspective and the fruits of practical wisdom. **Application instructions:** E-mail Professor Giordani (mg2644@columbia.edu) with the subject heading "Poetics of Warrior seminar." In your message, include your name, school, major, year of study, relevant courses taken, and 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 2016: ENGL UN3950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3950	001/17197	W 4:10pm - 6:00pm 401 Hamilton Hall	Marianne Giordani	4	17/18

#### **Spring 2017: ENGL UN3950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3950	001/93747	W 4:10pm - 6:00pm 522a Kent Hall	Marianne Giordani	4	7/25

## UNIVERSITY WRITING

#### **ENGL GS1010 University Writing. 3 points.**

Prerequisites: Non-native English speakers must reach Level 10 in the American Language Program prior to registering for ENGL F1010.

*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 (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 2016: ENGL GS1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	002/97050	M W 8:40am - 9:55am 309 Hamilton Hall	Kristin Slaney	3	14/14
ENGL 1010	004/80787	M W 10:10am - 11:25am 407 Hamilton Hall	Amanda Lowe	3	13/14
ENGL 1010	007/86033	M W 11:40am - 12:55pm 325 Pupin Laboratories	Nolan Gear	3	13/14
ENGL 1010	008/88281	M W 11:40am - 12:55pm 412 Pupin Laboratories	Alexandra Watson	3	11/14
ENGL 1010	009/74696	T Th 11:40am - 12:55pm 307 Mathematics Building	Abigail Rabinowitz	3	14/14
ENGL 1010	010/12194	M W 1:10pm - 2:25pm 408a Philosophy Hall	Rebecca Wisor	3	14/14
ENGL 1010	011/10286	M W 1:10pm - 2:25pm 313 Pupin Laboratories	Rebecca Pawel	3	13/14

ENGL 1010	012/14034	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Allen Durgin	3	13/14
ENGL 1010	014/11151	M W 2:40pm - 3:55pm 201b Philosophy Hall	Simon Porzak	3	11/14
ENGL 1010	019/12251	M W 5:40pm - 6:55pm 307 Mathematics Building	Tejan Waszak	3	13/14
ENGL 1010	020/12803	T Th 5:40pm - 6:55pm 502 Northwest Corner	Caitlin Rimshnick	3	13/14
ENGL 1010	021/13252	T Th 5:40pm - 6:55pm 411 Hamilton Hall	Leah Zander	3	12/14
ENGL 1010	022/13604	M W 7:10pm - 8:25pm 301m Fayerweather	Ida Tvedt	3	13/14
ENGL 1010	023/15954	T Th 7:10pm - 8:25pm 408a Philosophy Hall	Susan Hanrahan	3	11/14
ENGL 1010	101/88017	T Th 10:10am - 11:25am 201b Philosophy Hall	Tana Wojczuk	3	13/14
ENGL 1010	201/17055	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Glenn Gordon	3	12/14
ENGL 1010	301/17653	M W 8:40am - 9:55am 401 Hamilton Hall	Adam Winters	3	14/14
ENGL 1010	401/18005	M W 10:10am - 11:25am 616 Hamilton Hall	Valerie Jacobs	3	13/14
ENGL 1010	402/88784	T Th 2:40pm - 3:55pm 613 Hamilton Hall	Nicole Wallack	3	13/14
ENGL 1010	501/20902	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Avery Erwin	3	13/14
ENGL 1010	901/21403	T Th 1:10pm - 2:25pm C01 80 Claremont	Harald Sundt	3	14/14
ENGL 1010	902/21798	M W 4:10pm - 5:25pm 502 Northwest Corner	Avia Tadmor	3	13/14
ENGL 1010	903/25947	M W 5:40pm - 6:55pm 502 Northwest Corner	Kristen Martin	3	13/14

#### Spring 2017: ENGL GS1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/63043	M W 8:40am - 9:55am 201d Philosophy Hall	Hannah Rogers	3	10/14
ENGL 1010	002/63044	T Th 8:40am - 9:55am	Miranda Pennington	3	13/14

ENGL 1010	005/69291	408a Philosophy Hall M W 11:40am - 12:55pm 502 Northwest Corner	Elizabeth Walters	3	13/14
ENGL 1010	008/69292	M W 1:10pm - 2:25pm 307 Mathematics Building	Matthew Margini	3	12/14
ENGL 1010	009/69293	T Th 1:10pm - 2:25pm 201d Philosophy Hall	Warren Kluber	3	13/14
ENGL 1010	011/69294	M W 2:40pm - 3:55pm 253 Engineering Terrace	Vanessa Guida	3	14/14
ENGL 1010	012/60962	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Tana Wojczuk	3	12/14
ENGL 1010	013/60963	M W 4:10pm - 5:25pm 253 Engineering Terrace	Alexandra Watson	3	12/14
ENGL 1010	015/60964	M W 5:40pm - 6:55pm 253 Engineering Terrace	Leah Zander	3	12/14
ENGL 1010	016/98347	M W 5:40pm - 6:55pm 318 Hamilton Hall	Michael Darnell	3	13/14
ENGL 1010	018/62215	T Th 5:40pm - 6:55pm 306 Hamilton Hall	Noah Shannon	3	14/14
ENGL 1010	019/62216	M W 7:10pm - 8:25pm 201b Philosophy Hall	Ida Tvedt	3	12/14
ENGL 1010	020/62217	T Th 7:10pm - 8:25pm 201b Philosophy Hall	Susan Hanrahan	3	13/14
ENGL 1010	021/60980	T Th 5:40pm - 6:55pm 253 Engineering Terrace	Kathleen Savino	3	13/14
ENGL 1010	101/63460	T Th 10:10am - 11:25am 201b Philosophy Hall	Aaron Ritzenberg	3	14/14
ENGL 1010	201/63461	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Allen Durgin	3	13/14
ENGL 1010	301/63463	T Th 11:40am - 12:55pm 201d Philosophy Hall	Abigail Rabinowitz	3	11/14
ENGL 1010	401/64710	M W 10:10am - 11:25am 201d Philosophy Hall	Rebecca Wisor	3	13/14
ENGL 1010	501/64711	M W 1:10pm - 2:25pm 201b Philosophy Hall	Simon Porzak	3	13/14

ENGL 1010	902/64712	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Kristen Martin	3	14/14
ENGL 1010	903/64713	T Th 5:40pm - 6:55pm 309 Hamilton Hall	Harald Sundt	3	14/14

### ENGL CC1010 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 (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 2016: ENGL CC1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/63029	M W 8:40am - 9:55am 201b Philosophy Hall	Katherine Bergevin	3	12/14
ENGL 1010	002/64033	M W 8:40am - 9:55am 302 Hamilton Hall	Hannah Rogers	3	13/14
ENGL 1010	003/60846	M W 8:40am - 9:55am 408a Philosophy Hall	Meadhbh McHugh	3	14/14
ENGL 1010	004/61398	M W 8:40am - 9:55am 313 Hamilton Hall	Martin Larson-Xu	3	14/14

ENGL 1010	006/62347	M W 10:10am - 11:25am 408a Philosophy Hall	Buck Wanner	3	14/14	ENGL 1010	043/78346	T Th 2:40pm - 3:55pm 616 Hamilton Hall	Montana Ray	3	14/14
ENGL 1010	007/62597	M W 10:10am - 11:25am 201b Philosophy Hall	Rebecca Wisor	3	13/14	ENGL 1010	044/78500	T Th 2:40pm - 3:55pm 502 Northwest Corner	Vanessa Guida	3	14/14
ENGL 1010	010/66652	M W 11:40am - 12:55pm 408a Philosophy Hall	Will Glovinsky	3	14/14	ENGL 1010	046/80947	T Th 4:10pm - 5:25pm 307 Mathematics Building	John McCormack	3	13/14
ENGL 1010	013/67046	M W 1:10pm - 2:25pm 502 Northwest Corner	Taarini Mookherjee	3	14/14	ENGL 1010	047/81349	T Th 4:10pm - 5:25pm 502 Northwest Corner	Noah Shannon	3	14/14
ENGL 1010	017/68196	M W 2:40pm - 3:55pm 407 Hamilton Hall	Kent Szlauderbach	3	14/14	ENGL 1010	048/81547	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Elizabeth McIntosh	3	13/14
ENGL 1010	018/68697	M W 2:40pm - 3:55pm 408a Philosophy Hall	Carina Schorske	3	14/14	ENGL 1010	050/81896	T Th 5:40pm - 6:55pm 307 Mathematics Building	Harald Sundt	3	14/14
ENGL 1010	022/71248	M W 4:10pm - 5:25pm 201b Philosophy Hall	Therese Cox	3	13/14	ENGL 1010	051/82246	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Li Qi Peh	3	14/14
ENGL 1010	024/72046	M W 5:40pm - 6:55pm 412 Pupin Laboratories	Julia Sirmons	3	14/14	ENGL 1010	052/82348	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Heather Radke	3	14/14
ENGL 1010	025/72247	M W 5:40pm - 6:55pm 413 Hamilton Hall	Jessica Stevens	3	14/14	ENGL 1010	101/77896	M W 10:10am - 11:25am 507 Hamilton Hall	Carin White	3	14/14
ENGL 1010	026/72448	M W 5:40pm - 6:55pm 408a Philosophy Hall	Michael Darnell	3	13/14	ENGL 1010	102/83047	M W 4:10pm - 5:25pm 412 Pupin Laboratories	Michael Kideckel	3	14/14
ENGL 1010	027/72947	T Th 8:40am - 9:55am 408a Philosophy Hall	Elizabeth Bowen	3	13/14	ENGL 1010	103/83348	T Th 10:10am - 11:25am 502 Northwest Corner	Kimberly Takahata	3	14/14
ENGL 1010	028/73147	T Th 8:40am - 9:55am 201b Philosophy Hall	Tana Wojczuk	3	14/14	ENGL 1010	201/85898	M W 2:40pm - 3:55pm 502 Northwest Corner	Katherine McIntyre	3	14/14
ENGL 1010	030/73748	T Th 8:40am - 9:55am 302 Hamilton Hall	Emily Ciavarella	3	13/14	ENGL 1010	202/86147	M W 4:10pm - 5:25pm 307 Mathematics Building	Danielle Drees	3	13/14
ENGL 1010	032/76047	T Th 10:10am - 11:25am 408a Philosophy Hall	Raluca Albu	3	14/14	ENGL 1010	203/86247	T Th 11:40am - 12:55pm 408a Philosophy Hall	Liza St. James	3	14/14
ENGL 1010	033/76347	T Th 10:10am - 11:25am 4c Kraft Center	Warren Kluber	3	14/14	ENGL 1010	204/86397	T Th 1:10pm - 2:25pm 652 Schermerhorn Hall	Olivia Ciacci	3	13/14
ENGL 1010	037/77297	T Th 1:10pm - 2:25pm 222 Pupin Laboratories	G'Ra Asim	3	14/14	ENGL 1010	205/86498	T Th 4:10pm - 5:25pm 511 Hamilton Hall	Allen Durgin	3	14/14
ENGL 1010	040/77747	T Th 1:10pm - 2:25pm 224 Pupin Laboratories	Jeremy Stevens	3	14/14	ENGL 1010	301/87954	M W 1:10pm - 2:25pm 307 Mathematics Building	Bernadette Myers	3	14/14
ENGL 1010	042/78196	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Tara Gallagher	3	14/14	ENGL 1010	302/88098	M W 1:10pm - 2:25pm	Phillip Polefrone	3	13/14

		407 Mathematics Building				ENGL 1010	010/75541	M W 11:40am - 12:55pm	Raluca Albu	3	14/14
ENGL 1010	303/88149	T Th 2:40pm - 3:55pm	Abigail Rabinowitz	3	14/14			408a Philosophy Hall			
ENGL 1010	401/88599	M W 11:40am - 12:55pm	Rebecca Wisor	3	14/14	ENGL 1010	013/81782	M W 1:10pm - 2:25pm	Rebecca Wisor	3	14/14
		609 Hamilton Hall						201d Philosophy Hall			
ENGL 1010	402/88698	M W 4:10pm - 5:25pm	Daniel Pearce	3	14/14	ENGL 1010	014/81783	M W 1:10pm - 2:25pm	Buck Wanner	3	14/14
		408a Philosophy Hall				ENGL 1010	016/81784	M W 2:40pm - 3:55pm	Simon Porzak	3	12/14
ENGL 1010	403/90847	T Th 8:40am - 9:55am	Stephen Preskill	3	14/14			201b Philosophy Hall			
		613 Hamilton Hall				ENGL 1010	017/81785	M W 2:40pm - 3:55pm	Montana Ray	3	14/14
ENGL 1010	404/90946	T Th 11:40am - 12:55pm	Timothy Lundy	3	14/14			407 Hamilton Hall			
		613 Hamilton Hall				ENGL 1010	018/88025	M W 2:40pm - 3:55pm	Kent Szlauderbach	3	13/14
ENGL 1010	501/91746	M W 1:10pm - 2:25pm	Simon Porzak	3	14/14			408a Philosophy Hall			
		201b Philosophy Hall				ENGL 1010	021/88026	M W 4:10pm - 5:25pm	Jeremy Stevens	3	14/14
ENGL 1010	502/92097	M W 2:40pm - 3:55pm	Sierra Eckert	3	12/14			408a Philosophy Hall			
		425 Pupin Laboratories				ENGL 1010	022/88027	M W 4:10pm - 5:25pm	Elizabeth McIntosh	3	14/14
ENGL 1010	503/92198	T Th 11:40am - 12:55pm	Jenna Schoen	3	14/14			201b Philosophy Hall			
		201b Philosophy Hall				ENGL 1010	023/94275	M W 4:10pm - 5:25pm	Nolan Gear	3	14/14
ENGL 1010	504/96046	T Th 1:10pm - 2:25pm	Matthew Fernandez	3	13/14			201d Philosophy Hall			
		408a Philosophy Hall				ENGL 1010	025/94276	M W 5:40pm - 6:55pm	Justin Snider	3	13/14
ENGL 1010	901/96797	M W 11:40am - 12:55pm	Elizabeth Walters	3	14/14			413 Hamilton Hall			
		411 Hamilton Hall				ENGL 1010	026/94277	M W 5:40pm - 6:55pm	Nolan Gear	3	14/14
ENGL 1010	902/97049	M W 5:40pm - 6:55pm	Justin Snider	3	14/14			408a Philosophy Hall			
		201b Philosophy Hall				ENGL 1010	027/94278	M W 5:40pm - 6:55pm	Heather Radke	3	13/14
ENGL 1010	903/97200	T Th 5:40pm - 6:55pm	Mor Sheinbein	3	13/14			201b Philosophy Hall			
		511 Hamilton Hall				ENGL 1010	030/73341	T Th 8:40am - 9:55am	Emily Ciavarella	3	14/14
<b>Spring 2017: ENGL CC1010</b>								302 Hamilton Hall			
<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>	ENGL 1010	031/73342	T Th 8:40am - 9:55am	G'Ra Asim	3	13/14
ENGL 1010	002/69287	M W 8:40am - 9:55am	Katherine Bergevin	3	14/14			201b Philosophy Hall			
		302 Hamilton Hall				ENGL 1010	034/73343	T Th 10:10am - 11:25am	Will Glovinsky	3	14/14
ENGL 1010	003/69288	M W 8:40am - 9:55am	Martin Larson-Xu	3	11/14			408a Philosophy Hall			
		408a Philosophy Hall				ENGL 1010	036/73345	T Th 11:40am - 12:55pm	Glenn Gordon	3	14/14
ENGL 1010	004/69289	M W 8:40am - 9:55am	Elliot Ross	3	14/14			201b Philosophy Hall			
		313 Hamilton Hall				ENGL 1010	037/93660	T Th 11:40am - 12:55pm	Elizabeth Bowen	3	13/14
ENGL 1010	007/75539	M W 10:10am - 11:25am	Meadhbh McHugh	3	14/14			601b Fairchild Life Sciences Bldg			
		201b Philosophy Hall				ENGL 1010	039/93661	T Th 1:10pm - 2:25pm	Harald Sundt	3	14/14
ENGL 1010	008/75540	M W 11:40am - 12:55pm	Rebecca Wisor	3	13/14			313 Hamilton Hall			
		201d Philosophy Hall									



ENGL 1010	040/93662	T Th 1:10pm - 2:25pm 224 Pupin Laboratories	Allen Durgin	3	13/14	ENGL 1010	301/60867	M W 10:10am - 11:25am 408a Philosophy Hall	Bernadette Myers	3	14/14
ENGL 1010	041/13028	T Th 1:10pm - 2:25pm 253 Engineering Terrace	Carina Schorske	3	14/14	ENGL 1010	302/92102	M W 1:10pm - 2:25pm 253 Engineering Terrace	Phillip Polefrone	3	13/14
ENGL 1010	045/13036	T Th 2:40pm - 3:55pm 201d Philosophy Hall	Abigail Rabinowitz	3	14/14	ENGL 1010	303/92103	T Th 8:40am - 9:55am 201d Philosophy Hall	Adam Winters	3	14/14
ENGL 1010	049/13037	T Th 4:10pm - 5:25pm 201d Philosophy Hall	Jason Ueda	3	14/14	ENGL 1010	401/92104	M W 10:10am - 11:25am 301 Hamilton Hall	Valerie Jacobs	3	14/14
ENGL 1010	050/13038	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Jessica Stevens	3	14/14	ENGL 1010	402/23355	M W 2:40pm - 3:55pm 201d Philosophy Hall	Timothy Lundy	3	14/14
ENGL 1010	051/19277	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Li Qi Peh	3	14/14	ENGL 1010	403/23356	T Th 8:40am - 9:55am 613 Hamilton Hall	Stephen Preskill	3	14/14
ENGL 1010	052/19278	T Th 5:40pm - 6:55pm 201d Philosophy Hall	Sara Novic	3	14/14	ENGL 1010	404/23357	T Th 4:10pm - 5:25pm 502 Northwest Corner	Daniel Pearce	3	14/14
ENGL 1010	053/19279	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Allen Durgin	3	14/14	ENGL 1010	501/23358	M W 1:10pm - 2:25pm 408a Philosophy Hall	Sierra Eckert	3	14/14
ENGL 1010	101/25542	M W 8:40am - 9:55am 201b Philosophy Hall	Carin White	3	14/14	ENGL 1010	502/88971	T Th 10:10am - 11:25am 201d Philosophy Hall	Jenna Schoen	3	14/14
ENGL 1010	102/25543	M W 5:40pm - 6:55pm 201d Philosophy Hall	Erica Richardson	3	14/14	ENGL 1010	503/88972	T Th 2:40pm - 3:55pm 253 Engineering Terrace	Susan Mendelsohn	3	14/14
ENGL 1010	103/25544	T Th 10:10am - 11:25am 502 Northwest Corner	Kimberly Takahata	3	14/14	ENGL 1010	504/88973	T Th 4:10pm - 5:25pm 306 Hamilton Hall	Avery Erwin	3	14/14
ENGL 1010	104/29610	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Tana Wojczuk	3	14/14	ENGL 1010	901/88974	M W 4:10pm - 5:25pm 413 Hamilton Hall	Avia Tadmor	3	14/14
ENGL 1010	105/29611	T Th 4:10pm - 5:25pm 253 Engineering Terrace	Michael Kideckel	3	14/14	ENGL 1010	902/63042	T Th 2:40pm - 3:55pm 652 Schermerhorn Hall	Mor Sheinbein	3	14/14
ENGL 1010	201/29612	M W 11:40am - 12:55pm 201b Philosophy Hall	Kristin Slaney	3	14/14	<hr/> <b>SPRING 2017 - PLEASE SEE THE DEPARTMENT WEBSITE (<a href="http://english.columbia.edu/courses">HTTP:// ENGLISH.COLUMBIA.EDU/COURSES</a>) FOR CURRICULUM SUMMARY.</b> <b>INTRODUCTION TO THE MAJOR</b> <b>ENGL UN3001 Literary Texts, Critical Methods. 4 points.</b> Corequisites: students who register for <i>ENGL W3001</i> must also register for one of the sections of <i>ENGL W3011</i> 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					
ENGL 1010	202/60862	M W 4:10pm - 5:25pm 307 Mathematics Building	Danielle Drees	3	14/14						
ENGL 1010	203/60865	T Th 11:40am - 12:55pm 408a Philosophy Hall	Olivia Ciacci	3	14/14						
ENGL 1010	204/60866	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Liza St. James	3	14/14						

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 2016: ENGL UN3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3001	001/69472	W 10:10am - 11:25am 717 Hamilton Hall	Erik Gray	4	70/86

**Spring 2017: ENGL UN3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3001	001/17220	W 6:10pm - 7:25pm 702 Hamilton Hall	Michael Golston	4	57/80

**ENGL UN3011 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 2016: ENGL UN3011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3011	001/29327	M 10:10am - 12:00pm 222 Pupin Laboratories	Michael West	0	13/24
ENGL 3011	002/22892	M 10:10am - 12:00pm 307 Pupin Laboratories	Matthew Margini	0	17/14
ENGL 3011	003/76198	M 10:10am - 12:00pm 337 Seeley W. Mudd Building	Sneha Desai	0	9/14
ENGL 3011	004/18383	M 10:10am - 12:00pm 425 Pupin Laboratories	Gianmarco Saretto	0	11/14
ENGL 3011	005/14602	M 6:10pm - 8:00pm 313 Pupin Laboratories	Lamyu Bo	0	17/25

**Spring 2017: ENGL UN3011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ENGL 3011	001/22186	M 6:10pm - 8:00pm 424 Pupin Laboratories	Taarini Mookherjee	0	11/25
ENGL 3011	002/23538	M 6:10pm - 8:00pm 511 Hamilton Hall	Rebecca Pawel	0	11/25
ENGL 3011	003/19467	M 6:10pm - 8:00pm 307 Mathematics Building	Gianmarco Saretto	0	12/25
ENGL 3011	004/21452	M 10:10am - 12:00pm 425 Pupin Laboratories	Seth Williams	0	13/25
ENGL 3011	005/65707	M 6:10pm - 8:00pm 313 Pupin Laboratories	Alexis Fabrizio	0	10/25

**MEDIEVAL****ENGL UN3900 Diabolical Drama of the Middle Ages. 4 points.**

Hell bursts onto European the stage at the end of the Middle Ages. Satan and his attendant devils, although present in earlier forms of Christian drama, become a defining feature of the dramatizations of Christian history and morality in Late Medieval England. The devils of these plays are disruptive, anarchic, seductive and repulsive. They are rhetorically bewitching and morally dangerous. This course will pay close attention to these devils and their devilry. What to they do? How do they speak? What do they know and what choice do they have in being so diabolical? Rather than viewing devils simply as spiritual antagonists, instead we will investigate them as complex creatures doing serious theological work in the difficult and spiritually tumultuous towns of late medieval England. Through close critical inquiry, contextual reading and some of our own imaginative stagings, we will explore the central role of the 'diabolic' in late medieval drama and its sometimes troubling vision of Christian life.

**ENGL UN3920 MEDIEVAL ENGLISH TEXTS. 4 points.**

Prerequisites: the instructor's permission.

(Seminar). **Application Instructions:** E-mail Professor David Yerkes (dmy1@columbia.edu) with the subject heading "Medieval English Texts." 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 2017: ENGL UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3920	001/70159	M 10:10am - 12:00pm 511 Kent Hall	David Yerkes	4	8/25

**ENGL GU4901 History of the English Language. 3 points.**

(Lecture). A survey of the history of the English language from before Old English to 21st Century Modern English, with no background in linguistics required. Grammar, dialectal variety,

and social history will be covered to roughly equal extents. Requirements include three examinations, one of them an extended take-home exercise. Lecture format with some discussion depending on the topic.

**Spring 2017: ENGL GU4901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4901	001/13183	T Th 11:40am - 12:55pm 301 Pupin Laboratories	John McWhorter	3	106/120

**ENGL GU4729 Canterbury Tales. 3 points.**

(Lecture). Beginning with an overview of late medieval literary culture in England, this course will cover the entire Canterbury Tales in the original Middle English. We will explore the narrative and organizational logics that underpin the project overall, while also treating each individual tale as a coherent literary offering, positioned deliberately and recognizably on the map of late medieval cultural convention. We will consider the conditions—both historical and aesthetic—that informed Chaucer's motley composition, and will compare his work with other large-scale fictive works of the period. Our ultimate project will be the assessment of the Tales at once as a self-consciously "medieval" production, keen to explore and exploit the boundaries of literary convention, and as a ground-breaking literary event, which set the stage for renaissance literature.

**Spring 2017: ENGL GU4729**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4729	001/22204	T Th 10:10am - 11:25am 702 Hamilton Hall	Eleanor Johnson	3	72/100

## RENAISSANCE

**ENGL UN3336 Shakespeare II. 3 points.**

(Lecture). Shakespeare II examines plays from the second half of Shakespeare's dramatic career, primarily a selection of his major tragedies and his later comedies (or "romances").

**Spring 2017: ENGL UN3336**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3336	001/73664	T Th 4:10pm - 5:25pm 420 Pupin Laboratories	Natasha Korda	3	35/50

**ENGL UN3337 Shakespeare's Poetry. 4 points.**

Prerequisites: the instructor's permission.

(Seminar). In this seminar we will examine Shakespeare's plays alongside those written by his fellow playwrights Christopher Marlowe, Ben Jonson, Thomas Kyd, and John Lyly. Shakespeare is in some ways *sui generis*, yet he was very much a part of the London theatre scene. He both inspired and was shaped by these writers -- he saw their performances, acted in their plays, and co-wrote dramas with them. To understand better Shakespeare's idiosyncratic craft we will read his plays grouped with those of other writers. For explorations of revenge tragedy, for instance, we

will read *Hamlet* after Kyd's *The Spanish Tragedy*; for portrayals of Jews, *The Merchant of Venice* with Marlowe's *The Jew of Malta*; the hazards of kingship, *Richard II* and Marlowe's *Edward II*; the perils of ambition, *Macbeth* and *Dr. Faustus*. Reading Shakespeare in context will also enable us to see how different Renaissance dramatists contributed to an evolving stagecraft of ghosts, disguises, war, the supernatural, the exotic-- and to the maturity of blank verse itself. The course will be limited to fifteen students and will require regular participation, response postings each class, a review of a play, a presentation, and a fifteen-page seminar paper. **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.

**Fall 2016: ENGL UN3337**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3337	002/82696	T 10:10am - 12:00pm 612 Philosophy Hall	Andrea Solomon	4	7/15

**Spring 2017: ENGL UN3337**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3337	001/22718	M 10:10am - 12:00pm 612 Philosophy Hall	James Shapiro	4	11/15

**CLEN GU4122 The Renaissance in Europe II: Figuring Eros. 3 points.**

(Lecture). How did Renaissance writers imagine Eros? What obstacles does he meet? How does he relate to other kinds of love? To loss and to wit? Readings include Plato, Ovid, and Petrarch for background, then Stampa, Ariosto, Rabelais, Labé, Marguerite de Navarre, Ronsard, Rabelais, Wyatt, Marlowe, Spenser, Sidney, Shakespeare, and Donne.

**Spring 2017: CLEN GU4122**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4122	001/13597	M W 10:10am - 11:25am 602 Hamilton Hall	Kathy Eden	3	26/35

## 18TH AND 19TH CENTURY

**ENGL UN3950 Poetics of the Warrior. 4 points.**

Prerequisites: Instructor's permission.

(Seminar). This course of distinguished poetry about warriors and warfare goes to the intersection of disciplines, where warrior and poet together compete and excel--ingeniously, formally, passionately, consequentially--as allies in dire contest against annihilation and despair. Homer's *Iliad* heads our list of exemplary titles selected from ancient and classical, mediaeval and early modern sources, including, among others, Sophocles' *Ajax*, and *Philoctetes*; *Beowulf*; *Song of Roland*; *Sir Gawain and the Green Knight*; *The Tale of the Heike*; Shakespeare's *Henry V*;

and Milton's *Paradise Lost*. We also will read histories, memoirs, oratory, and guidebooks, from Yuzan's *Budoshoshinshu* to General Patton's "The Secret of Victory," from Vegetius' *De Re Militari* to U.S. Army Field Manual (FM) 6-22. Our reading is historically broad enough to prove the range of virtues, precepts, codes and rules of martial character and action. Yet our poetry also excels in vision and in virtuosity quite apart from how it might cultivate the norms of aristocracy, chivalry, or bushido, so that certain of our questions about form and style or imaginative effects might differ in kind from other questions about the closeness or disparity of the practical warrior and the poetic warrior, and the extent to which the latter elevates and inspires the former's conception of himself in times of war and peace. We shall consider how battle narratives which excel as poetry and ring true for the warrior, appealing to his wit and outlook, might replenish the aggrieved and battle-weary mind; how a war poem's beautifully formed and lucidly rendered chaos remembers and regains for him the field of action. Toward my interest in the range of possibilities for military literature as a discipline of study, I welcome not only the novice whose interest is avid but the student knowledgeable about military topics in literature, history, political and social philosophy, and especially the student, who, having served in the Armed Forces, can bring to the seminar table a contemporary military perspective and the fruits of practical wisdom. **Application instructions:** E-mail Professor Giordani (mg2644@columbia.edu) with the subject heading "Poetics of Warrior seminar." In your message, include your name, school, major, year of study, relevant courses taken, and 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 2016: ENGL UN3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3950	001/17197	W 4:10pm - 6:00pm 401 Hamilton Hall	Marianne Giordani	4	17/18

#### Spring 2017: ENGL UN3950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3950	001/93747	W 4:10pm - 6:00pm 522a Kent Hall	Marianne Giordani	4	7/25

#### ENGL UN3955 The Bildungsroman in Europe. 4 points.

Prerequisites: the instructor's permission.

(Seminar). A survey of major works in the tradition of the European *Bildungsroman*, from what is traditionally taken as its founding example (Goethe's *Wilhelm Meister's Apprenticeship*) to early 20th-century revisions to the genre. The seminar will be oriented around charting the ways in which these novels imagined, or refused to imagine, a compromise between individual aspiration and social integration. Subsidiary topics will include: the negotiation of erotic energies; the role of the nation-state in promoting or hindering individual 'development'; professionalism and selfhood; the relationship between the economic, social, and geographical mobility; the characteristic spaces of the form (family; school; 'bohemia'); alternatives

to the form required by the consideration of women. Texts include works by Goethe, Balzac, Bronte, Alain-Fournier, Joyce. **Application Instructions:** E-mail Professor Nicholas Dames (nd122@columbia.edu) with the subject heading "Bildungsroman in Europe 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 2017: ENGL UN3955

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3955	001/77653	T 4:10pm - 6:00pm 302 Fayerweather	Nicholas Dames	4	15/25

#### ENTA UN3970 Ibsen and Pinter. 4 points.

Prerequisites: the instructor's permission.

(Seminar). The course will trace the pattern of the evolving theatrical careers of Henrik Ibsen and Harold Pinter, exploring the nature of and relationships among key features of their emerging aesthetics. Thematic and theatrical exploration involve positioning the plays in the context of the trajectories of modernism and postmodernism and examining, in that context, the emblematic use of stage sets and tableaux; the intense scrutiny of families, friendships, and disruptive intruders; the experiments with temporality, multi-linearity, and split staging; the issues raised by performance and the implied playhouse; and the plays' potential as instruments of cultural intervention. Two papers are required, 5-7 pages and 10-12 pages, with weekly brief responses, and a class presentation. Readings include major plays of both writers and key statements on modernism and postmodernism.

**Application Instructions:** E-mail Professor Austin Quigley (aeq1@columbia.edu) with the subject heading "Ibsen and Pinter 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 2017: ENTA UN3970

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTA 3970	001/72385	W 4:10pm - 6:00pm 309 Hamilton Hall	Austin Quigley	4	14/25

#### ENGL UN3989 The 19th Century Historical Novel and Social Justice. 4 points.

.....This course investigates how the historical novel wrested its central themes and rhetorical strategies from the voices of the disenfranchised in its purposeful address of pressing social problems: infanticides, poverty, industrial exploitation, class and gender inequality, radical violence, polygamy.....



**ENGL GU4405 Literature at the Boundaries of the Human. 4 points.**

Application instructions: See department website. Because understandings of the human often work by opposition – to be human means not to be something else – the boundaries of humanity shift as different versions of the nonhuman take imaginative priority. To some degree your vision of humanity depends on whether you need to define yourself against a god, for instance, or a goat. But any such boundary between human and nonhuman is as much an interface as a wall, facilitating exchange as well as marking difference. You probably share at least a little in common with your god or your goat. This seminar examines the role of literature – largely but not exclusively British, ranging from the mid-seventeenth century to the late twentieth – in setting, policing, testing, and revising such boundaries. Among the many groups against which humans have historically defined themselves, the course singles out four for investigation: angels, animals, androids (including artificial intelligence more broadly), and aliens (extraterrestrials, that is). Each unit centers on one of these nonhuman others, reading literary works that explore its fluctuating relation to the human. Around two-thirds of the readings date to before 1800, but each unit brings older texts together with newer (often twentieth-century) works. Student work includes active participation, a presentation (tracing the boundary between theoretical and archival material), a short essay (joining old concepts with new writings), and a long seminar paper (pursuing an argument about redefinitions or crossed boundaries).

**Spring 2017: ENGL GU4405**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4405	001/21810	Th 4:10pm - 6:00pm 612 Philosophy Hall	Dustin Stewart	4	11/15

**20TH AND 21ST CENTURY****ENGL UN3730 Modern Texts: Yeats, Eliot, Auden. 4 points.**

Prerequisites: the instructor's permission.

(Seminar). Selected poems, plays, and prose. **Application**

**Instructions:** Leave a note (printed on paper only, absolutely not by e-mail) in Prof. Mendelson's mailbox in the English Department office, 602 Philosophy Hall. Title it "Modern Texts seminar," and provide 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. If you cannot physically deliver this to the department office, mail it (on paper) to Prof. Edward Mendelson, Mail Code 4927, Columbia University, New York NY 10027.

**Spring 2017: ENGL UN3730**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3730	001/66510	Th 10:10am - 12:00pm 612 Philosophy Hall	Edward Mendelson	4	19/25

**ENGL UN3737 Dystopian Postwar Fiction. 4 points.**

In 1868, John Stuart Mill first used the word "dystopia" (in Greek, literally "bad place") to describe society in cataclysmic moral decline. Since then, writers from H. G. Wells to Margaret Atwood have imagined a range of devastating conditions and consequences of dystopia, from the dehumanization of the individual to the rise of surveillance and state control, from widespread violence to the impact of environmental disaster. Starting with the critical moment of 1945—after the dropping of the atomic bomb and the second "war that will end war" failed to live up to its utopian promise—and continuing forward into the 21st century, we will read a selection of significant works by George Orwell, Anthony Burgess, Samuel Beckett, J. G. Ballard, Margaret Atwood, and more. While emphasizing the novel, we will also examine a selection of poetry, plays, film, radio, music, criticism, and graphic novels. Through practices of close reading and research, we will ask what dystopian fictions can teach us about violence, technology, war, control, paranoia, and decline—but also resilience, inventiveness, companionship, and resistance—in our contemporary world.

**CLEN UN3906 Poetic Modernism. 0 points.**

(Seminar). Modernism can find its roots anywhere from the fall of Constantinople in 1453 to the turn of the 20th century; and it finds them differently depending on whether one refers to "modernism" or "modernity." For the purposes of this class, modernism's beginning will be situated in about the middle of the nineteenth century, in Baudelaire's use of the neologism *modernité* to describe the new urban (and colonialist) sensibility that emerged in the Paris of the time, and more particularly in the seismic poetic shifts that then began to take place. And although many versions or trajectories of poetic modernism can be traced, we will attempt to follow a series of lines that tie the French version of it to the emergence of diverse American voices. Poets to be discussed will include Rimbaud, Apollinaire, Ponge, Crane, Hughes, Eliot, Moore, Stevens and Williams. **Application instructions:** E-mail Aaron Robertson (ar3488@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 2017: CLEN UN3906**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3906	001/21647	M 12:10pm - 2:00pm 612 Philosophy Hall	David Wills	0	17/25

**ENGL UN3968 IRISH LIT:20TH C.IRISH PROSE. 4 points.**

Prerequisites: the instructor's permission.

This seminar course looks at the idea of Language and Form in Irish writing in the Twentieth Century. It will examine writing from the Irish Literary Renaissance, including work by Yeats and Synge, and writing by Irish Modernist writers, including Joyce, Beckett and Flann O'Brien. It will also study certain awkward presences in the Irish literary canon, such as Elizabeth Bowen. The class will then read work from later in the century, including the novels of John Banville and John McGahern and the poetry of Seamus Heaney and Eavan Boland.

#### Spring 2017: ENGL UN3968

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3968	001/14675	T 12:10pm - 2:00pm 311 Fayerweather	Colm Toibin	4	15/25

#### CLEN GU4564 Plagiarism and Post Colonialism. 3 points.

This course examines practices of literary plagiarism, piracy, kidnapping, cultural appropriation, forgery, and other disparaged textual activities to consider their implication in the power/knowledge complex of (neo)imperial international relations under current capitalist copyright and intellectual property regimes that constitute the so-called "World Republic of Letters.".....

#### Spring 2017: CLEN GU4564

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4564	001/87698	M W 6:10pm - 7:25pm 703 Hamilton Hall	Joseph R Slaughter	3	36/60

## AMERICAN

#### ENGL UN3267 Foundations of American Literature. 3 points.

(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.

#### Spring 2017: ENGL UN3267

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3267	001/10062	M W 11:40am - 12:55pm 517 Hamilton Hall	Andrew Delbanco	3	81/75

#### ENGL UN3715 Bellow, Ellison, and Roth. 4 points.

Prerequisites: the instructor's permission.  
(Seminar). These three major post-war American novelists are each challenging and transgressive in their own way; they comprise a natural grouping given their common preoccupations that grew out of high personal regard. Bellow and Ellison were close friends and Roth was a friend of Bellow's and a great admirer of Ellison. Indeed, Roth's *The Human Stain* is a sustained meditation upon and homage to Ellison's *Invisible Man*. These shared concerns include a resistance to the pressure to be representative of one's racial or ethnic group, skepticism of the political and ideological uses of art, and fascination with

how an ethnic or racial outsider makes his way into WASP American high culture. One does so by a process of initiation that proceeds less by the sacrifice demanded by assimilation and more by playing the "game" of "appropriation" in which culture is conceived as public, open and accessible to anyone, and culture goods are available to be enjoyed and re-worked for one's own creative purposes. **Application Instructions:** E-mail Professor Ross Posnock (rp2045@columbia.edu) with the subject heading "Bellow, Ellison, and Roth 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.

#### Spring 2017: ENGL UN3715

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3715	001/68967	M 4:10pm - 6:00pm 507 Philosophy Hall	Ross Posnock	4	12/25

#### ENGL UN3985 Film Noir. 4 points.

Prerequisites: Permission of the instructor.

(Seminar). **Application Instructions:** E-mail Professor Douglas (ad34@columbia.edu) with the subject heading, "Film Noir"

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 2017: ENGL UN3985

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3985	001/76276	Th 6:10pm - 8:00pm 612 Philosophy Hall	Ann Douglas	4	22/25

#### ENGL UN3742 American Slavery in Black and White. 4 points.

.....This seminar examines those binaristic articulations that underwrite the concept of racial difference in the nineteenth-century African American literary and political thought. Through a survey approach that considers the ways in which antebellum and post-bellum fiction both contest and reinforce the logic of racial dualism, students will develop critical acumen for the divisive origins of our nation's literary heritage. We will especially chart the development of African American literature by focusing on those social and aesthetic practices that are particularly relevant to our current political fascination with black lives and white privilege.

#### Spring 2017: ENGL UN3742

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3742	001/20897	Th 12:10pm - 2:00pm 307 Pupin Laboratories	Radiclani Clytus	4	15/25

**ENGL UN3747 Early Indigeneities. 4 points.**

This seminar seeks to understand how historians and literary critics can position themselves to better understand indigeneity in the early colonial era (ca. 1580–1790). Specifically, we will identify a number of primary texts through which we can begin to apprehend indigenous epistemologies and modes of signification, and build new modes of literacy in the twentyfirst century. We will draw on a range of material—historical and contemporary, “textual” and non—produced by European and Indigenous sources. As we read this material, we will inquire into their formal and thematic legacies, strategies for producing and effacing knowledge, and we will continually revisit the fundamental terms of our own analysis, including “authorship,” “memory,” “textuality,” “writing,” “reading,” “signification,” and “communication.” Finally, we will consider how these terms shape our understanding of literary history, settler colonialism, and indigeneity.

**Spring 2017: ENGL UN3747**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3747	001/11048	M 12:10pm - 2:00pm 652 Schermerhorn Hall	Cristobal Silva	4	11/25

**ENGL GU4201 Voices of the Early Black Atlantic. 3 points.**

This survey will investigate how the voices of the early Black Atlantic constitute themselves in the literary and historical imagination of the era. Drawing primarily from Anglophone texts written by eighteenth century authors of African and European descent, we will consider the various forms that these voices inhabit, their modes of expression, and the major tropes and figures associated with them.....

**Spring 2017: ENGL GU4201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4201	001/29961	M W 2:40pm - 3:55pm 214 Pupin Laboratories	Cristobal Silva	3	21/45

**ENGL GU4622 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 our literature matter to student 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, Malcom X, Ntzoake Shange, Audre Lorde, and Toni Morrison. There are no prerequisites for this course. The formal assignments are two five-page essays and a final examination. Class participation will be graded.

**Spring 2017: ENGL GU4622**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4622	001/11427	T Th 10:10am - 11:25am 6ab Kraft Center	Robert O'Meally	3	34/50

**ENGL GU4634 American Fiction as American History. 3 points.**

(Lecture). What does the history of the United States look like when novelists write it? To find out, this course will join American authors as they duel with the Founding Fathers, prosecute the Civil War, witness the Holocaust, and otherwise journey to the past. Most of our reading will be historical novels by twentieth-century writers. But we will also consult professional historians along the way, and ask several comparative questions about method. What can novelists do that historians can't, and vice-versa? How accurate is historical fiction, and should its readers care? And have the historical insights of literary artists tended to be ahead of or behind the times? Possible authors are Crane, Dreiser, Cather, Dos Passos, Faulkner, Styron, Roth, Pynchon, Vidal, Morrison, and Delillo. Assignments will include papers and a final exam.

**Spring 2017: ENGL GU4634**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4634	001/27719	M W 11:40am - 12:55pm 428 Pupin Laboratories	Austin Graham	3	54/75

**ENGL GU4650 Novels of Immigration, Relocation, Diaspora. 3 points.**

(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 2017: ENGL GU4650**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4650	001/24891	M W 10:10am - 11:25am 5ab Kraft Center	John Gamber	3	69/90

**ENTA GU4731 American Drama. 3 points.**

Survey of American drama, theater, and performance focusing on depictions of factory, office, and domestic work, as well as, more recently, "immaterial" or "affective" labor. What kind of work does theater and performance do and how does it challenge or conform to other kinds of work in the world at large? What does it mean to make theater--or to "perform"--in the context of American and global capitalism, with its concentrations of wealth, consumerism, ubiquitous visual media, conflicts over class, immigration and race, and often exploitative divisions of labor? While the course moves from 1900 to the present, we will devote considerable attention to the pre-1960s period, and its significant engagement with themes of class and capital. Texts and performances by The Provincetown Players, Elmer Rice, Sophie Treadwell, Clifford Odets, The Federal Theater Project, Arthur Miller, The Living Theater, Edward Albee, Sam Shepard, The Performance Group, and Charles Mee.

**SPECIAL TOPICS****ENGL UN3394 How Writers Think: Pedagogy and Practice. 4 points.**

Prerequisites: Permission of instructor.

(Seminar). This course uses contemporary philosophies of research and writing to train students to become writing center and library consultants. Readings will highlight major voices in rhetoric and composition research, with an emphasis on collaborative learning theory. We will ground our study in hands-on teaching experiences: students will shadow Columbia Writing Center consultants and research librarians and then practice strategies they learn in consultation with other students. Those who successfully complete this course will be eligible to apply for a peer writing consultant job in the Columbia Writing Center. This course is co-taught by the director of the Writing Center and the undergraduate services librarian.

**Spring 2017: ENGL UN3394**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3394	001/74499	T 4:10pm - 6:00pm 301m Fayerweather	Susan Mendelsohn	4	11/15

**ENTA UN3785 Studies in Drama: Modern Drama and the Culture of Performance. 4 points.**

Prerequisites: the instructor's permission.

(Seminar). "All the world's a stage" according to Shakespeare, but also according to twentieth century philosophers, sociologists, cultural critics, media theorists, and even corporate executives, who have frequently turned to theater and performance as resonant metaphors for modern culture. These metaphors have come to pervade the way we describe our lives: we "perform" workplace tasks and social "roles;" we describe ourselves as "drama queens", "players", "or just "acting out"; we "stage" ourselves daily on social media for intimate friends and strangers alike, who follow our doings like an audience of fans. But how useful or accurate is this language for describing the world we inhabit? And what distinguishes theater and drama as art forms if life itself has now become a performance? To answer these

questions, we will consult some of the most influential theories of theatricality and performance as a condition of modern life. We will also read modern and post-modern drama on the same theme by playwrights such as Pirandello, Beckett, Brecht, Albee, and Parks. **Application Instructions:** E-mail Professor Biers (klb2134@columbia.edu) with the subject heading "Drama 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 2017: ENTA UN3785**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTA 3785	001/29714	F 6:10pm - 8:00pm 511 Hamilton Hall	Jonathan Robinson-Appels	4	34/25

**CLEN UN3792 Film and Law. 4 points.**

Prerequisites: the instructor's permission.

From its beginnings, film has been preoccupied with law: in cops and robbers silent films, courtroom drama, police procedural, judge reality show, or all the scenes that fill our media-saturated world. What do films and other audio-visual media tell us about what it's like to come before the law, or about such substantive issues as what counts as murder, war crimes, torture, sexual abuse? How do films model the techniques that lawyers use to sway the passions of their audiences? How do they model the symbolism of their gestures, icons, images? If films and other audio-visual media rewrite legal events, what is their effect: on law? on legal audiences? How is the experience of being a film spectator both like and unlike the experience of being a legal subject? This course investigates such questions by looking at representations of law in film and other audio-visual media. We will seek to understand, first, how film represents law, and, second, how film attempts to shape law (influencing legal norms, intervening in legal regimes). The seminar's principal texts will be the films themselves, but we will also read relevant legal cases and film theory in order to deepen our understanding of both legal and film regimes

**Spring 2017: CLEN UN3792**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3792	001/24056	W 10:10am - 12:00pm 612 Philosophy Hall	Julie Peters	4	15/25

**ENGL UN3872 Independent Study. 4 points.**

If a student wishes to pursue a research project or a course of study not offered by the department, he or she may apply for an Independent Study. **Application:** 1. cover sheet with signatures of the professor who will serve as the project sponsor and departmental administrator or director of undergraduate studies; 2. project description in 750 words, including any preliminary work in the field, such as a lecture course(s) or seminar(s); 3. bibliography of primary and secondary works to be read or consulted. Please visit the English and Comparative



Literature Department website at <http://english.columbia.edu/undergraduate/forms> for the cover sheet form or see the administrator in 602 Philosophy Hall for the cover sheet form and to answer any other questions you may have.

#### Spring 2017: ENGL UN3872

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3872	001/72208		Branka Arsic	4	1

#### ENGL UN3999 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>.

#### Spring 2017: ENGL UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3999	001/85798		Michael Golston	3	15/25

#### ENGL GU4011 Scholarly Editing. 3 points.

Introduction to scholarly editing. Please see department for full description.

#### Spring 2017: ENGL GU4011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4011	001/80035	M 12:10pm - 2:00pm 411 Hamilton Hall	David Yerkes	3	7/20

#### ENGL UN3980 Writing Machines. 4 points.

Prerequisites: the instructor's permission.

(Seminar). In Jack London's 1906 short story "The Apostate," an exposé of child labor, the narrator notes of a young millworker: "There had never been a time when he had not been in intimate relationship with machines." Drawing on novels, short stories, dramas, and essays by American and English writers from 1880 to WWII, this course seeks to understand what it means to become "intimate with machines." How did technology shape perception, consciousness, identity, and the understanding of the human in fin de siècle literature? What were the effects of new "writing machines," like the telegraph, phonograph, and typewriter, on traditional conceptions of authorship? How did technology intersect with class, race, and gender politics? What fears and fantasies did new inventions inspire? We will discuss how writers represented the cultural and social impact of technology and why they often felt compelled to invent new literary styles, forms, and movements--such as realism, aestheticism, and modernism--in order to do so. Texts by Herman Melville, Bram Stoker, Charlotte Perkins Gilman, Jack London, Sophie Treadwell, Thomas Alva Edison, Henry James, Virginia Woolf, and others. **Application Instructions:** E-mail Professor Biers ([klb2134@columbia.edu](mailto:klb2134@columbia.edu))

with the subject heading, "Writing Machines 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.

#### Spring 2017: ENGL UN3980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3980	001/14038	M 2:10pm - 4:00pm 222 Pupin Laboratories	Katherine Biers	4	10/15

## UNIVERSITY WRITING

#### ENGL CC1010 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 (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 2016: ENGL CC1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/63029	M W 8:40am - 9:55am 201b Philosophy Hall	Katherine Bergevin	3	12/14
ENGL 1010	002/64033	M W 8:40am - 9:55am 302 Hamilton Hall	Hannah Rogers	3	13/14

ENGL 1010	003/60846	M W 8:40am - 9:55am 408a Philosophy Hall	Meadhbh McHugh	3	14/14	ENGL 1010	040/77747	T Th 1:10pm - 2:25pm 224 Pupin Laboratories	Jeremy Stevens	3	14/14
ENGL 1010	004/61398	M W 8:40am - 9:55am 313 Hamilton Hall	Martin Larson-Xu	3	14/14	ENGL 1010	042/78196	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Tara Gallagher	3	14/14
ENGL 1010	006/62347	M W 10:10am - 11:25am 408a Philosophy Hall	Buck Wanner	3	14/14	ENGL 1010	043/78346	T Th 2:40pm - 3:55pm 616 Hamilton Hall	Montana Ray	3	14/14
ENGL 1010	007/62597	M W 10:10am - 11:25am 201b Philosophy Hall	Rebecca Wisor	3	13/14	ENGL 1010	044/78500	T Th 2:40pm - 3:55pm 502 Northwest Corner	Vanessa Guida	3	14/14
ENGL 1010	010/66652	M W 11:40am - 12:55pm 408a Philosophy Hall	Will Glovinsky	3	14/14	ENGL 1010	046/80947	T Th 4:10pm - 5:25pm 307 Mathematics Building	John McCormack	3	13/14
ENGL 1010	013/67046	M W 1:10pm - 2:25pm 502 Northwest Corner	Taarini Mookherjee	3	14/14	ENGL 1010	047/81349	T Th 4:10pm - 5:25pm 502 Northwest Corner	Noah Shannon	3	14/14
ENGL 1010	017/68196	M W 2:40pm - 3:55pm 407 Hamilton Hall	Kent Szlauderbach	3	14/14	ENGL 1010	048/81547	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Elizabeth McIntosh	3	13/14
ENGL 1010	018/68697	M W 2:40pm - 3:55pm 408a Philosophy Hall	Carina Schorske	3	14/14	ENGL 1010	050/81896	T Th 5:40pm - 6:55pm 307 Mathematics Building	Harald Sundt	3	14/14
ENGL 1010	022/71248	M W 4:10pm - 5:25pm 201b Philosophy Hall	Therese Cox	3	13/14	ENGL 1010	051/82246	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Li Qi Peh	3	14/14
ENGL 1010	024/72046	M W 5:40pm - 6:55pm 412 Pupin Laboratories	Julia Sirmons	3	14/14	ENGL 1010	052/82348	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Heather Radke	3	14/14
ENGL 1010	025/72247	M W 5:40pm - 6:55pm 413 Hamilton Hall	Jessica Stevens	3	14/14	ENGL 1010	101/77896	M W 10:10am - 11:25am 507 Hamilton Hall	Carin White	3	14/14
ENGL 1010	026/72448	M W 5:40pm - 6:55pm 408a Philosophy Hall	Michael Darnell	3	13/14	ENGL 1010	102/83047	M W 4:10pm - 5:25pm 412 Pupin Laboratories	Michael Kideckel	3	14/14
ENGL 1010	027/72947	T Th 8:40am - 9:55am 408a Philosophy Hall	Elizabeth Bowen	3	13/14	ENGL 1010	103/83348	T Th 10:10am - 11:25am 502 Northwest Corner	Kimberly Takahata	3	14/14
ENGL 1010	028/73147	T Th 8:40am - 9:55am 201b Philosophy Hall	Tana Wojczuk	3	14/14	ENGL 1010	201/85898	M W 2:40pm - 3:55pm 502 Northwest Corner	Katherine McIntyre	3	14/14
ENGL 1010	030/73748	T Th 8:40am - 9:55am 302 Hamilton Hall	Emily Ciavarella	3	13/14	ENGL 1010	202/86147	M W 4:10pm - 5:25pm 307 Mathematics Building	Danielle Drees	3	13/14
ENGL 1010	032/76047	T Th 10:10am - 11:25am 408a Philosophy Hall	Raluca Albu	3	14/14	ENGL 1010	203/86247	T Th 11:40am - 12:55pm 408a Philosophy Hall	Liza St. James	3	14/14
ENGL 1010	033/76347	T Th 10:10am - 11:25am 4c Kraft Center	Warren Kluber	3	14/14	ENGL 1010	204/86397	T Th 1:10pm - 2:25pm 652 Schermerhorn Hall	Olivia Ciacci	3	13/14
ENGL 1010	037/77297	T Th 1:10pm - 2:25pm 222 Pupin Laboratories	G'Ra Asim	3	14/14	ENGL 1010	205/86498	T Th 4:10pm - 5:25pm	Allen Durgin	3	14/14

ENGL 1010	301/87954	511 Hamilton Hall M W 1:10pm - 2:25pm 307 Mathematics Building	Bernadette Myers	3	14/14	ENGL 1010	008/75540	201b Philosophy Hall M W 11:40am - 12:55pm 201d Philosophy Hall	Rebecca Wisor	3	13/14
ENGL 1010	302/88098	M W 1:10pm - 2:25pm 407 Mathematics Building	Phillip Polefrone	3	13/14	ENGL 1010	010/75541	M W 11:40am - 12:55pm 408a Philosophy Hall	Raluca Albu	3	14/14
ENGL 1010	303/88149	T Th 2:40pm - 3:55pm 609 Hamilton Hall	Abigail Rabinowitz	3	14/14	ENGL 1010	013/81782	M W 1:10pm - 2:25pm 201d Philosophy Hall	Rebecca Wisor	3	14/14
ENGL 1010	401/88599	M W 11:40am - 12:55pm 201b Philosophy Hall	Rebecca Wisor	3	14/14	ENGL 1010	014/81783	M W 1:10pm - 2:25pm 104 Knox Hall	Buck Wanner	3	14/14
ENGL 1010	402/88698	M W 4:10pm - 5:25pm 408a Philosophy Hall	Daniel Pearce	3	14/14	ENGL 1010	016/81784	M W 2:40pm - 3:55pm 201b Philosophy Hall	Simon Porzak	3	12/14
ENGL 1010	403/90847	T Th 8:40am - 9:55am 613 Hamilton Hall	Stephen Preskill	3	14/14	ENGL 1010	017/81785	M W 2:40pm - 3:55pm 407 Hamilton Hall	Montana Ray	3	14/14
ENGL 1010	404/90946	T Th 11:40am - 12:55pm 613 Hamilton Hall	Timothy Lundy	3	14/14	ENGL 1010	018/88025	M W 2:40pm - 3:55pm 408a Philosophy Hall	Kent Szlauderbach	3	13/14
ENGL 1010	501/91746	M W 1:10pm - 2:25pm 201b Philosophy Hall	Simon Porzak	3	14/14	ENGL 1010	021/88026	M W 4:10pm - 5:25pm 408a Philosophy Hall	Jeremy Stevens	3	14/14
ENGL 1010	502/92097	M W 2:40pm - 3:55pm 425 Pupin Laboratories	Sierra Eckert	3	12/14	ENGL 1010	022/88027	M W 4:10pm - 5:25pm 201b Philosophy Hall	Elizabeth McIntosh	3	14/14
ENGL 1010	503/92198	T Th 11:40am - 12:55pm 201b Philosophy Hall	Jenna Schoen	3	14/14	ENGL 1010	023/94275	M W 4:10pm - 5:25pm 201d Philosophy Hall	Nolan Gear	3	14/14
ENGL 1010	504/96046	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Matthew Fernandez	3	13/14	ENGL 1010	025/94276	M W 5:40pm - 6:55pm 413 Hamilton Hall	Justin Snider	3	13/14
ENGL 1010	901/96797	M W 11:40am - 12:55pm 411 Hamilton Hall	Elizabeth Walters	3	14/14	ENGL 1010	026/94277	M W 5:40pm - 6:55pm 408a Philosophy Hall	Nolan Gear	3	14/14
ENGL 1010	902/97049	M W 5:40pm - 6:55pm 201b Philosophy Hall	Justin Snider	3	14/14	ENGL 1010	027/94278	M W 5:40pm - 6:55pm 201b Philosophy Hall	Heather Radke	3	13/14
ENGL 1010	903/97200	T Th 5:40pm - 6:55pm 511 Hamilton Hall	Mor Sheinbein	3	13/14	ENGL 1010	030/73341	T Th 8:40am - 9:55am 302 Hamilton Hall	Emily Ciavarella	3	14/14
<b>Spring 2017: ENGL CC1010</b>						ENGL 1010	031/73342	T Th 8:40am - 9:55am 201b Philosophy Hall	G'Ra Asim	3	13/14
ENGL 1010	002/69287	M W 8:40am - 9:55am 302 Hamilton Hall	Katherine Bergevin	3	14/14	ENGL 1010	034/73343	T Th 10:10am - 11:25am 408a Philosophy Hall	Will Glovinsky	3	14/14
ENGL 1010	003/69288	M W 8:40am - 9:55am 408a Philosophy Hall	Martin Larson-Xu	3	11/14	ENGL 1010	036/73345	T Th 11:40am - 12:55pm 201b Philosophy Hall	Glenn Gordon	3	14/14
ENGL 1010	004/69289	M W 8:40am - 9:55am 313 Hamilton Hall	Elliot Ross	3	14/14	ENGL 1010	037/93660	T Th 11:40am - 12:55pm	Elizabeth Bowen	3	13/14
ENGL 1010	007/75539	M W 10:10am - 11:25am	Meadhbh McHugh	3	14/14						

ENGL 1010	039/93661	601b Fairchild Life Sciences Bldg T Th 1:10pm - 2:25pm 313 Hamilton Hall	Harald Sundt	3	14/14
ENGL 1010	040/93662	T Th 1:10pm - 2:25pm 224 Pupin Laboratories	Allen Durgin	3	13/14
ENGL 1010	041/13028	T Th 1:10pm - 2:25pm 253 Engineering Terrace	Carina Schorske	3	14/14
ENGL 1010	045/13036	T Th 2:40pm - 3:55pm 201d Philosophy Hall	Abigail Rabinowitz	3	14/14
ENGL 1010	049/13037	T Th 4:10pm - 5:25pm 201d Philosophy Hall	Jason Ueda	3	14/14
ENGL 1010	050/13038	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Jessica Stevens	3	14/14
ENGL 1010	051/19277	T Th 5:40pm - 6:55pm 408a Philosophy Hall	Li Qi Peh	3	14/14
ENGL 1010	052/19278	T Th 5:40pm - 6:55pm 201d Philosophy Hall	Sara Novic	3	14/14
ENGL 1010	053/19279	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Allen Durgin	3	14/14
ENGL 1010	101/25542	M W 8:40am - 9:55am 201b Philosophy Hall	Carin White	3	14/14
ENGL 1010	102/25543	M W 5:40pm - 6:55pm 201d Philosophy Hall	Erica Richardson	3	14/14
ENGL 1010	103/25544	T Th 10:10am - 11:25am 502 Northwest Corner	Kimberly Takahata	3	14/14
ENGL 1010	104/29610	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Tana Wojczuk	3	14/14
ENGL 1010	105/29611	T Th 4:10pm - 5:25pm 253 Engineering Terrace	Michael Kideckel	3	14/14
ENGL 1010	201/29612	M W 11:40am - 12:55pm 201b Philosophy Hall	Kristin Slaney	3	14/14
ENGL 1010	202/60862	M W 4:10pm - 5:25pm 307 Mathematics Building	Danielle Drees	3	14/14
ENGL 1010	203/60865	T Th 11:40am - 12:55pm	Olivia Ciacci	3	14/14

ENGL 1010	204/60866	408a Philosophy Hall T Th 2:40pm - 3:55pm 408a Philosophy Hall	Liza St. James	3	14/14
ENGL 1010	301/60867	M W 10:10am - 11:25am 408a Philosophy Hall	Bernadette Myers	3	14/14
ENGL 1010	302/92102	M W 1:10pm - 2:25pm 253 Engineering Terrace	Phillip Polefrone	3	13/14
ENGL 1010	303/92103	T Th 8:40am - 9:55am 201d Philosophy Hall	Adam Winters	3	14/14
ENGL 1010	401/92104	M W 10:10am - 11:25am 301 Hamilton Hall	Valerie Jacobs	3	14/14
ENGL 1010	402/23355	M W 2:40pm - 3:55pm 201d Philosophy Hall	Timothy Lundy	3	14/14
ENGL 1010	403/23356	T Th 8:40am - 9:55am 613 Hamilton Hall	Stephen Preskill	3	14/14
ENGL 1010	404/23357	T Th 4:10pm - 5:25pm 502 Northwest Corner	Daniel Pearce	3	14/14
ENGL 1010	501/23358	M W 1:10pm - 2:25pm 408a Philosophy Hall	Sierra Eckert	3	14/14
ENGL 1010	502/88971	T Th 10:10am - 11:25am 201d Philosophy Hall	Jenna Schoen	3	14/14
ENGL 1010	503/88972	T Th 2:40pm - 3:55pm 253 Engineering Terrace	Susan Mendelsohn	3	14/14
ENGL 1010	504/88973	T Th 4:10pm - 5:25pm 306 Hamilton Hall	Avery Erwin	3	14/14
ENGL 1010	901/88974	M W 4:10pm - 5:25pm 413 Hamilton Hall	Avia Tadmor	3	14/14
ENGL 1010	902/63042	T Th 2:40pm - 3:55pm 652 Schermerhorn Hall	Mor Sheinbein	3	14/14

**ENGL GS1010 University Writing. 3 points.**

Prerequisites: Non-native English speakers must reach Level 10 in the American Language Program prior to registering for ENGL F1010.

*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 (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 2016: ENGL GS1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	002/97050	M W 8:40am - 9:55am 309 Hamilton Hall	Kristin Slaney	3	14/14
ENGL 1010	004/80787	M W 10:10am - 11:25am 407 Hamilton Hall	Amanda Lowe	3	13/14
ENGL 1010	007/86033	M W 11:40am - 12:55pm 325 Pupin Laboratories	Nolan Gear	3	13/14
ENGL 1010	008/88281	M W 11:40am - 12:55pm 412 Pupin Laboratories	Alexandra Watson	3	11/14
ENGL 1010	009/74696	T Th 11:40am - 12:55pm 307 Mathematics Building	Abigail Rabinowitz	3	14/14
ENGL 1010	010/12194	M W 1:10pm - 2:25pm 408a Philosophy Hall	Rebecca Wisor	3	14/14
ENGL 1010	011/10286	M W 1:10pm - 2:25pm 313 Pupin Laboratories	Rebecca Pawel	3	13/14
ENGL 1010	012/14034	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Allen Durgin	3	13/14
ENGL 1010	014/11151	M W 2:40pm - 3:55pm	Simon Porzak	3	11/14

ENGL 1010	019/12251	201b Philosophy Hall M W 5:40pm - 6:55pm 307 Mathematics Building	Tejan Waszak	3	13/14
ENGL 1010	020/12803	T Th 5:40pm - 6:55pm 502 Northwest Corner	Caitlin Rimshnick	3	13/14
ENGL 1010	021/13252	T Th 5:40pm - 6:55pm 411 Hamilton Hall	Leah Zander	3	12/14
ENGL 1010	022/13604	M W 7:10pm - 8:25pm 301m Fayerweather	Ida Tvedt	3	13/14
ENGL 1010	023/15954	T Th 7:10pm - 8:25pm 408a Philosophy Hall	Susan Hanrahan	3	11/14
ENGL 1010	101/88017	T Th 10:10am - 11:25am 201b Philosophy Hall	Tana Wojczuk	3	13/14
ENGL 1010	201/17055	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Glenn Gordon	3	12/14
ENGL 1010	301/17653	M W 8:40am - 9:55am 401 Hamilton Hall	Adam Winters	3	14/14
ENGL 1010	401/18005	M W 10:10am - 11:25am 616 Hamilton Hall	Valerie Jacobs	3	13/14
ENGL 1010	402/88784	T Th 2:40pm - 3:55pm 613 Hamilton Hall	Nicole Wallack	3	13/14
ENGL 1010	501/20902	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Avery Erwin	3	13/14
ENGL 1010	901/21403	T Th 1:10pm - 2:25pm C01 80 Claremont	Harald Sundt	3	14/14
ENGL 1010	902/21798	M W 4:10pm - 5:25pm 502 Northwest Corner	Avia Tadmor	3	13/14
ENGL 1010	903/25947	M W 5:40pm - 6:55pm 502 Northwest Corner	Kristen Martin	3	13/14

**Spring 2017: ENGL GS1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	001/63043	M W 8:40am - 9:55am 201d Philosophy Hall	Hannah Rogers	3	10/14
ENGL 1010	002/63044	T Th 8:40am - 9:55am 408a Philosophy Hall	Miranda Pennington	3	13/14
ENGL 1010	005/69291	M W 11:40am - 12:55pm 502 Northwest Corner	Elizabeth Walters	3	13/14

ENGL 1010	008/69292	M W 1:10pm - 2:25pm 307 Mathematics Building	Matthew Margini	3	12/14	309 Hamilton Hall
ENGL 1010	009/69293	T Th 1:10pm - 2:25pm 201d Philosophy Hall	Warren Kluber	3	13/14	
ENGL 1010	011/69294	M W 2:40pm - 3:55pm 253 Engineering Terrace	Vanessa Guida	3	14/14	
ENGL 1010	012/60962	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Tana Wojczuk	3	12/14	
ENGL 1010	013/60963	M W 4:10pm - 5:25pm 253 Engineering Terrace	Alexandra Watson	3	12/14	
ENGL 1010	015/60964	M W 5:40pm - 6:55pm 253 Engineering Terrace	Leah Zander	3	12/14	
ENGL 1010	016/98347	M W 5:40pm - 6:55pm 318 Hamilton Hall	Michael Darnell	3	13/14	
ENGL 1010	018/62215	T Th 5:40pm - 6:55pm 306 Hamilton Hall	Noah Shannon	3	14/14	
ENGL 1010	019/62216	M W 7:10pm - 8:25pm 201b Philosophy Hall	Ida Tvedt	3	12/14	
ENGL 1010	020/62217	T Th 7:10pm - 8:25pm 201b Philosophy Hall	Susan Hanrahan	3	13/14	
ENGL 1010	021/60980	T Th 5:40pm - 6:55pm 253 Engineering Terrace	Kathleen Savino	3	13/14	
ENGL 1010	101/63460	T Th 10:10am - 11:25am 201b Philosophy Hall	Aaron Ritzenberg	3	14/14	
ENGL 1010	201/63461	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Allen Durgin	3	13/14	
ENGL 1010	301/63463	T Th 11:40am - 12:55pm 201d Philosophy Hall	Abigail Rabinowitz	3	11/14	
ENGL 1010	401/64710	M W 10:10am - 11:25am 201d Philosophy Hall	Rebecca Wisor	3	13/14	
ENGL 1010	501/64711	M W 1:10pm - 2:25pm 201b Philosophy Hall	Simon Porzak	3	13/14	
ENGL 1010	902/64712	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Kristen Martin	3	14/14	
ENGL 1010	903/64713	T Th 5:40pm - 6:55pm	Harald Sundt	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. Neferti Tadiar, 425 Hamilton;  
212-854-2564; nt2181@columbia.edu (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
- Individualized courses of study

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 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

- Sayantani DasGupta (CSER, Professional Studies)  
Catherine Fennel (Anthropology)
- John Gamber (English and Comparative Literature)
- Karl Jacoby (History)
- Natasha Lightfoot (History)
- Claudio Lomnitz (Anthropology)
- Frances Negrón-Muntaner (English and Comparative Literature)
- Mae Ngai (History)
- Ana Maria Ochoa (Ethnomusicology)
- Gary Okihito (School of International and Public Affairs)
- Deborah Paredez (CSER and Professional Practice)
- Audra Simpson (Anthropology)
- Neferti Tadiar (Barnard, Women's Studies)
- Gray Tuttle (East Asian Languages and Cultures)
- 

## 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)
- 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	
or CSER UN1010	Introduction to Comparative Ethnic Studies
CSER UN3919	Modes of Inquiry
CSER W3928	

#### 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

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

or CSER UN1010 Introduction to Comparative Ethnic Studies

CSER W3928

### 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 2016

#### Ethnicity and Race Studies

#### CSER UN1010 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 2016: CSER UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 1010	001/10979	T Th 1:10pm - 2:25pm 309 Havemeyer Hall	Deborah Paredez	4	133/200

#### 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. **Not offered during 2016-17 academic year.**

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.

#### CSER UN3490 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 2016: CSER UN3490

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3490	001/12193	Th 10:10am - 12:00pm 212d Lewisohn Hall	Elizabeth OuYang	4	17/22

#### 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.

**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.

**CSER UN3916 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 2016: CSER UN3916**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3916	001/25399	M 10:10am - 12:00pm 420 Hamilton Hall	John Gamber	4	14/22

**CSER UN3919 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 2016: CSER UN3919**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3919	001/65018	W 10:10am - 12:00pm 420 Hamilton Hall	Sayantani DasGupta	4	12/15

**CSER UN3921 Modes of Inquiry-Lab. 0 points.**

Corequisites: *CSER W3919* Modes of Inquiry.

This lab session meets 5 times a semester, for an hour.

**Fall 2016: CSER UN3921**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3921	001/13294	M 6:10pm - 8:00pm 201d Philosophy Hall		0	10/15

**CSER UN3922 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 2016: CSER UN3922**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3922	001/71726	Th 4:10pm - 6:00pm 616 Hamilton Hall	Eric Gamalinda	4	23/22

**CSER UN3923 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 2016: CSER UN3923**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3923	001/11815	M 2:10pm - 4:00pm 309 Hamilton Hall	Nathalie Handal	4	21/22

### CSER UN3926 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 2016: CSER UN3926

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3926	001/24530	T 4:10pm - 6:00pm 301m Fayerweather	Edward Morales	4	18/22

### CSER UN3928 Colonization/Decolonization. 4 points.

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 2016: CSER UN3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/77601	W 4:10pm - 6:00pm 420 Hamilton Hall	Mae Ngai	4	19/22

Spring 2017: CSER UN3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/11217	Th 2:10pm - 4:00pm 420 Hamilton Hall	Karl Jacoby	4	21/22

### CSER W3935 Historical Anthropology of the US-Mexico Border. 4 points.

Not offered during 2016-17 academic year.

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.

### 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 2016: CSER W4701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4701	001/25511	T 2:10pm - 4:00pm 420 Hamilton Hall	Karl Jacoby	4	19/20

## Ecology, Evolution, and Environmental Biology

### EEEB GU4321 Human Nature: DNA, Race & 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.

CSER 4482 001/64100

T Th 4:10pm -  
5:25pm  
516 Hamilton Hall

Elsa 4  
Stamatopoulou

27/50

**Fall 2016: EEEB GU4321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4321	001/10699	W 2:10pm - 4:00pm 309 Hamilton Hall	Robert Pollack, Marya Pollack	4	18/24

**Spring 2017: EEEB GU4321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4321	001/66234	W 2:10pm - 4:00pm 316 Hamilton Hall	Robert Pollack, Marya Pollack	4	15/20

## SPRING 2017

### Ethnicity and Race Studies

#### **CSER GU4482 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 pluriculturalism, 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.

**Spring 2017: CSER GU4482**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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# 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](mailto: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 UN1000)* 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 UN3900), 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 UN3900 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 UN1000	Introduction to Film and Media Studies
FILM GU4000	Film and Media Theory

#### History Courses

Select two of the following courses, one of which must either be FILM W3003 or FILM W3006:

FILM UN2010	Cinema History 1: Beginning-1930
FILM UN2020	Cinema History 2: 1930-60
FILM UN2030	Cinema History 3: 1960-90
FILM UN2040	Cinema History 4: after 1990

#### Laboratories

Select one of the following courses:

FILM UN2410	Laboratory in Writing Film Criticism
FILM UN2510	Laboratory in Fiction Filmmaking
FILM UN2420	Laboratory in Screenwriting
FILM UN2520	Laboratory In Nonfiction Filmmaking

**Electives**

Select seven of the following electives, one of which must be an international course:

FILM UN2310	The Documentary Tradition
FILM UN2190	Topics in American Cinema: The Western
FILM UN3020	Interdisciplinary Studies
FILM UN3900	Senior Seminar in Film Studies
FILM UN3910	Senior Seminar in Filmmaking
FILM UN3920	Senior Seminar in Screenwriting
FILM UN3925	Narrative Strategies in Screenwriting
FILM UN3930	Seminar in International Film
FILM UN3950	Seminar in Media: Seriality
FILM W2400	Script Analysis
FILM Q3010	Auteur Study
FILM UN2290	Topics in World Cinema: Arab and Africa
FILM G4310	Experimental Film and Media
FILM G4320	New Directions in Film and Philosophy
FILM R4910	Seeing Narrative

**COURSES****FILM UN1000 Introduction to Film and Media Studies. 3 points.**

Lecture and discussion. Priority given to declared film majors. Fee: \$75.

Prerequisites: Discussion section FILM UN1001 is a required corequisite

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. FILM UN1001 is required discussion section for this course.

**Fall 2016: FILM UN1000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 1000	001/22451	T 2:00pm - 5:45pm 511 Dodge Building	Robert King	3	68/75

**Spring 2017: FILM UN1000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 1000	001/28969	Th 2:00pm - 5:45pm 511 Dodge Building	Jane Gaines	3	56/75

**FILM UN2010 Cinema History 1: Beginning-1930. 3 points.**

Discussion Section Required

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. FILM W2011

**Spring 2017: FILM UN2010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2010	001/74744	Th 10:00am - 1:45pm 511 Dodge Building	Vito Adriaenssens	3	12/65

**FILM UN2020 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. FILM W2021

**Fall 2016: FILM UN2020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2020	001/14537	T 6:10pm - 10:10pm 511 Dodge Building	Richard Pena	3	18/55

**FILM UN2030 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). FILM W2031

**Fall 2016: FILM UN2030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2030	001/60990	Th 2:00pm - 5:45pm 511 Dodge Building	Annette Insdorf	3	43/65

**FILM UN2040 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. FILM W2041

#### Spring 2017: FILM UN2040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2040	001/29644	T 10:00am - 1:45pm 511 Dodge Building	Richard Pena	3	34/55

#### FILM UN2190 Topics in American Cinema: The Western. 3 points.

FILM W2191

#### Fall 2016: FILM UN2190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2190	001/66692	M 10:00am - 1:50pm 511 Dodge Building	Cortland Rankin	3	18/65

#### Spring 2017: FILM UN2190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2190	001/63203	M 10:00am - 1:45pm 511 Dodge Building	Robert King	3	58/65

#### FILM UN2290 Topics in World Cinema: Arab and Africa. 3 points.

FILM W2291

#### Spring 2017: FILM UN2290

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2290	001/14776	W 10:00am - 1:45pm 511 Dodge Building	Richard Pena	3	15/50

#### FILM UN2310 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. FILM W2311

#### Spring 2017: FILM UN2310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2310	001/15164	M 2:00pm - 5:45pm 511 Dodge Building	Nico Baumbach	3	38/65

#### FILM W2400 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. FILM W2401

#### FILM UN2410 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](mailto: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 2016: FILM UN2410

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2410	001/60635	M 2:00pm - 5:00pm 512 Dodge Building	Caryn James	3	11/0

#### FILM UN2420 Laboratory in Screenwriting. 3 points.

Open to film majors only.

Exercises in the writing of film scripts.

#### Fall 2016: FILM UN2420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2420	001/67337	T 10:00am - 1:00pm 504 Dodge Building	James Repici	3	9/12
FILM 2420	002/65812	W 10:00am - 1:00pm 512 Dodge Building	Jaclyn Noel	3	9/12

#### Spring 2017: FILM UN2420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2420	001/21370	Th 2:00pm - 5:00pm 512 Dodge Building	Shakti Bhagchandani	3	12/12
FILM 2420	002/18206	Th 10:00am - 1:00pm 403 Dodge Building	Melissa Hernandez	3	12/12

#### FILM UN2510 Laboratory in Fiction Filmmaking. 3 points.

Open to film majors only. Fee: \$75.

Exercises in the use of video for fiction shorts.

**Fall 2016: FILM UN2510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2510	001/21760	T 2:00pm - 5:00pm 504 Dodge Building	Nelicia Wai Lin Low	3	5/12
FILM 2510	002/66814	F 10:00am - 1:00pm 512 Dodge Building	William Welles	3	6/12

**Spring 2017: FILM UN2510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2510	001/26424	M 2:00pm - 5:00pm 508 Dodge Building	Andrew Lee	3	10/12

**FILM W2520 Laboratory In Nonfiction Filmmaking. 3 points.**

Open to film majors only. Fee: \$75.

Exercises in the use of video for documentary shorts.

**FILM UN3020 Interdisciplinary Studies. 3 points.**

Fee: \$75.

We will explore how films from a variety of countries--notably Germany, Poland, France, Italy and the U.S.--have attempted to grapple with the legacy of the Shoah. Through close reading of such motion pictures as *THE SHOP ON MAIN STREET*, *THE PAWNBROKER*, *SEVEN BEAUTIES*, *PARTISANS OF VILNA*, *KORCZAK* and *GENGHIS COHN*, we will discuss the possibilities and limitations of Holocaust representation onscreen.

**Spring 2017: FILM UN3020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3020	001/75855	T 2:00pm - 5:45pm 511 Dodge Building	Annette Insdorf	3	14/20

**FILM UN3910 Senior Seminar in Filmmaking. 3 points.**

Prerequisites: *FILM W2420* or *FILM W2510*.

An advanced directing workshop for senior film majors who have already completed *FILM W2420* or *FILM W2510*.

**Fall 2016: FILM UN3910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3910	001/66316	W 6:00pm - 9:00pm 118 Reid Barnard	Sandra Luckow	3	3/12

**FILM UN3920 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 2016: FILM UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3920	001/14794	W 6:00pm - 9:00pm 512 Dodge Building	Loren-Paul Caplin	3	14/12

**FILM UN3925 Narrative Strategies in Screenwriting. 3 points.**

Prerequisites: *FILM W2420*.

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 2017: FILM UN3925**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3925	001/70208	W 6:00pm - 9:00pm 513f Dodge Building	Loren-Paul Caplin	3	11/12

**FILM UN3930 Seminar in International Film. 3 points.****Spring 2017: FILM UN3930**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3930	001/18420	T 2:00pm - 5:45pm 512 Dodge Building	Edward Turk	3	12/15

**FILM UN3950 Seminar in Media: Seriality. 3 points.**

From streaming to binge-viewing, *Serial* to *Breaking Bad*, seriality is a preeminent framework for the orchestration of contemporary media production and consumption. This course explores histories and theories of seriality as a recurrent trope of media cultures over the last century and more. To this end, the course adopts a comparative media perspective, exploring seriality in its varied textual manifestations across diverse media forms (the penny press, early cinema, television, podcasts, and social media). It also focuses on the range of functions that seriality has performed, as, e.g., a mode for the systematization of mass cultural reproduction, as a framework for the integration of fan networks and media systems, even as a vehicle for the creation of national and political communities.

**Fall 2016: FILM UN3950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3950	001/11997	M 10:00am - 1:45pm 512 Dodge Building	Robert King	3	18/15



# 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. Vincent Debaene, 513 Philosophy; 212-854-3522; [vd2169@columbia.edu](mailto:vd2169@columbia.edu)

**Director of the Language Program:** Dr. Pascale Hubert-Leibler, 519 Philosophy; 212-854-4819; [ph2028@columbia.edu](mailto:ph2028@columbia.edu)

**Academic Department Administrator:** Isabelle Chagnon, 515 Philosophy; 212-854-7978; [ic7@columbia.edu](mailto: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 UN3333-FREN UN3334), 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 UN3420 Introduction To French and Francophone Studies I-FREN UN3421 Introduction To French and Francophone Studies II;
- FREN UN3995 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 UN1101	Elementary French I
- FREN UN1102	and Elementary French II
FREN W2201	and Intermediate Course II
- FREN W2202	

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 UN1101 Elementary French I and FREN UN1102 Elementary French 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 W2201 and FREN W2202 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 UN3498 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'Etudes 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](http://www.ogp.columbia.edu), call 212-854-2559, or e-mail [studyabroad@columbia.edu](mailto: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](http://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 W2202 Intermediate Course II), distributed as follows:

FREN UN3405	Advanced Grammar and Composition I
FREN UN3333 - FREN UN3334	Introduction to Literary Study I and Introduction to Literary Studies II
FREN W3600	
FREN UN3995	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 four 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 UN3405 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 UN1101	Elementary French I
FREN UN1102	Elementary French II
FREN UN1105	Accelerated Elementary French
FREN W2201	
FREN W2202	Intermediate Course II
FREN UN2206	Rapid Reading and Translation
FREN W2221	Intermediate Conversation I
FREN W2222	Intermediate Conversation II
FREN UN3131	Third-Year Conversation I
FREN W3132	
FREN UN3420	Introduction To French and Francophone Studies I
FREN UN3498	French Cultural Workshop

## CONCENTRATION IN FRENCH

*The requirements for this program were modified on March 1, 2016. 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 requires a minimum of 24 points beyond completion of the language requirement (FREN W2202 Intermediate Course II), distributed as follows:

FREN UN3405	Advanced Grammar and Composition I
FREN W3600	
FREN UN3333 - FREN UN3334	Introduction to Literary Study I and Introduction to Literary Studies II
The remaining four courses (12 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 UN1202 ), distributed as follows:

FREN UN3405	Advanced Grammar and Composition I
FREN UN3420	Introduction To French and Francophone Studies I
FREN UN3421	Introduction To French and Francophone Studies II
FREN UN3995	Senior Seminar

Select one course on Francophone/postcolonial French literature.

The remaining six 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 UN3405 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 UN1101	Elementary French I
FREN UN1102	Elementary French II
FREN UN1105	Accelerated Elementary French
FREN UN2101	INTERMEDIATE FRENCH I
FREN W1202	
FREN UN2106	RAPID READING AND TRANSLATION
FREN UN1221	
FREN UN1222	
FREN UN3131	Third-Year Conversation I
FREN W3132	
FREN UN3240	French Language , Society, and Culture through film
FREN UN3498	French Cultural Workshop

## CONCENTRATION IN FRENCH AND FRANCOPHONE STUDIES

*The requirements for this program were modified on March 1, 2016. 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 24 points beyond completion of the language requirement (FREN W1202 ), distributed as follows:

FREN UN3405	Advanced Grammar and Composition I
FREN UN3420	Introduction To French and Francophone Studies I
FREN UN3421	Introduction To French and Francophone Studies II

Select one course on Francophone/postcolonial French literature.

The remaining four courses (12 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 UN1101 Elementary French I. 4 points.

The aim of the beginning French sequence (French 1101 and French 1102) is to help you to develop an active command of the language. Emphasis is placed on acquiring the four language skills--listening, speaking, reading and writing--within a cultural context, in order to achieve basic communicative proficiency.

#### Fall 2016: FREN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1101	001/62953	M T W Th 8:50am - 9:55am 316 Hamilton Hall	Pascale Crepon	4	14/18
FREN 1101	002/62333	T Th F 10:10am - 11:25am 255 International Affairs Bldg	Katherine Raichlen	4	13/18
FREN 1101	003/17972	M T W Th 10:10am - 11:15am 316 Hamilton Hall	Pascale Crepon	4	15/18
FREN 1101	004/11467	T Th F 8:40am - 9:55am 407 Hamilton Hall	Samuel Skippon	4	13/18
FREN 1101	005/72176	M T W Th 11:40am - 12:45pm 318 Hamilton Hall	Wesley Gunter	4	17/18
FREN 1101	006/63341	M T W Th 1:10pm - 2:15pm 201a Philosophy Hall	Wesley Gunter	4	15/18



FREN 1101 007/67278	T Th F 1:10pm - 2:25pm 609 Hamilton Hall	Eric Matheis	4	10/18	
FREN 1101 008/29729	M W F 2:40pm - 3:55pm 316 Hamilton Hall	Hadley Suter	4	15/18	
FREN 1101 009/72197	T Th F 4:10pm - 5:25pm 201a Philosophy Hall	Eric Matheis	4	8/18	
FREN 1101 010/12780	M W F 4:10pm - 5:25pm 254 International Affairs Bldg	Christopher Wood	4	2/18	
FREN 1101 011/18822	T Th F 6:10pm - 7:25pm 201d Philosophy Hall	Elizabeth Albes	4	5/18	
FREN 1101 012/25958	M W F 6:10pm - 7:25pm 411 Hamilton Hall	Christopher Wood	4	7/18	
<b>Spring 2017: FREN UN1101</b>					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1101 001/74346	M T W Th 8:50am - 9:55am 316 Hamilton Hall	Nicolae Virastau	4	9/18	
FREN 1101 002/70209	T Th F 10:10am - 11:25am 413 Hamilton Hall	Wesley Gunter	4	12/18	
FREN 1101 003/22360	M T W Th 11:40am - 12:45pm 607 Hamilton Hall	Nicolae Virastau	4	15/18	
FREN 1101 004/25378	M T W Th 1:10pm - 2:15pm 255 International Affairs Bldg	Christopher Wood	4	10/18	
FREN 1101 005/19286	T Th F 1:10pm - 2:25pm 613 Hamilton Hall	Wesley Gunter	4	15/18	
FREN 1101 006/12560	T Th F 4:10pm - 5:25pm 201a Philosophy Hall	Sarah Myers	4	12/18	
FREN 1101 007/18008	T Th F 6:10pm - 7:25pm 413 Hamilton Hall	Clement Godbarge	4	13/20	

**FREN UN1102 Elementary French II. 4 points.****Fall 2016: FREN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1102 001/28861	M T W Th 8:50am - 9:55am 411 Hamilton Hall	Adam Cutchin	4	14/18	
FREN 1102 002/62942	M T W Th 10:10am - 11:15am 411 Hamilton Hall	Aurelie Chatton	4	17/18	
FREN 1102 003/28135	M T W Th 11:40am - 12:45pm 507 Philosophy Hall	Aurelie Chatton	4	12/18	
FREN 1102 004/66199	M T W Th 1:10pm - 2:15pm 255 International Affairs Bldg	Aurelie Chatton	4	16/18	
FREN 1102 005/22815	T Th F 2:40pm - 3:55pm	Joshua Jordan	4	10/18	

201a Philosophy Hall

**Spring 2017: FREN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1102 001/12559	T Th F 8:40am - 9:55am 507 Philosophy Hall	Aurelie Chatton	4	11/18	
FREN 1102 002/66714	M T W Th 8:50am - 9:55am 413 Hamilton Hall	Pascale Crepon	4	16/18	
FREN 1102 003/15908	M T W Th 10:10am - 11:15am 315 Hamilton Hall	Elizabeth Albes	4	12/18	
FREN 1102 004/23474	T Th F 10:10am - 11:25am 507 Philosophy Hall	Aurelie Chatton	4	7/18	
FREN 1102 005/27007	M T W Th 11:40am - 12:45pm 201a Philosophy Hall	Pascale Hubert-Leibler	4	15/18	
FREN 1102 006/27696	T Th F 1:10pm - 2:25pm 201a Philosophy Hall	Hadley Suter	4	12/18	
FREN 1102 007/76372	M T W Th 1:10pm - 2:15pm 407 Hamilton Hall	Eric Matheis	4	17/18	
FREN 1102 008/61551	M T W Th 2:40pm - 3:45pm 413 Hamilton Hall	Eric Matheis	4	18/18	
FREN 1102 009/63015	T Th F 4:10pm - 5:25pm 507 Philosophy Hall	Hadley Suter	4	12/18	
FREN 1102 010/71799	M W Th 6:10pm - 7:25pm 411 Hamilton Hall	Eric Matheis	4	12/18	

**FREN UN1105 Accelerated Elementary French. 8 points.**

Prerequisites: The instructor's permission

This course covers in one semester the material normally presented in Elementary French I and II. This course is especially recommended for students who already know another Romance language.

**Fall 2016: FREN UN1105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1105 001/22273	M T W Th 9:00am - 11:00am 201a Philosophy Hall	Pascale Hubert-Leibler	8	13/18	

**FREN UN2101 INTERMEDIATE FRENCH I. 4 points.**

This course will further your awareness and understanding of the French language, culture and literature, provide a comprehensive review of fundamental grammar points while introducing more advanced ones, as well as improve your mastery of oral, reading, and writing skills. By the end of the course, you will be able to read short to medium-length literary and non-literary texts, and analyze and comment on varied documents and topics, both orally and in writing.

**Fall 2016: FREN UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2101	001/22202	T Th F 8:40am - 9:55am 313 Hamilton Hall	David Haziza	4	12/18
FREN 2101	002/25957	T Th F 10:10am - 11:25am 253 International Affairs Bldg	Raphaelle Burns	4	15/18
FREN 2101	003/28453	M T W Th 12:00pm - 12:50pm 407 Hamilton Hall	Noni Carter	4	17/18
FREN 2101	004/29593	T Th F 1:10pm - 2:25pm 407 Hamilton Hall	Nicolae Virastau	4	15/18
FREN 2101	005/92091	T W Th 8:40am - 9:55am 413 Hamilton Hall	Sophie Queuniet	4	11/18
FREN 2101	006/88967	M T W Th 1:10pm - 2:00pm 402 Hamilton Hall	Laurence Marie	4	12/18
FREN 2101	007/81772	T Th F 2:40pm - 3:55pm 407 Hamilton Hall	Clement Godbarge	4	5/18
FREN 2101	008/94273	M W F 4:10pm - 5:25pm 413 Hamilton Hall	Caio Ferreira	4	8/18
FREN 2101	009/13026	M W Th 6:10pm - 7:25pm 201a Philosophy Hall	Aline Rogg	4	18/18

**Spring 2017: FREN UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2101	001/66156	M T W Th 9:00am - 9:50am 411 Hamilton Hall	Adam Cutchin	4	17/18
FREN 2101	002/29785	T Th F 10:10am - 11:25am 407 Hamilton Hall	Vincent Aurora	4	14/18
FREN 2101	003/13899	T Th F 11:40am - 12:55pm 407 Hamilton Hall	Vincent Aurora	4	17/18
FREN 2101	004/23095	T Th F 2:40pm - 3:55pm 411 Hamilton Hall	Heidi Holst-Knudsen	4	7/18
FREN 2101	005/19543	T Th F 1:10pm - 2:25pm 411 Hamilton Hall	Heidi Holst-Knudsen	4	5/18

**FREN UN2102 Intermediate Course II. 4 points.**

Enrollment limited to 20.

Prerequisites: FREN UN2121 Intermediate Conversation is a suggested, not required, corequisite  
 Prepares students for advanced French language and culture.  
 Develops skills in speaking, reading, and writing French.  
 Emphasizes cross-cultural awareness through the study of short stories, films, and passages from novels. Fosters the ability to write about and discuss a variety of topics using relatively complex structures.

**Spring 2017: FREN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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FREN 2102	001/12835	T W Th 8:40am - 9:55am 407 Hamilton Hall	Samuel Skippon	4	8/18
FREN 2102	002/12200	T Th F 8:40am - 9:55am 255 International Affairs Bldg	Gabriela Badea	4	6/18
FREN 2102	003/72967	T Th F 10:10am - 11:25am 201a Philosophy Hall	Laurence Marie	4	12/18
FREN 2102	004/20630	T Th F 11:40am - 12:55pm 507 Philosophy Hall	Laurence Marie	4	9/18
FREN 2102	005/11738	M T W Th 12:10pm - 1:00pm 401 Hamilton Hall	Noni Carter	4	19/18
FREN 2102	006/67901	M T W Th 1:10pm - 2:00pm 401 Hamilton Hall	Thomas Irace	4	17/18
FREN 2102	007/13527	T Th F 1:10pm - 2:25pm 254 International Affairs Bldg	David Haziza	4	13/18
FREN 2102	008/21854	T Th F 2:40pm - 3:55pm 707 Hamilton Hall	Aline Rogg	4	11/18
FREN 2102	009/19128	M W Th 6:10pm - 7:25pm 507 Philosophy Hall	Joshua Jordan	4	15/18

**FREN UN2121 INTERMED CONVERSATN FRENCH I. 2 points.**

We will be working on pronunciation, vocabulary acquisition, listening comprehension, and oral expression. Activities will include listening comprehension exercises, skits, debates, and oral presentations, as well as discussions of films, songs, short films, plays, news, articles, short stories or other short written documents. Although *grammar* will not be the focus of the course, some exercises will occasionally aim at *reviewing* particular points. **The themes and topics covered will be chosen according to students' interests.**

**Spring 2017: FREN UN2121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2121	001/83445	M W 10:10am - 11:25am 413 Hamilton Hall	Nicolae Virastau	2	12/15
FREN 2121	002/75517	T Th 4:10pm - 5:25pm 413 Hamilton Hall	Eric Matheis	2	12/15

**FREN UN2122 INTERMED CONVERSATN FRENCH II. 2 points.**

We will be working on pronunciation, vocabulary, listening comprehension, and oral expression. Activities will include listening comprehension exercises, skits, debates, and oral presentations, as well as discussions of films, songs, short films, news, articles, short stories or other short written documents. Although grammar will not be the focus of the course, some exercises will occasionally aim at reviewing particular points.

**Spring 2017: FREN UN2122**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2122	001/23453	T Th 10:10am - 11:25am 255 International Affairs Bldg	Sophie Queuniet	2	7/15
FREN 2122	002/60839	T Th 1:10pm - 2:25pm 425 Pupin Laboratories	Aurelie Chatton	2	9/15

### FREN UN2106 RAPID READING AND TRANSLATION. 3 points.

The course focuses on reading comprehension and translation into English and includes a grammar and vocabulary overview. It also addresses the differences between English and French syntax and raises questions of idiomatic versus literal translations.

#### Fall 2016: FREN UN2106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2106	001/13024	M W 4:10pm - 5:25pm 407 Hamilton Hall	Celia Abele	3	6

#### Spring 2017: FREN UN2106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2106	001/11665	M W 4:10pm - 5:25pm 407 Hamilton Hall	Rose Gardner	3	9/15

### FREN UN3131 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 2016: FREN UN3131

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3131	001/70581	M W 10:10am - 11:25am 511 Hamilton Hall	William Burton	2	13/15
FREN 3131	002/69401	T Th 10:10am - 11:25am 212a Lewisohn Hall	William Burton	2	6/15
FREN 3131	003/14470	M W 2:40pm - 3:55pm 423 Kent Hall	Thomas Irace	2	4/15

### FREN UN3240 French Language, Society, and Culture through film. 3 points.

Prerequisites: *FREN W2202* 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 2016: FREN UN3240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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FREN 3240	001/17345	T Th 4:10pm - 5:25pm 411 Hamilton Hall	Heidi Holst-Knudsen	3	8/15
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#### Spring 2017: FREN UN3240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3240	001/22941	T Th 4:10pm - 5:25pm 507 Hamilton Hall	Heidi Holst-Knudsen	3	7/25

### FREN UN3241 French Language and Culture through Theater and Performance. 3 points.

As theatre in the classroom compels students and teachers to come to grips with texts and language with both the body and the mind, the practice of engaging with theatrical texts, and in some way making them one's own (e.g., through voice, gesture, and movement), creates a fruitful and sometimes provocative learning environment that encourages students to create and perform language orally.

#### Spring 2017: FREN UN3241

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3241	001/77296	M W 10:10am - 11:25am 613 Hamilton Hall	Pascale Crepon	3	8/20

### FREN UN3405 Advanced Grammar and Composition I. 3 points.

Enrollment limited to 15.

Prerequisites: *FREN UN3405* must be taken before *FREN UN3333/4* unless the student has an AP score of 5 or the director of undergraduate studies' permission.

The goal of *FREN UN3405* 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 2016: FREN UN3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3405	001/17200	T Th 10:10am - 11:25am 407 Hamilton Hall	Samuel Skippon	3	14/15
FREN 3405	002/74226	M W 11:40am - 12:55pm 607 Hamilton Hall	Pascale Crepon	3	8/15
FREN 3405	003/15174	T Th 1:10pm - 2:25pm 502 Northwest Corner	Alexandra Borer	3	8/15

FREN 3405 004/24240 M W 1:10pm - Max 3 6/15  
2:25pm McGuinness  
609 Hamilton Hall

#### Spring 2017: FREN UN3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3405	001/28639	T Th 8:40am - 9:55am 318 Hamilton Hall	Alexandra Borer	3	11/15
FREN 3405	002/60055	T Th 2:40pm - 3:55pm 201a Philosophy Hall	Vincent Aurora	3	15/15
FREN 3405	003/18994	M W 11:40am - 12:55pm 315 Hamilton Hall	Matthew Trumbo-Tual	3	6/15

### FREN UN3420 Introduction To French and Francophone Studies I. 3 points.

Prerequisites: *FREN UN3405* 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 2016: FREN UN3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3420	001/25430	M W 10:10am - 11:25am 413 Hamilton Hall	Laure Astourian	3	15/20

## LITERATURE AND CULTURE

### FREN UN3333 Introduction to Literary Study I. 3 points.

Enrollment limited to 20.

Prerequisites: *FREN UN3405* 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 2016: FREN UN3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3333	001/65467	T Th 2:40pm - 3:55pm 318 Hamilton Hall	Rose Gardner	3	12/20

#### Spring 2017: FREN UN3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3333	001/69044	M W 10:10am - 11:25am 411 Hamilton Hall	William Burton	3	4/18

### FREN UN3334 Introduction to Literary Studies II. 3 points.

Enrollment limited to 20.

Prerequisites: *FREN UN3405* 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 2016: FREN UN3334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3334	001/24276	M W 2:40pm - 3:55pm 313 Hamilton Hall	Pierre Force	3	4/20

#### Spring 2017: FREN UN3334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3334	001/72175	T Th 2:40pm - 3:55pm 616 Hamilton Hall	Celia Abele	3	9/18

### FREN UN3420 Introduction To French and Francophone Studies I. 3 points.

Prerequisites: *FREN UN3405* 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 2016: FREN UN3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3420	001/25430	M W 10:10am - 11:25am 413 Hamilton Hall	Laure Astourian	3	15/20

### FREN UN3421 Introduction To French and Francophone Studies II. 3 points.

Prerequisites: *FREN UN3405* 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 2017: FREN UN3421

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3421	001/08391	M W 2:40pm - 3:55pm 302 Milbank Hall	Kaiana Glover	3	29

### FREN W3503 Enlightenment/Counter-Enlightenment. 3 points.

Not offered during 2016-17 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 UN3726 Sex, Class and Shame in 20th-21th Century French Literature. 3 points.**

Prerequisites: Prerequisites: completion of FREN W3333 or W3334 and W3405, or the director of undergraduate studies' permission.

The second half of the twentieth century in France saw a sudden explosion of literary works examining, with unprecedented explicitness, sexuality and social class and the relations between them. This course will provide an introduction to the literature of sexual and social abjection, beginning with Genet and Violette Leduc and including works by Annie Ernaux, Christine Angot, Virginie Despentes, and Edouard Louis. We will also consider relevant sociological writings by Bourdieu, Eribon, and Goffman. Readings and discussion will be in French.

**Fall 2016: FREN UN3726**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3726	001/81279	T Th 6:10pm - 7:25pm 413 Hamilton Hall	Elisabeth Ladenson	3	9/20

**FREN W3515 Writing the Self Workshop. 3 points.**

Corequisites: *FREN W3333-FREN W3334* or equivalent, or the director of undergraduate studies' permission.

In this course, we will read works spanning the history of French literature from the Renaissance to the present in which the problem of writing the self is posed. We will also engage in various writing exercises (pastiche, translation, personal narrative) and discuss the works on the syllabus in conjunction with our own attempts to write the self. Authors will include Montaigne, Rousseau, Roland, Sand, Colette, Barthes, Modiano, and NDiaye. This course fulfills the pre-1800 requirement.

**Fall 2016: FREN W3515**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3515	001/71697	T Th 10:10am - 11:25am 408 Hamilton Hall	Nicolae Virastau	3	3

**FREN W3520 The Avant-Gardes in France. From Baudelaire to Situationism.. 0 points.**

**Not offered during 2016-17 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 2016-17 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 2016-17 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 W3603 Sexual Enlightenment. 3 points.**

**Not offered during 2016-17 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, Crébillon, Buffon, Condillac, Diderot, Bernardin de Saint-Pierre, Laclos and Sade. The course fulfills the pre-1800 requirement for the French major.

**FREN UN3616 Paris, capitale du 19e siecle. 3 points.**

Prerequisites: completion of FREN W3333 or W3334 and W3405, or the director of undergraduate studies' permission.

In this course we will consider literary representations of Paris in French literature of the 19th century. The city that was in many ways the cultural capital not only of France, but of all of Europe, played a decisive role in the development of literary modernity. Reading authors such as Flaubert, Baudelaire, Balzac, Hugo, Rimbaud, Stendhal, we will pay particular attention to the the portrayal of the city of Paris's role in the upheavals of modernization.

**Fall 2016: FREN UN3616**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3616	001/97847	M W 2:40pm - 3:55pm 616 Hamilton Hall	Sarah Myers	3	10/15

**FREN W3640 Poesie Francophone d'Afrique et des Antilles 1890-1970. 3 points.****Not offered during 2016-17 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*, *poème 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 Molière'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.

**FREN W3714 1914-2014 : un siècle de littératures en français. 3 points.****Not offered during 2016-17 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 2016-17 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 2016-17 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 Hampâté Bâ from Mali, Bernard Dadié from Côte 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 Bâ, Dadié and Diop; they are from the following books: *Il n'y a pas de petite querelle* (Bâ), *Le pagne noir* (Dadié), *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 UN3830 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, René Clair, Alain Resnais, François Truffaut and Jean-Luc Godard. In English.

**Fall 2016: CLFR UN3830**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLFR 3830	001/10851	T 2:10pm - 4:00pm 408 Hamilton Hall	Laure Astourian	3	8
CLFR 3830	001/10851	T 7:00pm - 9:00pm 614 Schermerhorn Hall	Laure Astourian	3	8

**SENIOR SEMINAR AND SENIOR THESIS****FREN UN3995 Senior Seminar. 3 points.**

Prerequisites: completion of either *FREN UN3333-FREN UN3334* or *FREN UN3420-FREN UN3421*, and *FREN UN3405*, 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 2016: FREN UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3995	001/63988	T 4:10pm - 6:00pm 507 Philosophy Hall	Antoine Compagnon	3	13

**FREN GU4301 French Literature of the 17th Century. 3 points.**

A one-semester survey of seventeenth-century French literature, with an emphasis on the relationship between literature and the major cultural, philosophical, and religious developments of the period.

**Fall 2016: FREN GU4301**

<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>
FREN 4301	001/25529	W 4:10pm - 6:00pm 507 Philosophy Hall	Pierre Force	3	6/20

# GERMANIC LANGUAGES

**Departmental Office:** 414 Hamilton; 212-854-3202  
<http://www.columbia.edu/cu/german/>

**Director of Undergraduate Studies:** Prof. Tobias Wilke, 412 Hamilton; 212-854-5344; [tw2284@columbia.edu](mailto:tw2284@columbia.edu)

**Language Instruction:** Jutta Schmiers-Heller, 403A Hamilton; 212-854-4824; [js2331@columbia.edu](mailto:js2331@columbia.edu) ([rak23@columbia.edu](mailto: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 UN1101 Elementary German Language Course, I-GERM UN1102 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 UN1102 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 UN1201 Intermediate German Language Course, I-GERM UN1102 Elementary 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 UN3001 Advanced German, I-*GERM V3002*); 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 UN3333 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 UN1101	Elementary German Language
- GERM UN1102	Course, I and Elementary German Language Course, II
GERM UN1201	Intermediate German Language
- GERM UN1202	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 UN1201 Intermediate German Language Course, I-GERM UN1102 Elementary German Language Course, II may take GERM UN1125 Accelerated Elementary German I II as preparation for GERM UN1201 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](mailto: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

- Wijnne de Groot (Dutch)
- Richard Korb
- Jutta Schmiere-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 UN3001	Advanced German, I
GERM UN3333	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	

One course in German intellectual history

GERM C3991	(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 UN3001 and above, including the senior seminar *GERM C3991*, 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 GU4207 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 2017: CLGR GU4207

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CLGR 001/23167 T Th 4:10pm - Andreas 3 33/80  
4207 5:25pm Huyssen  
702 Hamilton Hall

352c International  
Affairs Bldg

## COMPARATIVE LITERATURE-YIDDISH

CLYD UN3600 Holocaust Literature: A Survey

## COMPARATIVE MEDIA

CMPM UN3100 Comparative Media: Approaches  
Case Studies

## DUTCH

### DTCH UN1101 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 2016: DTCH UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 1101	001/22154	M W 6:10pm - 8:00pm 1 Deutsches Haus	Wijnie de Groot	4	19/18

### DTCH UN1102 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 2017: DTCH UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 1102	001/63603	M W 6:10pm - 8:00pm 1 Deutsches Haus	Wijnie de Groot	4	17/18

### 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.

### 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.

### DTCH UN2101 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 2016: DTCH UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 2101	001/13027	M W 4:10pm - 6:00pm	Wijnie de Groot	4	13/18

### DTCH UN2102 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 2017: DTCH UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 2102	001/29478	M W 4:10pm - 6:00pm 352c International Affairs Bldg	Wijnie de Groot	4	9/18

### DTCH UN3101 Advanced Dutch I. 3 points.

#### Fall 2016: DTCH UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 3101	001/61055	M W 11:40am - 12:55pm 352c International Affairs Bldg	Wijnie de Groot	3	12/18

### DTCH UN3102 Advanced Dutch II. 3 points.

see department for details

#### Spring 2017: DTCH UN3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 3102	001/62818	M W 11:40am - 12:55pm 352c International Affairs Bldg	Wijnie de Groot	3	8/18

### DTCH UN3994 Special Reading Course. 1 point.

See department for course description

#### Spring 2017: DTCH UN3994

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 3994	001/74065	W 9:00am - 10:30am 351c International Affairs Bldg	Wijnie de Groot	1	4/18

## FINNISH

### FINN UN1101 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 2016: FINN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FINN 1101	001/77770	T Th 4:10pm - 6:00pm 1 Deutsches Haus	Tuomas Hiltunen	4	1/18

### FINN UN1201 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 2016: FINN UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FINN 1201	001/15361	T Th 6:10pm - 8:00pm 1 Deutsches Haus	Tuomas Hiltunen	4	3/18

#### 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.

## GERMAN

#### GERM UN1101 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 2016: GERM UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1101	001/20638	T Th F 10:10am - 11:25am 315 Hamilton Hall	Amy Leech	4	15/18
GERM 1101	002/72068	M W F 1:10pm - 2:25pm 313 Hamilton Hall	Niklas Straetker	4	11/18
GERM 1101	003/20646	T Th F 2:40pm - 3:55pm 313 Hamilton Hall	Jutta Schmiers-Heller	4	17/18
GERM 1101	004/20565	M W 6:10pm - 8:00pm 313 Hamilton Hall	Diana Reese	4	16/18
GERM 1101	005/04371	T Th 6:10pm - 8:00pm 214 Milbank Hall	Foteini Samartzi	4	10/18
GERM 1101	006/84782	M W 6:10pm - 8:00pm 407 Hamilton Hall	Hannes Bajohr	4	11/18

#### Spring 2017: GERM UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1101	001/74139	T Th F 10:10am - 11:25am 316 Hamilton Hall	Amy Leech	4	5/18
GERM 1101	002/63295	M W F 1:10pm - 2:25pm 313 Hamilton Hall	Miriam Schulz	4	11/18
GERM 1101	003/64942	T Th F 2:40pm - 3:55pm 313 Hamilton Hall	Simona Vaidean	4	6/18

GERM 1101	004/27009	T Th 6:10pm - 8:00pm 315 Hamilton Hall	Niklas Straetker	4	17/18
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#### GERM UN1102 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 2016: GERM UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1102	001/26028	T Th F 10:10am - 11:25am 318 Hamilton Hall	Peter Kalal	4	4/18
GERM 1102	002/23800	M W F 1:10pm - 2:25pm 404 Hamilton Hall	Richard Korb	4	7/18
GERM 1102	003/74647	T Th F 2:40pm - 3:55pm 315 Hamilton Hall	Evan Parks	4	6/18
GERM 1102	004/11077	T Th 6:10pm - 8:00pm 315 Hamilton Hall	Ross Shields	4	10/18

#### Spring 2017: GERM UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1102	001/27267	T Th F 10:10am - 11:25am 318 Hamilton Hall	Evan Parks	4	10/18
GERM 1102	002/65501	M W F 1:10pm - 2:25pm 315 Hamilton Hall	Jutta Schmiers-Heller	4	16/18
GERM 1102	003/67291	T Th F 2:40pm - 3:55pm 315 Hamilton Hall	Diana Reese	4	10/18
GERM 1102	004/67965	M W 6:10pm - 8:00pm 315 Hamilton Hall	Peter Kalal	4	12/18
GERM 1102	005/07080	T Th 6:10pm - 8:00pm 225 Milbank Hall	Foteini Samartzi	4	14/18

#### GERM UN1125 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 2016: GERM UN1125

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1125	001/69760	M T W Th 12:10pm - 2:00pm 316 Hamilton Hall	Simona Vaidean	8	7/18

#### Spring 2017: GERM UN1125

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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GERM 1125	001/13967	M T W Th 12:10pm - 2:00pm	Simona Vaidean	8	15/18
316 Hamilton Hall					

### **GERM UN1201 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 2016: GERM UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1201	001/62936	M W F 10:10am - 11:25am 402 Hamilton Hall	Michael Watzka	4	9/18
GERM 1201	002/22380	T Th F 11:40am - 12:55pm 411 Hamilton Hall	Jutta Schmiere-Heller	4	11/18
GERM 1201	003/09865	T Th F 1:10pm - 2:25pm 207 Milbank Hall	Irene Motyl	4	13/18
GERM 1201	004/12615	T Th 6:10pm - 8:00pm 316 Hamilton Hall	Alwin Franke	4	17/18

### **GERM UN1202 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 2016: GERM UN1202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1202	001/71460	M W F 10:10am - 11:25am 313 Hamilton Hall	Tabea Weitz	4	10/18
GERM 1202	002/20031	T Th F 1:10pm - 2:25pm 318 Hamilton Hall	Alexander Holt	4	10/20
GERM 1202	003/19015	T Th 6:10pm - 8:00pm 318 Hamilton Hall	Michael Swellander	4	10/18

### **GERM V1225 Accelerated Intermediate German I, II. 8 points.**

Prerequisites: GERM V1102 Elementary II

Accelerated language study as preparation for Study Abroad in Berlin.

### **GERM UN1521 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 2016: GERM UN1521**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1521	001/28537	M W 4:10pm - 5:25pm 313 Hamilton Hall	Michael Lipkin	2	8/18

### **GERM UN1522 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.

#### **Fall 2016: GERM UN1522**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1522	001/22532	T Th 2:40pm - 3:55pm 1 Deutsches Haus	Sophie Schweiger	2	4/18

### **GERM UN3001 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 2016: GERM UN3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3001	001/74624	T Th 11:40am - 12:55pm 315 Hamilton Hall	Richard Korb	3	12/18

### **GERM UN3333 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 2016: GERM UN3333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3333	001/11064	M W 10:10am - 11:25am 318 Hamilton Hall	Tobias Wilke	3	15

### **GERM UN3442 Enlightenment, Sturm und Drang [In German]. 3 points.**

We will be studying the Enlightenment, Storm and Stress and the Culture of Sensibility and German Classicism in light of this period's reading cultures. (Goethe, Gessner, Schiller, Kant, Lichtenstein, Bürger, Lenz, Karsch, Klopstock, Hölderlin, Kleist). Readings and discussions in German.

#### **Fall 2016: GERM UN3442**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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GERM 001/74265 T Th 2:40pm - Dorothea 3 7  
3442 3:55pm von Muecke  
406 Hamilton Hall

### GERM UN3780 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 2016: GERM UN3780

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3780	001/97647	M 2:10pm - 4:00pm 315 Hamilton Hall	Mark Anderson	3	19/30

### GERM UN3445 German Literature After 1945 [In German]. 3 points.

Prerequisites: *GERM W3333* or the director of undergraduate studies' or the instructor's permission.

A survey of major literary texts of postwar Germany, including the so-called "rubble" literature, Group 47, GDR, New Subjectivity, minority voices and Holocaust memory. Works by Celan, Sachs, Dürrenmatt, Böll, Bachmann, Th. Bernhard, Wolf, P. Schneider, Schlink, Sebald.

#### Spring 2017: GERM UN3445

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3445	001/19821	M W 10:10am - 11:25am 407 Hamilton Hall	Mark Anderson	3	12/20

### GERM UN3705 Viennese Modernism (in German). 3 points.

The two decades between 1890 and 1910 saw the rise of literary modernism in the German speaking countries, most notably in the city of Vienna. The course will examine this development at the level of particular works—including poems, novels, novellas, plays, essays, and theoretical writings—and with an eye towards broader historical contexts like scientific innovations, technological modernization, and social change. It will focus on the ways in which new forms of literary representation contributed to a specifically “modern” reconception of language, perception, subjectivity, sexuality, and gender. Readings will include works by Freud, Nietzsche, Hofmannsthal, Schnitzler, Bahr, Mach, Klimt, and others.

#### Spring 2017: GERM UN3705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3705	001/77780	M 2:10pm - 4:00pm 316 Hamilton Hall	Tobias Wilke	3	14/20

### GERM UN3991 Senior Seminar: Romanticism [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 *Romanticism*.

#### Spring 2017: GERM UN3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3991	001/28513	W 2:10pm - 4:00pm 613 Hamilton Hall	Stefan Andriopoulos	3	10/18

## SWEDISH

### SWED UN1101 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 2016: SWED UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWED 1101	001/14652	M W 9:00am - 10:50am	Lena Stenwall	4	4/18

**SWED UN1201 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 2016: SWED UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWED 1201	001/17344	M W 12:00pm - 1:50pm 1 Deutsches Haus	Lena Stenwall	3	4/18

**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.

**SWED W2101 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.

**YIDDISH****YIDD UN1101 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 2016: YIDD UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1101	001/21810	M W 2:10pm - 4:00pm 406 Hamilton Hall	Alyssa Masor	4	6/18
YIDD 1101	002/10226	M W 6:10pm - 8:00pm 404 Hamilton Hall	Miriam Schulz	4	3/18

**Spring 2017: YIDD UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1101	001/69961	M W 10:10am - 12:00pm 408 Hamilton Hall	Anruo Bao	4	3/18
YIDD 1101	002/77031	M W 6:10pm - 8:00pm 401 Hamilton Hall	Agnieszka Legutko	4	6/18

**YIDD UN1102 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 2016: YIDD UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1102	001/13742	M W 4:10pm - 6:00pm 308 Hamilton Hall	Alyssa Masor	4	1

**Spring 2017: YIDD UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1102	002/63787	M W 2:10pm - 4:00pm 404 Hamilton Hall	Agnieszka Legutko	4	7/18

**YIDD W1202 Intermediate Yiddish II. 4 points.**  
**Not offered during 2016-17 academic year.**

Prerequisites: *YIDD W1101-W1102* or the instructor's permission.

This year-long course is a continuation of Elementary Yiddish II. As part of the New Media in Jewish Studies Collaborative, this class will be using new media in order to explore and research the fabulous world of Yiddish literature, language, and culture, and to engage in project-oriented activities that will result in creating lasting multi-media online presentations. In addition to expanding the command of the language that has been spoken by the Ashkenazi Jews for more than a millennium, i.e. focusing on developing speaking, reading, writing and listening skills, and on the acquisition of more advanced grammatical concepts, students will also get some video and film editing training, and tutorials on archival research. The class will continue to read works of Yiddish literature in the original and will venture outside of the classroom to explore the Yiddish world today: through exciting field trips to Yiddish theater, Yiddish-speaking neighborhoods, YIVO, Yiddish Farm, and so on. And we will also have the Yiddish native-speaker guest series. Welcome back to Yiddishland!

**YIDD GU4200 THE FAMILY SINGER. 3 points.**

This course examines the work of one of Yiddish literature's most esteemed literary families, who include a Nobel prize winner among them - a laureate who many Yiddish critics consider to be less talented than his older brother, and, perhaps, less adventurous than his sister. In comparing these three writers' contributions to several genres and on several themes, we may be able to advance some notions about the merits of literary biography, of the workings of genre construction, and, of course, to look at the insights of several of Eastern European Jewry's most talented observers.

**Fall 2016: YIDD GU4200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 4200	001/28299	W 10:10am - 12:00pm 406 Hamilton Hall	Jeremy Dauber	3	4/40

**YIDD G4650 Life Writing in Yiddish Literature:**  
**Autobiography, Memoir or Fiction? (in English). 3 points.**

The difficulty in providing a satisfying definition of the genre involving personal narratives about the vicissitudes of the self has been the subject of heated scholarly debates in the autobiography studies, an increasingly popular and a relatively recent field. Is

autobiography a literary representation of "the impossible quest for self-knowledge" (Marcus Moseley)? Is it "an individual's presumably truthful, rational exposition of his or her own life story"? Or, is it a "capricious genre ranging from works of fiction, through traditional autobiography, to various forms of [memoirs,] diaries, journals, and even scholarly writing" (Sarah Pratt)? The course will explore the borderlands between memoir, autobiography and fiction in life writing in Yiddish literature through the lens of the Eastern European Jewish experience. Employing gender and comparative approach as analytical lenses, we will read several autobiographical works and address the following questions: how to deal with problems of memory in personal narratives? How to distinguish between truth, self-fashioning, and fiction in autobiographical writing? What role does the immigrant experience play in Jewish autobiographical narratives? The texts and class discussion will be in English. As part of the digital humanities initiative at Columbia, this course will contribute to the Mapping Yiddish New York (MYNY) project, a growing online archive documenting cultural Yiddish history of New York. Some of the essays produced in this class will be featured on the MYNY website and students will acquire skills in digital publishing and scholarly research.

## 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. Caterina Pizzigoni,  
 321 Fayerweather; [cp2313@columbia.edu](mailto:cp2313@columbia.edu) ([pp143@columbia.edu](mailto:pp143@columbia.edu))

**Undergraduate Administrator:** Sia  
 Mensah; [sjm2206@columbia.edu](mailto: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 overall degree requirements 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*:

UN 1xxx - Introductory Survey Lectures

UN 2xxx - Undergraduate Lectures

UN 3xxx - Undergraduate Seminars

GU 4xxx - Joint Undergraduate/Graduate Seminars

and *field* (with some exceptions):

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)
- Zeynep Çelik
- John Coatsworth (Provost)
- Matthew Connelly
- Victoria de Grazia
- Abram de Swaan (Visiting)
- Mamadou Diouf (Middle Eastern, South Asian, and African Studies)
- Catherine Evtuhov
- Barbara Fields
- Eric Foner
- Carol Gluck
- William Harris
- Martha Howell
- Robert Hymes (East Asian Language and Cultures)
- Kenneth Jackson
- Karl Jacoby
- Matthew Jones
- Laszlo Karsai (Visiting)
- Ira Katznelson (Political Science)
- Joel Kaye (Barnard)
- Alice Kessler-Harris (*emerita*)
- Rashid Khalidi
- Dorothy Ko (Barnard)
- Adam Kosto
- Sunil Kumar (Visiting)
- 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)
- Henry Rousso (Visiting)
- Simon Schama (University Professor)
- Seth Schwartz
- Herbert Sloan (Barnard, *emeritus*)
- Pamela Smith
- Robert Somerville (Religion)
- Michael Stanislawski
- Anders Stephanson
- Lisa Tiersten (Barnard)
- Adam Tooze
- Deborah Valenze (Barnard)
- Marc Van de Mieroop
- Richard Wortman (*emeritus*)
- Madeleine Zelin (East Asian Languages and Cultures)
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## ASSOCIATE PROFESSORS

- Tarik Amar
- Lisbeth Kim Brandt (East Asian Languages and Cultures)
- Paul Chamberlin
- Meg Jacobs (Visiting)
- Gregory Pflugfelder (East Asian Languages and Cultures)
- Caterina Pizzigoni
- Anupama Rao (Barnard)
- Samuel Roberts
- Neslihan Senocak
- Rhiannon Stephens
- Carl Wennerlind (Barnard)
- Eduardo Alberto Zimmermann (Visiting)
- 

## ASSISTANT PROFESSORS

- Manan Ahmed
- Gergely Baics
- Simone Bellezza (Visiting)
- Charly Coleman
- Elizabeth Esch (Barnard)
- Andrew Lipman (Barnard)
- Gulnar Kendirbai (Visiting)
- Alexandre Roberts
- Gray Tuttle (East Asian Languages and Cultures)
- Emma Winter

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## LECTURERS IN DISCIPLINE

- Donna Bilak (2016-2017)
- Benjamin Breen (2016-2017)
- Joel Klein (2016-2017)
- Victoria Phillips (2016-2017)
- Nathan Pilkington (2016-2017)
- John Straussberger (2016-2017)
- Tianna Uchacz (2016-2017)
- Sam Wetherell (2016-2017)

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## ON LEAVE

- Profs. Blackmar, Brinkley, Fields, Foner, Gluck, Hallett, Harris, Kobrin, McCurry, Stephanson, Tooze, Van de Mierop (2016-2017)
- Profs. Howell, Mann, Mazurek, Nguyen (Fall 2016)
- Profs. Jackson, Ngai (Spring 2017)

## 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 (AFCV CC1020), 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 2016 HISTORY COURSES

#### HIST UN1010 The Ancient Greeks 800-146 B.C.E.. 4 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 2016: HIST UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1010	001/24845	T Th 10:10am - 11:25am 313 Fayerweather	Richard Billows	4	62/70

#### AFCV UN1020 African Civilizations. 4 points.

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\**

#### LACV UN1020 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.

#### Spring 2017: LACV UN1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LACV 1020	001/25892	T Th 12:10pm - 2:00pm 309 Hamilton Hall	Caterina Pizzigoni	4	21/22
LACV 1020	002/67195	M W 12:10pm - 2:00pm 507 Philosophy Hall	Rachel Newman	4	13/22

#### HIST UN2060 Laws of War in the Middle Ages. 4 points.

The perception and regulation of war and wartime practices in Europe and the Mediterranean World in the period 300-1500, from the standpoint of legal and institutional history rather than of military history. Topics include: the Just War tradition, Holy War and Crusade, the Peace and Truce of God, prisoners and ransom, the law of siege, non-combatants, chivalry, and ambassadors and diplomacy. Readings are principally primary sources in translation.

#### Fall 2016: HIST UN2060

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 2060 001/92797 M W 10:10am - Adam Kosto 4 29/60  
11:25am  
313 Fayerweather

### **HIST UN2323 Nineteenth-Century Britain. 4 points.**

This course surveys the main political, economic, cultural, and social currents in nineteenth-century Great Britain, beginning in the 1780s and ending in 1900. The course will provide insight into Britain at both the domestic and international level. Topics include, but are not limited to: class, war and conflict, gender, religion, industrialization, political reform, economic change, liberalism, Victorian culture and ideologies, and the expansion of empire.

#### **Fall 2016: HIST UN2323**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2323	001/71846	M W 1:10pm - 2:25pm 313 Fayerweather	Matthew Wyman-McCarthy	4	30/60

### **HIST UN2330 Europe: from the Nazi New Order to the European Union. 4 points.**

The history of Europe in the wider world from the Allies' victorious war against the Nazi New Order to the triumph of the European Union after the collapse of Soviet Empire. Lectures bring Eastern and Western Europe into one focus, to study the impact of the Cold War, the exit from colonial empire, Europe's "Economic Miracle, the sexual revolution, Europe's slowdown after the 1970s Oil Shock, Euro-Reaganism, and the impact of globalization from the 1990s to the 2008 crisis.

#### **Fall 2016: HIST UN2330**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2330	001/29759	M W 2:40pm - 3:55pm 313 Fayerweather	Victoria De Grazia	4	26/60

### **HIST UN2398 The Politics of Terror: The French Revolution. 4 points.**

This course examines the political culture of eighteenth-century France, from the final decades of the Bourbon monarchy to the rise of Napoleon Bonaparte. Among our primary aims will be to explore the origins of the Terror and its relationship to the Revolution as a whole. Other topics we will address include the erosion of the king's authority in the years leading up to 1789, the fall of the Bastille, the Constitutions of 1791 and 1793, civil war in the Vendée, the militarization of the Revolution, the dechristianization movement, attempts to establish a new Revolutionary calendar and civil religion, and the sweeping plans for moral regeneration led by Robespierre and his colleagues in 1793-1794.

#### **Fall 2016: HIST UN2398**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2398	001/29558	T Th 2:40pm - 3:55pm 313 Fayerweather	Charly Coleman	4	33/60

### **HIST UN2535 History of the City of New York. 4 points.**

The social, cultural, economic, political, and demographic development of America's metropolis from colonial days to present. Slides and walking tours supplement the readings (novels and historical works). *Field(s): US*

#### **Fall 2016: HIST UN2535**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2535	001/81755	M W 10:10am - 11:25am 417 International Affairs Bldg	Kenneth Jackson	4	167/280

### **HIST UN2587 Sport & Society in the Americas. 4 points.**

This course explores the ways organized sport constitutes and disrupts dominant understandings of nation, race, gender, and sexuality throughout the Americas. Working from the notion that sport is "more than a game," the class will examine the social, cultural and political impact of sports in a variety of American contexts in the past and present. While our primary geographic focus will be the United States, Brazil, and the Caribbean, the thrust of the course encourages students to consider sports in local, national, and transnational contexts. The guiding questions of the course are: What is the relationship between sport and society? How does sport inform political struggles within and across national borders? How does sport reinforce and/or challenge social hierarchies? Can sport provide visions of alternative conceptions of the self and community? Throughout the semester, we will examine such topics as: the continuing political struggles surrounding mega-events such as the Olympics and World Cup, the role of professional baseball in the rise and fall of Jim Crow segregation, the contradictory impact of high school football in Texas, the centrality of tennis to the women's movement in the United States, and the role of sports in the growth of the city of Los Angeles. Course materials include works by historians, sociologists, social theorists, and journalists who have also been key contributors to the burgeoning field of sports studies.

#### **Fall 2016: HIST UN2587**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2587	001/88946	T Th 11:40am - 12:55pm 614 Schermerhorn Hall	Frank Guridy	4	75/80

### **HIST UN2657 Medieval Jewish Cultures. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course will survey some of the major historical, cultural, intellectual and social developments among Jews from the fourth century CE through the fifteenth. We will study Jewish cultures from the Christianization of the Roman Empire, the age of the Talmuds, the rise of Islam, the world of the Geniza, medieval Spain, to the early modern period. We will look at a rich variety of primary texts and images, including mosaics, poems, prayers, polemics, and personal letters. *Field(s): JEW/MED*

**Fall 2016: HIST UN2657**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2657	001/26529	M W 2:40pm - 3:55pm 310 Fayerweather	Elisheva Carlebach	4	77/85

**HIST UN2660 Latin American Civilization I. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Latin American economy, society, and culture from pre-Columbian times to 1810. **Global Core Approved.**

**Fall 2016: HIST UN2660**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2660	001/65814	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Caterina Pizzigoni	4	173/200

**HIST UN2716 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*

**Fall 2016: HIST UN2716**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2716	001/02088	T Th 1:10pm - 2:25pm 302 Milbank Hall	Hossein Kamaly	0	9/50

**HIST UN2719 History of the Modern Middle East. 4 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 G6998 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 2016: HIST UN2719**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2719	001/63241	T Th 8:40am - 9:55am 417 International Affairs Bldg	Rashid Khalidi	4	179/220

**HSME UN2810 History of South Asia I: al-Hind to Hindustan. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
Graduate students must register for HIST G6998 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 2016: HSME UN2810**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSME 2810	001/68597	M W 8:40am - 9:55am 417 Mathematics Building	Manan Ahmed	4	22/45

**HSPB UN2950 Social History of American Public Health. 4 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 2016: HSPB UN2950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSPB 2950	001/67000	T Th 8:40am - 9:55am 309 Havemeyer Hall	James Colgrove	4	143/150

**HIST UN3306 The Women's Suffrage Movement in Britain: Politics, Performance, Personhood. 4 points.**

The British women's suffrage movement was one of the significant and dramatic social movements of modern times. Tens of

thousands of women joined suffrage organizations and took part in suffrage activism in the decade before World War I, some of them adopting what were known as “militant” tactics of public disturbance and property damage, and of the hunger-strike in prison. The suffrage question and the spectacle of militancy preoccupied politicians, divided parties, friends and families, mesmerized the public and the press, and utterly transformed the lives of the women who became caught up in it. The movement spawned novels, plays, and artistic works of all kinds; it fostered new political theories and practices; it created new identities and new psychological orientations. Historians to this day argue over its meanings and legacies.

#### Fall 2016: HIST UN3306

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3306	001/15946	W 10:10am - 12:00pm 301m Fayerweather	Susan Pedersen	4	14/15

#### HIST UN3335 20th Century New York City. 4 points.

This course explores critical areas of New York's economic development in the 20th century, with a view to understanding the rise, fall and resurgence of this world capital. Discussions also focus on the social and political significance of these shifts. Assignments include primary sources, secondary readings, film viewings, trips, and archival research. Students use original sources as part of their investigation of New York City industries for a 20-page research paper. An annotated bibliography is also required. Students are asked to give a weekly update on research progress, and share information regarding useful archives and websites.

#### Fall 2016: HIST UN3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3335	001/62497	M 4:10pm - 6:00pm 301m Fayerweather	Kenneth Jackson	4	13/15

#### HIST UN3453 Politics of Slavery and Anti-slavery in the United States. 4 points.

This course examines how Americans defined and redefined the boundaries of freedom from the American Revolution to Reconstruction. In particular, it focuses on how the relationship between slavery and politics shaped the meaning(s) of freedom in this time period and how various political actors defined and manipulated this relationship to advocate for themselves. This course takes a broad definition of politics that includes not just the electoral realm but also the actions of disenfranchised political actors including slaves, women, and freedpeople.

#### Fall 2016: HIST UN3453

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3453	001/97746	M 12:10pm - 2:00pm 302 Fayerweather	Mary Freeman	4	14/15

#### HIST UN3569 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 2016: HIST UN3569

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3569	001/66696	Th 12:10pm - 2:00pm 301m Fayerweather	Meg Jacobs	4	14/15

#### HIST UN3644 Modern Jewish Intellectual History. 4 points.

This course analyzes Jewish intellectual history from Spinoza to 1939. It tracks the radical transformation that modernity yielded in Jewish life, both in the development of new, self-consciously modern, iterations of Judaism and Jewishness and in the more elusive but equally foundational changes in "traditional" Judaisms. Questions to be addressed include: the development of the modern concept of "religion" and its effect on the Jews; the origin of the notion of "Judaism" parallel to Christianity, Islam, etc.; the rise of Jewish secularism and of secular Jewish ideologies, especially the Jewish Enlightenment (Haskalah), modern Jewish nationalism, Zionism, Jewish socialism, and Autonomism; the rise of Reform, Modern Orthodox, and Conservative Judaisms; Jewish neo-Romanticism and neo-Kantianism, and Ultra-Orthodoxy.

#### Fall 2016: HIST UN3644

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3644	001/28780	Th 4:10pm - 6:00pm 311 Fayerweather	Michael Stanislawski	4	13/15

#### HIST UN3683 Violence and History in Latin America. 4 points.

This course will build the conceptual tools to understand Latin American violence in a historical perspective. We will look at violence as a component of oppressive power, class and gender relations. We will also consider the productive effects of violence, as violent practices constitute politics, nationalism, masculinity and revolutionary thought. We will also look at the way in which violence, particularly state but also revolutionary violence, generated enduring social efforts to seek justice and preserve the memory of victims. The course will combine readings on theory, history and the social sciences intended to build a historical perspective. In the second half of the semester, the focus will turn to the research and writing of a paper that will be based on primary sources but will also engage the readings from the first part of the semester.

#### Fall 2016: HIST UN3683

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3683	001/14029	W 4:10pm - 6:00pm 302 Fayerweather	Pablo Piccato	4	5/15

**HIST UN3838 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.

**Fall 2016: HIST UN3838**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3838	001/70238	W 4:10pm - 6:00pm 301m Fayerweather	Elisheva Carlebach	4	11/10
HIST 3838	002/73476	M 2:10pm - 4:00pm 404 Fayerweather	Adam Kosto	4	11/10
HIST 3838	003/60225	T 12:10pm - 2:00pm 302 Fayerweather	Natasha Lightfoot	4	10/10

**AMHS UN3580 American Cultural Criticism. 4 points.**

A seminar on the history of American cultural criticism since the late nineteenth century. Themes include the search for forms of artistic expression appropriate to a democratic society; the consequences of urbanism and corporate industrialization for American culture and values; the implications of ethno-racial diversity for American culture and national identity; tensions between “popular” or “mass” culture, the avant-garde, and “high” culture; selfhood and the moral life; the shift from a modernist to a postmodernist sensibility; and the public role of the critic in the United States. *Field(s): US*

**Fall 2016: AMHS UN3580**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMHS 3580	001/23321	T 2:10pm - 4:00pm 317 Hamilton Hall	Casey Blake	4	14/18

**HIST UN3929 War and Memory. 4 points.**

This course provides an overview on the remembering of wars and conflicts, at a global scale, in the 20th and 21st centuries. It intends to present how and why this issue became a central one in contemporary politics, culture, and society. It is based on my own research and a large experience as an expert for many French and European private and public institutions. It offers first a general framework, presenting the theories and methods used in the field of “Memory Studies” through the writings of major authors like Maurice Halbwachs and the invention of the concept of “collective memory”, or Pierre Nora and the invention of the “history of memory”. It addresses then a series of examples throughout contemporary history: the memory of WWI and WWII in a short and a long-term perspective; the question of the Holocaust; the issue Colonial wars, Communism, and the memory of other Genocides in the XXth and XXIth centuries. It ends with the study of some specific testimonies and monuments, in a comparative perspective.

**Fall 2016: HIST UN3929**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3929	001/11904	Th 4:10pm - 6:00pm 302 Fayerweather	Henry Rouso	4	16/15

**HIST UN3979 Childhood and Policy in Europe & the U.S.. 4 points.**

This course explores the relationship between changing perceptions of childhood and the development of social policies over the course of the nineteenth and twentieth centuries in the United States and Europe. Conceiving of childhood as a social construct, rather than a fixed and biological stage of life, historians of childhood have focused on the experiences of children to understand how society perceives of itself and how it has been affected by economic, political, intellectual, and social shifts over time. In this course, we will ask what might explain similarities and differences in how childhood was perceived across regions and cultures? The course focuses on how various class, racial, and gender inequalities affected the material experience of children in the past and how these clashed with ideologies of childhood, examining whether it is possible for a child to *not* experience a childhood. We will also concentrate on the place of children in the emergence of welfare state programs, paying particular attention to the burgeoning influence of the medical and social sciences. We will ask: what is the relationship between children and the national community? What are some of the instrumental ways in which childhood was used to shape the values or norms of the citizenry? How did concerns about child protection, and tensions regarding the public or private responsibility for children’s well-being, shape the formation of social policy?

**Fall 2016: HIST UN3979**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3979	001/84031	W 12:10pm - 2:00pm 301m Fayerweather	Anna Danziger Halperin	4	5/15

**HIST UN3993 Healthcare and the Welfare State. 4 points.**

This course examines state-based guarantees to healthcare through a comparative analysis of different welfare states. It asks why unlike most other advanced, industrial, and wealthy countries, the United States has not guaranteed a right to healthcare. Depending on the country, the place of healthcare amidst other demands for social insurance, which includes unemployment benefits, parental leave, childcare, and pensions varies widely. This course aims towards a closer understanding of the political and social choices that influence whether healthcare is a social right.

**Fall 2016: HIST UN3993**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3993	001/85280	M 6:10pm - 8:00pm 302 Fayerweather	George Aumoithe	4	15/15

**HIST GU4218 The Black Sea in History. 4 points.**

We are used to thinking of history in national terms, or at least in reference to major civilizations (“Western civilization,” “Near Eastern civilization,” etc.). In “real life,” however, interactions among people, linguistic communities, and cultures frequently cut across political divisions. Water – rivers, streams, seas – is often an invitation to settlement, commerce, and conquest. This course offers a look (inspired in part by Fernand Braudel’s *Mediterranean*) at a body of water – the Black Sea –



and the lands around it, in sweeping historical perspective. Focus is on those moments when the various civilizations and empires that originated and flourished around the Black Sea met and intersected in friendship or in enmity. We will look at ancient civilizations, Greek colonization, Byzantine-Slav interactions, the period of Ottoman dominance, Russian-Turkish rivalry, and decolonization and wars in the 19th and 20th centuries. We hope that we will be able to pay particular attention to questions of ecology, language, religion, and cultural interaction throughout.

**Fall 2016: HIST GU4218**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4218	001/69256	Th 12:10pm - 2:00pm 311 Fayerweather	Catherine Evtuhov	4	10/15

**HIST GU4235 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 2016: HIST GU4235**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4235	001/13791	M 2:10pm - 4:00pm 302 Fayerweather	Gulnar Kendirbai	4	4/15

**HIST GU4285 Post-Stalinism: The Soviet Union and Its Successor Societies, 1953-2012. 4 points.**

This class focuses on the history of the Soviet Union and Russia between the death of Stalin/the end of totalitarianism and the present. It spans the turning-point date of 1991 when the Soviet Union abolished itself and was replaced by successor states, the most important of which is Russia. Not ending Soviet history with 1991 and not beginning Russian history with it either, we will seek to understand continuities as well as change. We will also draw on a diverse set of texts (and movies), including history, political science, journalism, fiction, and memoirs, feature and documentary movies. Geographically weighted toward Russia (and not the other also important successor states), in terms of content, this class concentrates on politics and society, including, crucially, the economy. These concepts, however, will be understood broadly. To come to grips with key issues in Soviet and Russian history in the historically short period after Stalinist totalitarianism, we will have to pay close attention to not only our analytical categories, but also to the way in which the political and the social have been understood by Soviet and Russian contemporaries. The class will introduce students to crucial questions of Russia's recent past, present, and future: authoritarianism and democratization, the role of the state and that of society, reform and retrenchment, communism and

capitalism, and, last but not least, the nature of authority and legitimacy.

**Fall 2016: HIST GU4285**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4285	001/75145	M 10:10am - 12:00pm 302 Fayerweather	Tarik Amar	4	14/15

**HIST GU4288 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.

**Fall 2016: HIST GU4288**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4288	001/61798	W 4:10pm - 6:00pm 408 Hamilton Hall	Sergei Antonov	4	3/15

**HIST GU4364 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 2016: HIST GU4364**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4364	001/69258	M 4:10pm - 6:00pm 302 Fayerweather	Abram de Swaan	4	14/16

**HIST GU4377 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 2016: HIST GU4377**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4377	001/25513	Th 6:10pm - 8:00pm 311 Fayerweather	Victoria Phillips	4	12/15

**HIST GU4455 Transnational Migration and Citizenship. 4 points.**

This course will read recent scholarship on migration and citizenship (with some nod to classic works); as well as theoretical work by historians and social scientists in the U.S. and Europe on the changing conceptual frameworks that are now shaping the field. The first half of the course will read in the literature of U.S. immigration history. The second half of the course is comparative, with readings in the contexts of empire, colonialism and contemporary refugee and migration issues in the U.S. and Europe.

**Fall 2016: HIST GU4455**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4455	001/65942	T 10:10am - 12:00pm 311 Fayerweather	Mae Ngai	4	13/16

**HIST GU4923 Narratives of World War II. 4 points.**

An examination of literary and cinematic narratives of the Second World War produced in the decades since 1940 in Europe, America, and Asia. The analytic approach centers both on the historicity of, and the history in, the texts, with the goal of questioning the nature of narrative in different forms through a blend of literary and historical approaches.

**Fall 2016: HIST GU4923**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4923	001/24017	T 10:10am - 12:00pm 501 International Affairs Bldg	Carol Gluck	4	13/15

**HIST W4607 Rabbis for Historians. 4 points.**

This course introduces the central historical issues raised by ancient Palestinian and Babylonian rabbinic literature through exploration of some of the crucial primary texts and analysis of the main scholarly approaches to these texts.

**SPRING 2017 HISTORY COURSES****HIST UN1020 The Romans, 754 BC to 565 AD. 3 points.**

Rome and its empire, from the beginning to late antiquity.

Field(s): ANC

**Spring 2017: HIST UN1020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1020	001/68000	M W 1:10pm - 2:25pm 207 Mathematics Building	Nathan Pilkington	3	92/150

**HIST UN2004 The Mediterranean World After Alexander the Great. 4 points.**

The conquests of Alexander the Great spread Greek Civilization all around the eastern Mediterranean and Middle East. This course will examine the Hellenised (greek-based) urban society of the empires of the Hellenistic era (ca. 330-30BCE).

**Spring 2017: HIST UN2004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2004	001/29005	T Th 10:10am - 11:25am 313 Fayerweather	Richard Billows	4	28/60

**HIST UN2072 Daily Life in Medieval Europe. 4 points.**

This course is designed as traveller's guide to medieval Europe. Its purpose is to provide a window to a long-lost world that provided the foundation of modern institutions and that continues to inspire the modern collective artistic and literary imagination with its own particularities. This course will not be a conventional history course concentrating on the grand narratives in the economic, social and political domains but rather intend to explore the day-to-day lives of the inhabitants, and attempts to have a glimpse of their mindset, their emotional spectrum, their convictions, prejudices, fears and hopes. It will be at once a historical, sociological and anthropological study of one of the most inspiring ages of European civilization. Subjects to be covered will include the birth and childhood, domestic life, sex and marriage, craftsmen and artisans, agricultural work, food and diet, the religious devotion, sickness and its cures, death, after death (purgatory and the apparitions), travelling, merchants and trades, inside the nobles' castle, the Christian cosmos, and medieval technology. The lectures will be accompanied by maps, images of illuminated manuscripts and of medieval objects. Students will be required to attend a weekly discussion section to discuss the medieval texts bearing on that week's subject. The written course assignment will be a midterm, final and two short papers, one an analysis of a medieval text and a second an analysis of a modern text on the Middle Ages.

**HIST UN2234 Dictators and Dictatorships in 20th Century Europe, 1900-1946. 4 points.**

Prerequisites: Corequisite discussion HIST UN2335

In this course we focus on the origins and causes of dictatorship, beginning with the consequences of the Great War. How do dictatorships and authoritarian regimes compare and contrast in the East and West of Europe? To what extent can we trace the origins of leftist, Marxist-Leninist-Stalinist dictatorship and those of the right-wing (fascist and Nazi) dictatorships back to the 19th century philosophical and ideological antecedents?

**HIST UN2336 Everyday Communism. 4 points.**

Prerequisites: Coreq discussion section HIST UN2237

This course surveys communism as an idea, political regime, and everyday experience in territories of today's Poland, Czechoslovakia, Hungary, east Germany, Rumania and Balkan countries. The stress is on social, gender, and economic politics that shaped lived experiences of central and eastern Europeans since the Eurasian revolution of 1905 until the waning of the socialist project in the 1970s and 1980s.....

**Spring 2017: HIST UN2336**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2336	001/78246	T Th 11:40am - 12:55pm 413 Kent Hall	Malgorzata Mazurek	4	19/50

**HIST UN2360 Twentieth Century Britain: Between Democracy and Empire. 4 points.**

This course surveys the main currents of British history from 1900 to the present, with particular attention to the changing place of Britain in the world and the changing shape of politics. Throughout this course will ask: Where is power located in Britain and its empire? What held Britain and the empire together and what tore them apart? What was life like for Britons young and old, men and women, rich and poor, white and black - across the course of this century? When and how did social change happen? How did people respond?

**Spring 2017: HIST UN2360**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2360	001/92396	M W 2:40pm - 3:55pm 633 Seeley W. Mudd Building	Susan Pedersen	4	44/75

**HIST UN2377 INTERNATIONAL & GLOBAL HISTORY SINCE WWII. 4 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

**Spring 2017: HIST UN2377**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2377	001/65295	M W 4:10pm - 5:25pm 833 Seeley W. Mudd Building	Matthew Connelly	4	74/120

**HIST UN2491 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 2017: HIST UN2491**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2491	001/27312	T Th 10:10am - 11:25am 310 Fayerweather	Paul Chamberlin	3	60/70

**HIST UN2555 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 2017: HIST UN2555**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2555	001/10941	T Th 11:40am - 12:55pm 614 Schermerhorn Hall	Meg Jacobs	4	95/150

**HIST UN2661 Modern Latin American History (Latin American Civilization II). 3 points.**

Explores major themes in Latin American history from the independence period to the present. It will trace economic, political, intellectual, and cultural trends. Particular attention will be given to the enduring issue of social and racial inequality and the ways that the interactions of dominant and subordinate groups have helped shape the course of Latin American history.

**HIST UN2663 Mexico From Revolution To Democracy. 4 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 2017: HIST UN2663**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2663	001/28004	M W 4:10pm - 5:25pm 310 Fayerweather	Pablo Piccato	4	30/60

**HIST UN2711 African History since 1800. 4 points.**

This class examines the history of the African continent from the Atlantic Slave trade (c. 1800) to the present, focusing in particular on the social, political, and religious changes and continuities

that have shaped the continent over the course of the past three centuries.....

#### Spring 2017: HIST UN2711

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2711	001/87896	M W 1:10pm - 2:25pm 301m Fayerweather	John Straussberger	4	17/30

#### HIST UN2811 South Asia: Empire and Its Aftermath. 4 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 2017: HIST UN2811

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2811	001/08898	T Th 2:40pm - 3:55pm 405 Milbank Hall	Anupama Rao	4	58/103

#### HIST UN3104 Family, Sexuality & Marriage in Pre-Modern Europe. 4 points.

Prerequisites: the instructor's permission. SEE UNDERGRADUATE SEMINAR SECTION OF THE HISTORY DEPARTMENT'S WEBSITE.

This course examines the meaning of marriage in European culture from the early Middle Ages until the eighteenth century, concentrating on the period from 1200 to 1800. It begins with a study of Jewish and Christian teachings about marriage – the nature of the conjugal bond, the roles of men and women within marriage, and marital sexuality. It traces changes in that narrative over the centuries, analyzes its relationship to actual practice among various social groups, and ends in the eighteenth century with an examination of the ideology of the companionate marriage of modern western culture and its relation to class formation. *Group(s): A Field(s): EME*

#### Spring 2017: HIST UN3104

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3104	001/21399	Th 4:10pm - 6:00pm 301m Fayerweather	Martha Howell	4	5/15

#### HIST UN3120 Censorship and Freedom of Expression in Early Modern Europe. 4 points.

In this course we will examine theoretical and historical developments that framed the notions of censorship and free expression in early modern Europe. In the last two decades, the role of censorship has become one of the significant elements in discussions of early modern culture. The history of printing and of the book, of the rise national-political cultures and their projections of control, religious wars and denominational schisms are some of the factors that intensified debate over the free circulation of ideas and speech. Indexes, Inquisition, Star Chamber, book burnings and beheadings have been the subjects of an ever growing body of scholarship. *Field(s): EME*

#### Spring 2017: HIST UN3120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3120	001/29583	M 10:10am - 12:00pm 311 Fayerweather	Elisheva Carlebach	4	12/15

#### HIST UN3152 Byzantine Encounters in the Mediterranean and the Middle East. 4 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This seminar examines Middle Eastern and Latin Western encounters with Byzantine society and culture, focusing on the 6th-15th centuries. When merchants, pilgrims, scholars, diplomats, and soldiers visited the lands of the Greek-Christian-Roman empire of the Eastern Mediterranean (today called Byzantium), what did they see? And what did the rest of the world look like to the Byzantines? We will study primary sources left by medieval Greeks, Arabs, Latins, and others, critically examining the hermeneutical acts involved in each cultural encounter, in order to probe the meaning and significance of these encounters in western Eurasian society and culture. Interested students can apply to take the seminar here: <https://goo.gl/forms/ECK3ISsoghel2Enf2>

#### Spring 2017: HIST UN3152

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3152	001/61999	T 12:10pm - 2:00pm 306 Hamilton Hall	Alexandre Roberts	4	15/15

#### HIST UN3189 Composing the Self in Early Modern Europe. 4 points.

This course explores manners of conceiving and being a self in early modern Europe (ca. 1400-1800). Through the analysis of a range of sources, from autobiographical writings to a selection of theological, philosophical, artistic, and literary works, we will address the concept of personhood as a lens through which to analyze topics such as the valorization of interiority, the formation of mechanist and sensationalist philosophies of selfhood, and,



more generally, the human person's relationship with material and existential goods. This approach is intended to deepen and complicate our understanding of the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and other movements around which histories of the early modern period have typically been narrated.

#### Spring 2017: HIST UN3189

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3189	001/23661	T 2:10pm - 4:00pm 302 Fayerweather	Charly Coleman	4	11/12

#### HIST UN2213 Early Russian History (to 1800). 4 points.

Prerequisites: Must register for corequisite discussion section HIST UN2214

Early Russian History is the first semester of a full-year survey of Russian history; the second semester, Modern Russian History (Since 1800), will be offered in 2017-18. (Each may also be taken independently.) During this semester, we will first look at societies in the Black Sea region and Eurasian plain – their formation, evolution, and sometimes demise – until the emergence of an early modern empire centered in Moscow. The history of the Russian Empire proper begins with the conquest of the Khanate of Kazan in 1552, and culminates in the modern European empire of Peter I and Catherine II. We will examine, in turn, the Black Sea civilizations of antiquity and the medieval age; the Mongol Empire and its westernmost projection, the Golden Horde; the city of Moscow and the Muscovite Empire (15th –17th centuries) over which it presided; and, finally, the new imperial capital of St. Petersburg and the monarchs, the empire, the foreign policy and society of the eighteenth century. We will pay special attention to religion, cultural interaction, myth, monarchy, empire – all themes essential to current historical scholarship.

#### Spring 2017: HIST UN2213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2213	001/17298	M W 10:10am - 11:25am 301m Fayerweather	Catherine Evtuhov	4	12/35

#### HIST UN3305 The European Enlightenment. 4 points.

Priority given to majors and concentrators, seniors, and juniors.

Prerequisites: the instructor's permission.

This course will include an in-depth examination of some major thinkers and texts of the French, Germans, and Scottish Enlightenment. By reading works of Montesquieu, Voltaire, Lessing, Mendelssohn, and Hume, we will examine their radically divergent responses to the central intellectual quandries of their day, and in many ways our own: the relationship between rationalism, science, and faith; religion and the state; the individual and the polity; cosmopolitanism and particularism; pluralism and relativism; and the meaning of liberty. *Group(s): A, B*

#### Spring 2017: HIST UN3305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 3305	001/18908	Th 10:10am - 12:00pm 302 Fayerweather	Charly Coleman	4	10/12
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#### HIST UN3437 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.

#### Spring 2017: HIST UN3437

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3437	001/15313	T 8:10am - 10:00am 311 Fayerweather	David Rosner	4	13/12

#### HIST UN3518 Columbia and Slavery. 4 points.

In this course, students will write original, independent papers of around 25 pages, based on research in both primary and secondary sources, on an aspect of the relationship between Columbia College and its colonial predecessor King's College, with the institution of slavery.

#### Spring 2017: HIST UN3518

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3518	001/72198	Th 12:10pm - 2:00pm 311 Fayerweather	Karl Jacoby	4	12/18

#### HIST UN3553 Slavery and Finance in Nineteenth Century America. 4 points.

This research seminar exposes students to selected readings in the history of slavery and finance in the United States, from the American Revolution to the end of the nineteenth century. The course explores the crucial roles of slavery and finance for the economic growth of the United States.....

#### Spring 2017: HIST UN3553

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3553	001/28779	Th 4:10pm - 6:00pm 652 Schermerhorn Hall	Manuel Bautista Gonzalez	4	9/15

**HIST UN3595 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 2017: HIST UN3595**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3595	001/72043	Th 2:10pm - 4:00pm 311 Fayerweather	Meg Jacobs	4	16/15

**HIST UN3687 LAT AMER RIGHT IN THE COLD WAR. 4 points.**

The historical literature on the nature of international fascism and the transition of fascist ideologies into the Cold War era has been expanding rapidly in recent years, spanning over multiple intellectual debates...

This course sets out to provide the analytic tools for debating the rise of Latin America's post-fascism during the 1960s and 1970s....

**Spring 2017: HIST UN3687**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3687	001/81496	W 12:10pm - 2:00pm 311 Fayerweather	Daniel Kressel	4	15/15

**HIST UN3779 Africa and France. 4 points.**

Prerequisites: reading knowledge of French is highly encouraged. This course endeavors to understand the development of the peculiar and historically conflictual relationship that exists between France, the nation-states that are its former African colonies, and other contemporary African states. It covers the period from the 19th century colonial expansion through the current ‘memory wars’ in French politics and debates over migration and colonial history in Africa. Historical episodes include French participation in and eventual withdrawal from the Atlantic Slave Trade, emancipation in the French possessions, colonial conquest, African participation in the world wars, the wars of decolonization, and French-African relations in the contexts of immigration and the construction of the European Union. Readings will be drawn extensively from primary accounts by African and French intellectuals, dissidents, and colonial administrators. However, the course offers *neither* a collective biography of the compelling intellectuals who have emerged from this relationship *nor* a survey of French-African literary or cultural production *nor* a course in international relations. Indeed, the course avoids the common emphasis in francophone studies on literary production and the experiences of elites and the common focus of international relations on states and bureaucrats. The focus throughout the course is on the historical development of

fields of political possibility and the emphasis is on sub-Saharan Africa. *Group(s): B, C Field(s): AFR, MEU*

**Spring 2017: HIST UN3779**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3779	001/63448	Th 10:10am - 12:00pm 311 Fayerweather	Gregory Mann	4	21/15

**HIST UN3839 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 2017: HIST UN3839**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3839	001/18822	W 4:10pm - 6:00pm 406 Hamilton Hall	Elisheva Carlebach	4	10/10
HIST 3839	002/67187	M 2:10pm - 4:00pm 404 Fayerweather	Adam Kosto	4	11/10
HIST 3839	003/73607	T 12:10pm - 2:00pm 208 Casa Hispanica	Natasha Lightfoot	4	10/10

**HIST UN3938 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*

**Spring 2017: HIST UN3938**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3938	001/61050	W 2:10pm - 4:00pm 311 Fayerweather	William Leach	4	2/12

**HIST UN3942 Constitutions and Democracy in the Middle East. 4 points.**

Prerequisites: application requirements: SEE UNDERGRADUATE SEMINAR SECTION OF DEPARTMENT'S WEBSITE. Where the establishment of sustainable democracies is concerned, the Middle East has perhaps the poorest record of all regions of the world since World War II. This is in spite of the fact that

two of the first constitutions in the non-Western world were established in this region, in the Ottoman Empire in 1876 and in Iran in 1906. Notwithstanding these and other subsequent democratic and constitutional experiments, Middle Eastern countries have been ruled over the past century by some of the world's last absolute monarchies, as well as a variety of other autocratic, military-dominated and dictatorial regimes. This course, intended primarily for advanced undergraduates, explores this paradox. It will examine the evolution of constitutional thought and practice, and how it was embodied in parliamentary and other democratic systems in the Middle East. It will examine not only the two Ottoman constitutional periods of 1876-78 and 1908-18, and that of Iran from 1905 onwards, but also the various precursors to these experiments, and some of their 20th century sequels in the Arab countries, Turkey and Iran. This will involve detailed study of the actual course of several Middle Eastern countries' democratic experiments, of the obstacles they faced, and of their outcomes. Students are expected to take away a sense of the complexities of the problems faced by would-be Middle Eastern democrats and constitutionalists, and of some of the reasons why the Middle East has appeared to be an exception to a global trend towards democratization in the post-Cold War era.

#### **HIST UN3962 Technology, Work, and Capitalism: A History. 4 points.**

In recent years, public conversations about the relationship between technology and work seem to have been conducted with particular fervor: claims of revolutionary ease and freedom sit side-by-side with dystopian visions of exploitation, surveillance, and growing alienation. Will technological development lead to widespread deskilling or a new "sharing economy"? Will it enrich the few at the expense of the many or bring general prosperity? Are Uber, Etsy, and Amazon vanguards of an ideal future or harbingers of doom?

##### **Spring 2017: HIST UN3962**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3962	001/66300	M 10:10am - 12:00pm 302 Fayerweather	Whitney Laemml	4	16/15

#### **HIST GU4040 Biohistory of the Ancient Mediterranean. 4 points.**

We will study the biological standard of living in the ancient Mediterranean with particular reference to the factors that most influenced population growth in the pre-modern world. The class is divided into three parts. To begin, students will explore the human body as historical evidence, learning how to identify evidence of violence and disease in the archaeological and historical records. Next, we will explore the epidemic diseases of antiquity in more detail with special attention given to the three great plagues of the period. Finally, we will consider formal demography and the integration of historical evidence into parametric models of ancient populations.

##### **Spring 2017: HIST GU4040**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4040	001/16150	T 4:10pm - 6:00pm 513 Fayerweather	Nathan Pilkington	4	12/15

#### **HIST GU4223 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 2017: HIST GU4223**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4223	001/11379	T 4:10pm - 6:00pm 1219 International Affairs Bldg	Richard Wortman	4	7/15

#### **HIST GU4240 The Cold War in Culture, Cultures of the Cold War. 4 points.**

In this course we will read and discuss key contributions to a young and growing field, the history of culture in the Cold War, which includes the cultural history of the Cold War and the history of the cultural Cold War, closely related but analytically distinct categories.

##### **Spring 2017: HIST GU4240**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4240	001/21746	M 12:10pm - 2:00pm 311 Fayerweather	Tarik Amar	4	13/15

#### **HIST GU4234 Genocides and Holocaust. 4 points.**

What were the historical roots of the Holocaust, from early Christian Anti-Judaism to the development of "modern", nationalistic, Social-Darwinist, racist Anti-Semitism? In this course we will examine the victims (mentally ill persons, homosexuals, Roma, etc.) of the Nazi's eugenic policy.....

##### **Spring 2017: HIST GU4234**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4234	001/16699	Th 2:10pm - 4:00pm 302 Fayerweather	Laszlo Karsai	4	4/15

#### **HIST GU4331 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 2017: HIST GU4331**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4331	001/14583	W 4:10pm - 6:00pm 302 Fayerweather	Volker Berghahn	4	16/18

**HIST GU4367 Cities in Britain, its Empire and the World. 4 points.**

This seminar provides a history of Britain and its empire from the mid nineteenth century to the present from the perspective of its cities. By 1880 London was the largest city in the world, larger than Paris, New York, Tokyo, Beijing and Mexico City combined.

**Spring 2017: HIST GU4367**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4367	001/97191	Th 12:10pm - 2:00pm 602 Northwest Corner	Sam Wetherell	4	17/18

**HIST GU4470 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 2017: HIST GU4470**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4470	001/62097	Th 4:10pm - 6:00pm 302 Fayerweather	Victoria Phillips	4	14/15

**HIST GU4531 Nature, Labor, and Capital in the Archives. 4 points.**

This course explores the connections between workers, capitalists, and the natural environment. Individual sessions will examine factory labor and the industrial revolution; slavery, farming, and transportation technologies; the rise of the city, and the growth of labor and environmental movements. Working with Columbia's Rare Book and Manuscript Library.....

**Spring 2017: HIST GU4531**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4531	001/04995	W 10:10am - 12:00pm 657 Butler Library	Thai Jones	4	13/15

**HIST GU4696 The Social Question and State Building in Latin America. 4 points.**

The social question emerged in Latin America at the end of the nineteenth century as a consequence of the process of modernization and economic expansion of the region, coinciding with processes of state consolidation in the new nations. In his study of the Chilean system of industrial relations, James Morris defined the social question as "all the social, labor and ideological consequences of emerging industrialization and urbanization..."

**Spring 2017: HIST GU4696**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4696	001/22696	T 6:10pm - 8:00pm 302 Fayerweather	Eduardo Zimmermann	4	6/15

**HIST GU4769 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

**Spring 2017: HIST GU4769**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 4769 001/78779 W 10:10am - Rhiannon 4 12/15  
 12:00pm Stephens  
 311 Fayerweather

1201 International  
 Affairs Bldg

**HIST GU4811 Encounters with Nature: The History of Environment and Health in South Asia and Beyond. 4 points.**

This course offers an understanding of the interdisciplinary field of environmental, health and population history and will discuss historical and policy debates with a cross cutting, comparative relevance: such as the making and subjugation of colonized peoples and natural and disease landscapes under British colonial rule; modernizing states and their interest in development and knowledge and technology building, the movement and migration of populations, and changing place of public health and healing in south Asia. The key aim of the course will be to introduce students to reading and analyzing a range of historical scholarship, and interdisciplinary research on environment, health, medicine and populations in South Asia and to introduce them to an exploration of primary sources for research; and also to probe the challenges posed by archives and sources in these fields. Some of the overarching questions that shape this course are as follows: How have environmental pasts and medical histories been interpreted, debated and what is their contemporary resonance? What have been the encounters (political, intellectual, legal, social and cultural) between the environment, its changing landscapes and state? How have citizens, indigenous communities, and vernacular healers mediated and shaped these encounters and inserted their claims for sustainability, subsistence or survival? How have these changing landscapes shaped norms about bodies, care and beliefs? The course focuses on South Asia but also urges students to think and make linkages beyond regional geographies in examining interconnected ideas and practices in histories of the environment, medicine and health. Topics will therefore include (and students are invited to add to these perspectives and suggest additional discussion themes): colonial and globalized circuits of medical knowledge, with comparative case studies from Africa and East Asia; and the travel and translation of environmental ideas and of medical practices through growing global networks.

**Spring 2017: HIST GU4811**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4811	001/77248	W 2:10pm - 4:00pm 201a Philosophy Hall	Kavita Sivaramakrishnan	4	9/15

**HIST GU4984 Hacking the Archive. 4 points.**

This is a hands-on, project-driven, Laboratory Seminar that explores the frontiers of historical analysis in the information age. It harnesses the exponential growth in information resulting from the digitization of older materials and the explosion of "born digital" electronic records.....

**Spring 2017: HIST GU4984**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4984	001/71999	M 10:10am - 12:00pm	Matthew Connelly	4	17/15

## 2016-2017 CROSS-LISTED COURSES

**NOTE:** The following courses **only** count towards the History degree if the instructor is a History faculty member or an affiliate with the History Department (<http://history.columbia.edu/faculty>). For additional information, please consult Sia Mensah at [sjm2206@columbia.edu](mailto:sjm2206@columbia.edu). All courses from the Barnard History Department also count towards the History degree.

**AFCV UN1020 African Civilizations. 4 points.**

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\*

**LACV UN1020 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.

**Spring 2017: LACV UN1020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LACV 1020	001/25892	T Th 12:10pm - 2:00pm 309 Hamilton Hall	Caterina Pizzigoni	4	21/22
LACV 1020	002/67195	M W 12:10pm - 2:00pm 507 Philosophy Hall	Rachel Newman	4	13/22

**ASCE UN1359 Introduction to East Asian Civilizations: China. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section, ASCE V2360

Corequisites: NOTE: Students must register for a discussion section, ASCE V2360

The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions.

**Fall 2016: ASCE UN1359**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1359	001/03827	M W 10:10am - 11:25am LI103 Diana Center	Jue Guo	4	53/70

**Spring 2017: ASCE UN1359**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1359	001/19107	T Th 2:40pm - 3:55pm 717 Hamilton Hall	Harrison Huang	4	54/80

**ASCE UN1361 Introduction to East Asian Civilizations:**

**Japan. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section ASCE V2371

Corequisites: NOTE: Students must register for a discussion section ASCE V2371

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 2016: ASCE UN1361**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/23996	M W 4:10pm - 5:25pm 310 Fayerweather	Paul Kreitman	4	75/95

**Spring 2017: ASCE UN1361**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/10261	M W 4:10pm - 5:25pm 702 Hamilton Hall	Gregory Plugfelder	4	54/80

**CSER UN3928 Colonization/Decolonization. 4 points.**

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 2016: CSER UN3928**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CSER 3928 001/77601 W 4:10pm - 6:00pm Mae Ngai 4 19/22  
420 Hamilton Hall

**Spring 2017: CSER UN3928**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/11217	Th 2:10pm - 4:00pm 420 Hamilton Hall	Karl Jacoby	4	21/22

# 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  
422B Lehman; 212-854-4350

Philip Kitcher  
Philosophy  
717 Philosophy; 212-854-4884

Eugenia Lean  
History  
925 International Affairs Building; 212-854-1742

Christia Mercer  
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 2016

#### **HIST BC2305 Bodies and Machines. 3 points.**

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

**Not offered during 2016-17 academic year.**

Situates key scientific and technological innovations of the modern era in their cultural context by focusing on the interactions between bodies and machines. Through our attention to bodily experience and material culture, we will explore the ways in which science and technology have shaped and been shaped by the culture of modernity.

#### **Fall 2016: HIST BC2305**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2305	001/08301	M W 11:40am - 12:55pm 324 Milbank Hall	Deborah Coen	3	25

#### **HIST W3911 Medicine and Western Civilization. 4 points.**

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.

#### **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?

## SPRING 2016

### **HIST BC2180 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.

### **HIST BC3119 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.

### **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*

### **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 2017: INSM W3921**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INSM 3921	001/88548	W 2:10pm - 4:00pm HI-2 Heyman Center For Humanities	Douglas Chalmers, Wm Theodore De Bary, Rachel Chung	4	15/22

## NOT OFFERED IN 2016-2017

### **HIST W2901 Historical Theories and Methods. 3 points.**

**Not offered during 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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”.

## 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 BC2180	Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism
HIST BC2305	Bodies and Machines
HIST BC2388	Introduction to History of Science since 1800
HIST BC3119	Capitalism and Enlightenment
HIST BC3324	Vienna and the Birth of the Modern

### Philosophy

PHIL UN2101	The History of Philosophy I: Presocratics to Augustine
PHIL V2201	
PHIL V3551	

### 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; [humanrightscolumbia.org/education/undergraduate](mailto:humanrightscolumbia.org/education/undergraduate)

**Departmental Website:** <http://humanrightscolumbia.org/education/undergraduate>

**Director of Undergraduate Studies:** Prof. Andrew Nathan, 931 International Affairs Building; 212-854-6909; [ajn1@columbia.edu](mailto: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 [humanrightscolumbia.org/education/undergraduate](mailto:humanrightscolumbia.org/education/undergraduate).

## 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 UN3996 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](mailto: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

Human rights majors may transfer a maximum of three courses from other institutions. Human rights concentrators may transfer a maximum of two courses from other institutions. This includes study abroad credit. No more than one Advanced Placement course can be counted for the major or concentration. The application of transferred courses to the major or concentration must be approved by the Director of Undergraduate Studies or the undergraduate adviser.

Students wishing to count transfer courses toward the major or concentration should email [uhrp@columbia.edu](mailto:uhrp@columbia.edu) with their Transfer Credit Report, the syllabi of the courses they want to count toward departmental requirements, and a statement of how they want to apply the transfer credits to the requirements.

### 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 31 points as follows. One of the distributional or specialization courses must be a seminar.

### Core Courses

HRTS UN3001	Introduction to Human Rights
HRTS UN3190	International Human Rights Law
HRTS UN3995	Human Rights Senior Seminar

### Distributional Requirement \*

Students take one course in three of these four categories (three courses), for a minimum of 9 credit points.

- 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 or a minimum of 12 credit points 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 UN3001	Introduction to Human Rights
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 UN3001 Introduction to Human Rights. 3 points.

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 2016: HRTS UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3001	001/14776	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Andrew Nathan	3	137/150

### HRTS UN3190 International Human Rights Law. 3 points.

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 2016: HRTS UN3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3190	001/67717	W 6:10pm - 8:00pm 501a International Affairs Bldg	Belinda Cooper	3	21/16

#### Spring 2017: HRTS UN3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3190	001/21487	W 4:10pm - 6:00pm 402 International Affairs Bldg	Dinah Po Kempner	3	21/18

### HRTS UN3995 Human Rights Senior Seminar. 4 points.

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 2016: HRTS UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HRTS 3995 001/77224	T 12:10pm - 2:00pm 507 Hamilton Hall	Peter Rosenblum	4	17/16
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**Spring 2017: HRTS UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3995 001/11754	T 12:10pm - 2:00pm 301m Fayerweather	Inga Winkler	4	17/16	

**HRTS GU4930 International Humanitarian Law and Human Rights. 4 points.**

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 (civilians and prisoners of war). 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 2017: HRTS GU4930**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4930 001/19254	W 10:10am - 12:00pm 1401 International Affairs Bldg	Bruce Cronin	4	10/20	

**HRTS GU4810 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 2017: HRTS GU4810**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4810 001/15669	Th 6:10pm - 8:00pm 402 International Affairs Bldg	Joseph Chuman	3	13/20	

**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 GU4215 The International Human Rights Movement: Past, Present and Future. 3 points.**

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 2016: HRTS GU4215**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4215 001/73730	Th 4:10pm - 6:00pm 501 International Affairs Bldg	Louis Bickford	3	14/10	



**HRTS G4320 Human Rights and Foreign Policy. 3 points.**  
PRIORITY:HRSMA. GRAD & UNDERGRAD(3&4YR) ON  
1ST 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?

**HRTS GU4915 Human Rights and Urban Public Space. 3 points.**

Priority for 3rd & 4th yr CC/GS HUMR studs & to HRSMA studs

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 2016: HRTS GU4915**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4915	001/17646	W 10:10am - 12:00pm 201 80 Claremont	Noah Chasin	3	15/20

**HRTS GU4950 Human Rights and Human Wrongs. 4 points.**  
MAIL INSTR FOR PERM.PRIORITY:3&4YR HUMAN  
RIGHT & HRSMA

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 2016: HRTS GU4950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4950	001/23696	T 10:10am - 12:00pm 201d Philosophy Hall	Bruce Cronin	4	10/16

**HRTS GU4500 SOCIO-ECONOMIC RIGHTS. 3 points.**

The course provides an overview of economic and social rights, both in international human rights law and in a comparative law perspective. We will discuss developments on socioeconomic rights at the United Nations and examine their relevance in the United States as well as selected other countries, particularly those with progressive legislation and jurisprudence.

Neglected for many years, are socio-economic rights emerging from the margins into the mainstream of human rights? What objections do socio-economic rights face and how can these be critically assessed? What is the meaning and scope of individual ESC rights, such as

the rights to health, housing, food, water and sanitation? What is the impact of discrimination and inequalities on the enjoyment of socio-economic rights? What machinery is there at the international level to ensure that the rights are protected, respected and fulfilled? How can this machinery be enhanced? How can judicial, quasijudicial, administrative and political mechanisms be used at the domestic level?

**Fall 2016: HRTS GU4500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HRTS 4500 001/23648 T 12:10pm - Inga 3 13/20  
2:00pm Winkler  
306 Hamilton Hall

### **HRTS UN3996 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 2017: HRTS UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3996 001/16274		M 6:10pm - 8:00pm 613 Hamilton Hall	Mila Rosenthal	3	6/16

### **HRTS GU4955 Narrative and Representation in Post-Conflict Societies. 3 points.**

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.

### **HRTS GU4900 UN HUMAN RIGHTS BODIES: IMPACT – REFORM – ADVOCACY. 4 points.**

The course seeks to combine critical reflection with practical application. It encourages students to take a birds-eye view on the UN human rights system, its challenges and the need for reform. The main research project will focus on the question of impact of Special Procedures and strategies to improve their effectiveness. At the same time, the course will bring in the perspectives of advocates who seek to make the most of the system as it currently exists and discuss their strategies for advocacy. The course seeks to convey an understanding of the different interests and strategies at play and will bring human rights bodies to life through role plays, debates and practical assignments. We will explore different types of presentation and writing through these assignments designed to develop practical advocacy skills through experiential learning.

#### **Spring 2017: HRTS GU4900**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4900 001/72202		T 8:10pm - 10:00pm 402 International Affairs Bldg	Inga Winkler	4	12/20

### **HRTS GU4270 Human Rights and Information/Communication Technology: Advocacy and Analytics. 3 points.**

PRIORITY:HRSMA. GRAD & UNDERGRAD(3&4YR) ON 1ST DAY OF TERM

This course examines how changes in information and communications technology have, over the past two decades, fundamentally transformed the practices of civil society actors engaged with human rights issues. New communications tools such as Twitter, blogs, and Facebook have changed the ways that organizations communicate with their followers and seek to influence public debate. The increasing accessibility of analytic tools for researching and visualizing changing patterns of human rights abuse has empowered groups to better understand and respond more forcefully to these issues. Indeed, the use of social media as a communications tool has made it a data source for those monitoring and analyzing patterns of activity, in ways that draw increasingly on the techniques of big data analysis.

#### **Spring 2017: HRTS GU4270**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4270 001/21500		M 6:10pm - 8:00pm C01 Knox Hall	Ted Perlmutter	3	14/20

### **HRTS GU4230 Refugees, Forced Migration, and Displacement. 3 points.**

Refugees, forced migration, and displacement: these subjects top the headlines of the world's newspapers, not to mention our social media feeds. Over a million refugees have reached Europe's shores in recent years, and conflicts in the Middle East and elsewhere continue to force people to flee their homes. In the aftermath of the financial crisis and 9/11, politicians in the Global North have focused on borders: who crosses them and how. Walls are being erected. Referendums are being held. We are consumed with thorny questions about who gets to join our political communities. Today there are over 65 million refugees, displaced persons, and stateless persons in the world, represented at last summer's Olympics by their own team for first the time, a testament to their increasing visibility on the world stage. Global forced displacement recently hit a historical high. And while numbers are increasing, solutions are still elusive. The modern refugee regime, the collection of laws and institutions designed to address the problems faced by refugees, has developed slowly over the course of the last 100 years, first in response to specific crises. That regime has been shaped by a changing geopolitical landscape. At the end of the Cold War, institutions in the field expanded their mandates and preferred solutions to the "problem" of refugees changed. And yet today many scholars and policy makers argue the regime is not fit for purpose.

They point to the European refugee crisis as the latest case in point. Why? What went wrong and where? Can it be fixed? This course will largely focus on the issues of forced migration, displacement and refugees related to conflict, although this subject is inevitably intertwined with larger debates about citizenship and humanitarianism. Taking an interdisciplinary perspective, this course will address both scholarly and policy debates. Utilizing human rights scholarship, it will draw on work in history that charts the evolution of institutions; legal scholarship that outlines international and domestic laws; work in political science that seeks to understand responses in a comparative perspective, and anthropological studies that address how refugees understand these institutions and their experiences of exile and belonging. These topics are not only the purview of those in the academy, however. Investigative journalists have most recently provided trenchant coverage of the world's refugees, especially the current European crisis, where many have reported from the shores of the Mediterranean Sea. Policy makers scramble to keep up with a crisis literally in motion. We will read their communiqués as well. While we will only begin to skim the surface of these issues, in this course you should expect to gain the following expertise:

- 1) Knowledge of the modern refugee regime and its origins
- 2) An analysis of actors and institutions who are tasked with responding to refugee crises and how their roles have changed
- 3) An understanding of a few critical historical case studies, both in the United States and abroad
- 4) Critical analysis of the current refugee crisis in Europe and the Middle East
- 5) Knowledge of the asylum process in the US and in comparative perspective
- 6) An understanding of the debates about conducting research with vulnerable populations such as refugees and displaced persons

#### Spring 2017: HRTS GU4230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4230	001/75282	T 4:10pm - 6:00pm 402 International Affairs Bldg	Lara Nettelfield	3	17/20

#### **HRTS GU4700 Ethical Dilemmas in Healthcare: A Human Rights Approach. 3 points.**

This course examines major ethical dilemmas that emerge in the convergence between human rights and public health at the national and international levels. Using specific case studies, Attention will be given to the rationales, meaning and implementation of the right to health across borders; the theories and practices of allocation of scarce resources; the challenges of providing care for minority groups—including sexual minorities, children, and persons with disabilities; and the ethical, legal, and social implications of international health governance. This is an interactive course, with interdisciplinary scholarship and exploration of issues in historical, cultural and political contexts.

#### Spring 2017: HRTS GU4700

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4700	001/91098	M 4:10pm - 6:00pm 405 International Affairs Bldg	Maya Sabatello	3	14/20

## 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. Elizabeth Leake, 513 Hamilton; 212-854-4601; [el2598@columbia.edu](mailto:el2598@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 UN3335 Advanced Italian-ITAL UN3336 Advanced Italian II: Italian Language Culture, ITAL UN3337 Advanced Italian Through Cinema, or ITAL UN3338 Italiana. Introduction to Italian Culture, the High, the Low, and the In-between) as well as one of the following two sequences:

- *Introduction to Italian Literature I and II* (ITAL UN3333-ITAL UN3334) 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 GU4502-ITAL GU4503) 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. Students who have taken courses in Italian Literature, Italian History, and/or Italian Culture while abroad should consult with the Director of Undergraduate Studies to determine if the courses may be applicable to the major.

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.

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](mailto: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](mailto: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 (*on leave 2016-17*)  
Konstantia Zanou

### SENIOR LECTURERS

- Maria Luisa Gozzi
- Carol Rounds (Hungarian)
- Barbara Spinelli

### LECTURERS

- Felice Italo Beneduce
- Federica Franze
- Patrizia Palumbo
- Alessandra Saggin

## 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 UN1101 - ITAL UN1102	Elementary Italian I and Elementary Italian II
ITAL UN2101 - ITAL UN2102	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 UN1121 - ITAL UN2101 - ITAL UN2102	Intensive Elementary Italian and Intermediate Italian I and Intermediate Italian II
ITAL UN1101 - ITAL UN1102 - ITAL UN1203	Elementary Italian I and Elementary Italian II and Intensive Intermediate Italian
ITAL UN1121 - ITAL UN1203	Intensive Elementary Italian and Intensive Intermediate Italian

And one of the following courses:

ITAL UN3335	Advanced Italian
ITAL UN3336	Advanced Italian II: Italian Language Culture
ITAL UN3337	Advanced Italian Through Cinema
ITAL UN3338	Italiana. Introduction to Italian Culture, the High, the Low, and the In-between

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

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 UN2121, to include the following:

### Two semesters of Advanced Italian

ITAL UN3335 - ITAL UN3336	Advanced Italian and Advanced Italian II: Italian Language Culture
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### Two semesters of Italian Literature

ITAL UN3333 - ITAL UN3334	Introduction To Italian Literature, I and Introduction To Italian Literature, II
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- OR -

### Two Semesters of Italian Culture

ITAL GU4502 - ITAL GU4503	Italian Cultural Studies I: From Unification to World War I and Italian Cultural Studies II: From World War I to the Present
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### Additional Courses

Select at least two other courses from the department's GU4000-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 literature or culture.

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.

## CONCENTRATION IN ITALIAN

Please read *Guidelines for all Italian Majors and Concentrators* above.

## Requirements

The concentration in Italian literature requires a minimum of 24 points in Italian courses numbered above the intermediate level, i.e., above ITAL UN2121, to include the following:

### Two semesters of Advanced Italian

ITAL UN3335 - ITAL UN3336 or ITAL UN3337	Advanced Italian and Advanced Italian II: Italian Language Culture Advanced Italian Through Cinema
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or ITAL UN3338	Italiana. Introduction to Italian Culture, the High, the Low, and the In-between
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### Two semesters of Italian Literature

ITAL UN3333 - ITAL UN3334	Introduction To Italian Literature, I and Introduction To Italian Literature, II
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- OR -

### Two Semesters of Italian Culture

ITAL GU4502 - ITAL GU4503	Italian Cultural Studies I: From Unification to World War I and Italian Cultural Studies II: From World War I to the Present
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### Additional Courses

Select at least two other courses from the department's GU4000-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 literature or culture.

## COURSES

### ITALIAN COURSES

#### ITAL UN1101 Elementary Italian I. 4 points.

Limited enrollment.

Same course as ITAL V1101-V1102.

#### Fall 2016: ITAL UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1101	001/28896	T Th F 8:40am - 9:55am 511 Hamilton Hall	Felice Beneduce	4	9/16
ITAL 1101	001/14400	M T W Th 9:00am - 9:50am 507 Hamilton Hall	Claudia Sbuttoni	4	14/16
ITAL 1101	002/66890	T Th F 10:10am - 11:25am 509 Hamilton Hall	Felice Beneduce	4	9/16
ITAL 1101	002/17656	M T W Th 12:00pm - 12:50pm 509 Hamilton Hall	Lorenzo Mecozzi	4	12/16
ITAL 1101	003/14837	M T W Th 1:00pm - 1:50pm 509 Hamilton Hall	Christina Mcgrath	4	15/16
ITAL 1101	003/74283	T Th 4:10pm - 6:00pm 313 Hamilton Hall	Nicole Krieg	4	14/16
ITAL 1101	004/21552	M T W Th 7:10pm - 8:00pm 507 Hamilton Hall	Beatrice Mazzi	4	3/16
ITAL 1101	005/18215	T Th F 2:40pm - 3:55pm 254 International Affairs Bldg	Margaret Scarborough	4	4/16

#### Spring 2017: ITAL UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ITAL 1101	001/16657	T Th F 11:40am - 12:55pm 509 Hamilton Hall	Alessandra Saggin	4	13/16
ITAL 1101	002/71300	T Th F 10:10am - 11:25am 509 Hamilton Hall	Umberto Mazzei	4	8/16

### ITAL UN1102 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 2016: ITAL UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1102	001/70192	M T W Th 9:00am - 9:50am 509 Hamilton Hall	Irene Bulla	4	15/16
ITAL 1102	002/22443	T Th F 10:10am - 11:25am 507 Hamilton Hall	Umberto Mazzei	4	3/16

#### Spring 2017: ITAL UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1102	001/62561	T Th F 8:40am - 9:55am 507 Hamilton Hall	Felice Beneduce	4	10/16
ITAL 1102	002/68396	M T W Th 9:00am - 9:50am 509 Hamilton Hall	Claudia Sbuttoni	4	13/16
ITAL 1102	003/17945	T Th F 10:10am - 11:25am 607 Hamilton Hall	Felice Beneduce	4	9/16
ITAL 1102	004/75611	M T W Th 12:10pm - 1:00pm 511 Hamilton Hall	Lorenzo Mecozzi	4	10/16
ITAL 1102	005/25068	M T W Th 1:00pm - 1:50pm 509 Hamilton Hall	Christina Mcgrath	4	14/16
ITAL 1102	006/70616	T Th F 1:10pm - 2:25pm 502b Hamilton Hall	Felice Beneduce	4	2/16
ITAL 1102	007/28406	T Th 4:10pm - 6:00pm 509 Hamilton Hall	Nicole Krieg	4	14/16
ITAL 1102	008/76474	M T W Th 12:00pm - 12:50pm A36 Union Theological Seminary	Beatrice Mazzi	4	4/16

### ITAL UN1121 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 2016: ITAL UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1121	001/21952	T Th F 12:10pm - 2:00pm 507 Hamilton Hall	Barbara Spinelli	6	8/16

#### Spring 2017: ITAL UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1121	001/62442	T Th F 12:10pm - 2:00pm 507 Hamilton Hall	Barbara Spinelli	6	9/16

### 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.

### 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*.

### 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 fulfils the basic foreign language requirement and prepares students for advanced study in Italian language and literature.

### 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*.

**ITAL UN1203 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 2016: ITAL UN1203**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1203	001/17396	T Th F 10:00am - 11:50am 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.

**ITAL UN1221 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 2016: ITAL UN1221**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1221	001/15963	T Th 10:10am - 11:25am 404 Hamilton Hall	Barbara Spinelli	2	5/16

**ITAL UN1222 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 2017: ITAL UN1222**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1222	001/73950	T Th 10:10am - 11:25am 507 Hamilton Hall	Barbara Spinelli	2	5/16

**ITAL V1231 Intermediate Italian I With Opera: Italian for Opera Lovers. 4 points.**

**Not offered during 2016-17 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 2016-17 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 2016-17 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 2016-17 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 UN1311 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 2016: ITAL UN1311

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1311	001/68009	T Th 1:10pm - 2:00pm 501 Hamilton Hall	Alessandra Saggin	2	2/16
ITAL 1311	001/68009	T Th 2:10pm - 2:25pm 502b Hamilton Hall	Alessandra Saggin	2	2/16

### ITAL UN1312 Advanced Conversation II. 2 points.

Prerequisites: Or sufficient fluency to satisfy the instructor.

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 2017: ITAL UN1312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1312	001/27335	T Th 11:40am - 12:55pm 318 Hamilton Hall	Federica Franze	2	14/16

### ITAL UN2101 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 2016: ITAL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2101	001/81051	T Th F 11:40am - 12:55pm 511 Hamilton Hall	Patrizia Palumbo	4	13/16
ITAL 2101	002/81351	T Th F 1:10pm - 2:25pm 511 Hamilton Hall	Patrizia Palumbo	4	6/16
ITAL 2101	003/81550	T Th F 2:40pm - 3:55pm 511 Hamilton Hall	Massimiliano4 Delfino	4	2/16
ITAL 2101	004/82097	M T W Th 5:10pm - 6:00pm 509 Hamilton Hall	Carlo Arrigoni	4	16/16

ITAL 2101	005/82499	T Th F 8:40am - 9:55am 318 Hamilton Hall	Alessandra Saggin	4	5/16
ITAL 2101	006/82853	T Th F 10:10am - 11:25am 413 Hamilton Hall	Alessandra Saggin	4	8/16

#### Spring 2017: ITAL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2101	001/17439	T Th F 8:40am - 9:55am 511 Hamilton Hall	Federica Franze	4	6/16
ITAL 2101	002/77292	T Th F 10:10am - 11:25am 613 Hamilton Hall	Federica Franze	4	11/16

### ITAL UN2102 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* fulfils the basic foreign language requirement and prepares students for advanced study in Italian language and literature.

#### Fall 2016: ITAL UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2102	001/98398	T Th F 8:40am - 9:55am 315 Hamilton Hall	Federica Franze	4	5/16
ITAL 2102	002/75285	T Th F 10:10am - 11:25am 511 Hamilton Hall	Federica Franze	4	13/16

#### Spring 2017: ITAL UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2102	001/16526	T Th F 8:40am - 9:55am 315 Hamilton Hall	Alessandra Saggin	4	7/16
ITAL 2102	002/68181	T Th F 10:10am - 11:25am 511 Hamilton Hall	Alessandra Saggin	4	6/16
ITAL 2102	003/73027	T Th F 11:40am - 12:55pm 613 Hamilton Hall	Patrizia Palumbo	4	8/16
ITAL 2102	004/20976	T Th F 1:10pm - 2:25pm 511 Hamilton Hall	Patrizia Palumbo	4	10/16
ITAL 2102	005/63433	F 10:10am - 11:25am 507 Hamilton Hall	Massimiliano4 Delfino	4	1/16
ITAL 2102	005/63433	T Th 10:10am - 11:25am 323a Thompson Hall (Tc)	Massimiliano4 Delfino	4	1/16
ITAL 2102	006/26645	M T W Th 5:10pm - 6:00pm 313 Hamilton Hall	Carlo Arrigoni	4	16/16

**ITAL UN2121 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.

**Spring 2017: ITAL UN2121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2121	001/29344	T Th F 10:00am - 11:50am 501 Hamilton Hall	Maria Luisa Gozzi	6	2/16

**ITAL V3101 Advanced Italian I. 3 points.**

Prerequisites: V1201-V1202 or equivalent.

Written and oral self-expression in Italian; brief papers and oral reports on a variety of topics, including films and literature; grammar review.

**ITAL V3102 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.

**ITAL V3103 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.

**ITAL V3235 The Representation of Women In Medieval and Modern Italian Literature. 3 points.**

Not offered during 2016-17 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 UN3333 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 2016: ITAL UN3333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3333	001/19871	M W 10:10am - 11:25am 509 Hamilton Hall	Lynn MacKenzie	3	4/18

**ITAL UN3334 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 2017: ITAL UN3334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3334	001/21701	M W 10:10am - 11:25am 509 Hamilton Hall	Lynn MacKenzie	3	6/18

**ITAL UN3335 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 2016: ITAL UN3335**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3335	001/60181	T Th 11:40am - 12:55pm 408 Hamilton Hall	Federica Franze	3	4/16

**ITAL UN3336 Advanced Italian II: Italian Language & Culture. 3 points.**

Advanced reading, writing, speaking with emphasis on authentic cultural materials. Topic and semester theme varies.

**Spring 2017: ITAL UN3336**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3336	001/16111	T Th 6:10pm - 7:25pm 509 Hamilton Hall	Patrizia Palumbo	3	3/16

**ITAL UN3337 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.

**Fall 2016: ITAL UN3337**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ITAL 3337 001/68390 T Th 11:40am - Felice 3 10/16  
12:55pm Beneduce  
201a Philosophy  
Hall

**ITAL UN3338 Italiana. Introduction to Italian Culture, the High, the Low, and the In-between. 3 points.**

"Italiana. Introduction to Italian Culture, the High, the Low, and the In-between" aims at expanding the students' knowledge of Italian culture and improving and refining their language skills, through writing, reading, speaking, and listening. This is a content based course in which the students familiarize with the most crucial moments of Italian history and are exposed to the issues that are currently debated in Italy, such as national identity, immigration, emigration, homoparental family, and the truthfulness or deceptiveness of the brand Made in Italy. Naturally, considerable attention is given to the distinctive geographical, economical, and cultural traits of Italian regions and their cities. The students apply their communicative skills in Italian by conversing with the Italian students currently registered at Columbia University and by conducting interviews within New York's Italian communities on the subjects studied and discussed in class.

**Fall 2016: ITAL UN3338**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3338	001/67898	T Th 4:10pm - 5:25pm 507 Hamilton Hall	Patrizia Palumbo	3	2/16

**ITAL W3480 Italian Renaissance Epic and Its Classical Heritage. 3 points.**

**Not offered during 2016-17 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 UN3590 Anatomy of Fantastic Fiction: The Uncanny, the Monstrous and the Other in Modern and Contemporary Italy. 3 points.**

What is a fantastic text and what renders it "scandalous" (R. Caillouis)? How do nineteenth-century fantastic tropes and motifs survive in present-day narratives? What assumptions about "real" and "reality" do they reveal? How can fantastic representations of the inexplicable, supernatural and inhuman shape and enrich our understanding of the human mind and the world around us? And finally, why are we so fascinated by that which frightens us? In this course, we will address these and many other questions by looking at short stories, films, TV shows and comic books from the Italian and other traditions, from the 19th century to the present day. The course will be loosely chronological, but will be based mainly around thematic units. Through a comparative approach, we will explore the relationship between the fantastic mode and notions such as the uncanny, the repressed and the unconscious. We

will look at our primary texts through an interdisciplinary lens spanning literary theory and genre studies to psychoanalysis and reader-response theory. Some primary texts are only available in Italian; however, accommodations can be made for non- Italian speakers.

**Spring 2017: ITAL UN3590**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3590	001/83279	M 2:10pm - 4:00pm 608 Lewisohn Hall	Irene Bulla	3	7/15

**ITAL V3642 Road Trips: Travel in Italian Cinema. 3 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Corequisites: Cap at 25.

Explores the representation of national identity in Italian cinema from the Facist 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 2016-17 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.

**ITAL G4005 Italian Lyric Poetry I. 3 points.**

May be repeated for credit; content varies. **Not offered during 2016-17 academic year.**

Developments and trends from the Duecento to our time; in-depth textual analysis of representative texts.

**ITAL GU4005 Rapid Reading and Translation. 3 points.**

Restricted to graduate students.

For graduate students and others who need to develop their reading knowledge of Italian. Open to undergraduate students as well, who want a compact survey/review of Italian structures and an approach to translation. Grammar, syntax, and vocabulary review; practice in reading and translating Italian texts of increasing complexity from a variety of fields, 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 2016: ITAL GU4005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4005	001/98498	Th 4:10pm - 6:00pm 413 Hamilton Hall	Maria Luisa Gozzi	3	5/15

**ITAL G4006 Italian Lyric Poetry II. 3 points.**

May be repeated for credit; content varies. **Not offered during 2016-17 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 2016-17 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 2016-17 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.**

**Not offered during 2016-17 academic year.**

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 orientalis. 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.**

**Not offered during 2016-17 academic year.**

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.**

**Not offered during 2016-17 academic year.**

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.

**ITAL W4020 Mediterranean contacts, Mediterranean conflicts. 3 points.**

**Not offered during 2016-17 academic year.**

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.**

**Not offered during 2016-17 academic year.**

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.

**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 2016-17 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 2016-17 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 2016-17 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 GU4050 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.

**Fall 2016: ITAL GU4050**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4050	001/29215	T 4:10pm - 6:00pm 501 Hamilton Hall	Teodolinda Barolini	3	5

**ITAL W4050 Dazzling Italy: Braudel and His Critics. 3 points.**

**Not offered during 2016-17 academic year.**

The course offers an overview of the historiography of the Mediterranean from Braudel to the contemporary debate about Mediterraneanism 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.

**ITAL G4051 Ideology and Politics In Italian Renaissance Literature. 3 points.**

**Not offered during 2016-17 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 2016-17 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 2016-17 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.**

**Not offered during 2016-17 academic year.**

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 2016-17 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 2016-17 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 GU4059 The Culture of Italian Fashion. 3 points.**

This seminar examines the many meanings of fashion, design, and style, especially in Italian culture and tradition; how values are 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, and consumption of goods. Based on an anthropological perspective and framework, this interdisciplinary course will analyze ways in which we can understand the 'Italian style' through the intersections of many different levels: political, economic, aesthetic, symbolic, religious, etc. The course will study how fashion 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 a globalized world. Short 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. *In English.*

**Fall 2016: ITAL GU4059**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4059	001/13013	Th 2:10pm - 4:00pm 302 Fayerweather	Barbara Faedda	3	10/25

**ITAL G4060 Italian Quattrocento Civic Humanism. 3 points. Not offered during 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 academic year.**

Montale's work, against the background of Italian and European poetry.

**ITAL GU4079 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.

**Fall 2016: ITAL GU4079**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4079	001/62529	Th 4:10pm - 6:00pm 516 Hamilton Hall	Teodolinda Barolini	3	20/50
ITAL 4079	002/11397	Th 4:10pm - 6:00pm 516 Hamilton Hall	Teodolinda Barolini	3	2/10

**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 2016-17 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 GU4089 Petrarch's *Canzoniere*. 3 points.**

This course presents a reading of Petrarch's *Canzoniere* and a theory of the lyric sequence as a genre. In this course we examine Petrarch as he fashions himself authorially, especially in the context of Ovid, Dante, and previous lyric poets. We bring 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 Petrarch's lyric sequence in detail as well as read Petrarch's *Secretum* and *Trionfi*. Lectures in English; text in Italian, although students from other departments who can follow with the help of translations are welcome.

**Spring 2017: ITAL GU4089**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4089	001/87646	Th 4:10pm - 6:00pm 501 Hamilton Hall	Teodolinda Barolini	3	12/20
ITAL 4089	002/87846	Th 4:10pm - 6:00pm 501 Hamilton Hall	Teodolinda Barolini	3	0/30

**ITAL G4090 Giacomo Leopardi In His European Context: a Comparative Perspective. 3 points.**  
**Not offered during 2016-17 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 2016-17 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. **Not offered during 2016-17 academic year.**

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.

**ITAL W4092 Dante's *Divina Commedia* II. 4 points.**  
 ITALIAN MAJORS AND ITALIAN DEPT GRADUATE  
 STUDENTS MUST REGISTER FOR SECTION 001. **Not offered during 2016-17 academic year.**

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.

**ITAL G4093 Machiavelli and Castiglione. 3 points.**  
**Not offered during 2016-17 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 2016-17 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.**  
**Not offered during 2016-17 academic year.**

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.**  
**Not offered during 2016-17 academic year.**

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 GU4100 Narratives of Modernity. 3 points.**  
**Not offered during 2016-17 academic year.**

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.

**Spring 2017: ITAL GU4100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4100	001/67765	T 2:10pm - 4:00pm 501 Hamilton Hall	Elizabeth Leake	3	4/20

**ITAL G4102 Renaissance Chivalric Epic and Folk Performance Traditions. 3 points.**  
**Not offered during 2016-17 academic year.**

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.

**ITAL G4103 Forgotten Best-Sellers of the Cinquecento. 3 points.**  
**Not offered during 2016-17 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 2016-17 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.**  
**Not offered during 2016-17 academic year.**

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 2016-17 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 2016-17 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.**

**Not offered during 2016-17 academic year.**

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.

**ITAL W4150 Notturmo Italiano: 19th- and 20th-Century Italian Mystery Tale. 3 points.**

**Not offered during 2016-17 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.**

**Not offered during 2016-17 academic year.**

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 cohabitate 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 2016-17 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.**

**Not offered during 2016-17 academic year.**

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 prospective. 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.

**ITAL G4220 Introduction to the History and Theory of Literary Interpretation. 3 points.**

**Not offered during 2016-17 academic year.**

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.

**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 2016-17 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 2016-17 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 2016-17 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, Bermann, Simmel. The course is conducted in Italian and in English

**ITAL W4258 19th- and 20th-Century Italian Epistolary Novels. 3 points.**

**Not offered during 2016-17 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 2016-17 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 reelaborated 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 2016-17 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 2016-17 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.**  
**Not offered during 2016-17 academic year.**

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.

**ITAL W4395 Fifty Years of Impatience: The Italian Novel between 1950-2000. 3 points.**  
**Not offered during 2016-17 academic year.**

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 2016-17 academic year.**

A critical assessment of some of the main features of the Italian character. Representations of Italianity (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, Wertmuller, 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 2016-17 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.**  
**Not offered during 2016-17 academic year.**

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.

**ITAL G4495 Thirteen Ways: Rome as a Cinematic City. 3 points.**

Advanced undergraduates may enroll with the instructor's permission. (Paper add/drop form) **Not offered during 2016-17 academic year.**

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.**  
**Not offered during 2016-17 academic year.**

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 GU4502 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 2016: ITAL GU4502**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4502	001/09528	T Th 10:10am - 11:25am 302 Milbank Hall	Nelson Moe	3	6

**ITAL GU4503 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 2017: ITAL GU4503**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4503	001/04473	T Th 10:10am - 11:25am 325 Milbank Hall	Nelson Moe	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.

**ITAL G4725 Pirandello and Modern Drama. 3 points.**

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 2016-17 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 UN1101 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 2016: HNGR UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1101	001/63626	T Th 9:00am - 10:50am 352b International Affairs Bldg	Carol Rounds	4	7/20

**HNGR UN1102 Elementary Hungarian II. 4 points.**

Introduction to the basic structures of the Hungarian language. With the instructor's permission the second term of this course may be taken without the first. Students with a schedule conflict should consult the instructor about the possibility of adjusting hours.

**Spring 2017: HNGR UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1102	001/65819	T Th 9:00am - 10:50am 352c International Affairs Bldg	Carol Rounds, Stephane Charitos	4	4/20

**HNGR UN1201 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 2016: HNGR UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1201	001/75931	T Th 11:10am - 1:00pm 501 Hamilton Hall	Carol Rounds	4	1/16

**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.

**HNGR W2101 Intermediate Hungarian I. 4 points.**

Prerequisites: *HNGR W1101-W1102* or the equivalent.



Further develops a student's knowledge of the Hungarian language. With the instructor's permission the second term of this course may be taken without the first. Students with a schedule conflict should consult the instructor about the possibility of adjusting hours.

### **HNGR UN2102 Intermediate Hungarian II. 4 points.**

Prerequisites: *HNGR W1101-W1102* or the equivalent.

Further develops a student's knowledge of the Hungarian language. With the instructor's permission the second term of this course may be taken without the first. Students with a schedule conflict should consult the instructor about the possibility of adjusting hours.

#### **Spring 2017: HNGR UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 2102	001/23268	T Th 12:00pm - 1:50pm 501 Hamilton Hall	Carol Rounds	4	2/18

### **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.

### **HNGR UN3341 Advanced Hungarian II. 3 points.**

Prerequisites: *HNGR W1201-W1202* and *HNGR W3340*, or the equivalent.

*W3341y* 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.

#### **Fall 2016: HNGR UN3341**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 3341	001/75326	T Th 4:10pm - 5:25pm 404 Hamilton Hall	Carol Rounds	3	3/16

### **HNGR UN3343 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, combinatorial, 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 2017: HNGR UN3343**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 3343	001/19894	T Th 4:10pm - 5:25pm 309 Hamilton Hall	Carol Rounds	3	7/18

### **HNGR W4028 Modern Hungarian Prose in Translation: Exposing Naked Reality. 3 points.**

**Not offered during 2016-17 academic year.**

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.

### **HNGR W4050 The Hungarian New Wave: Cinema in Kadarist Hungary [In English]. 3 points.**

**Not offered during 2016-17 academic year.**

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.

# 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](mailto:rgo1@columbia.edu)

**Director of Jazz Performance:** Prof. Christopher Washburne,  
 619A Dodge; 212-854-9862; [cjw5@columbia.edu](mailto:cjw5@columbia.edu)

**Program Administrator:** Yulanda McKenzie, 602 Philosophy;  
 212-851-9270; [ym189@columbia.edu](mailto: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
- Krin Gabbard
- 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 GU4612	Jazz and American Culture
MUSI V2016	Jazz
MUSI UN1002	Fundamentals of Music
Three interdisciplinary courses as approved by the director	
A senior independent study project	

#### Requirements for Music Majors/Concentrators

ENGL GU4612	Jazz and American Culture
MUSI V2016	Jazz

MUSI G4505	Jazz Arranging and Composition
MUSI G4500	Jazz Transcription and Analysis
MUSI UN1618 - MUSI UN1619	Columbia University Jazz 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.**  
**Not offered during 2016-17 academic year.**

(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.

**JAZZ W4920 Jazz and Cinema. 3 points.**

Because the beginnings of jazz and film both date to the last years of the nineteenth century, the two art forms essentially grew up together. The history of both is inseparable from the technological revolutions of the twentieth century, and at least in the United States, from histories of racial representation. We will explore the racial issues raised by American films along with how filmmakers represent gender, American humor, discourses of art and the popular, and the conventions of narrative. We will pay special attention to how all of this changes dramatically throughout the twentieth and early twenty-first centuries. After establishing what is most American about jazz and cinema, we will move on to documentary films as well as to films from Europe where many of the dominant American myths about jazz are both perpetuated and transformed. The goal of the course is to understand jazz as a music as well as a cultural practice that has been in constant flux during the last 120 years. The representation of the music and its practitioners in cinema is

crucial to an understanding of the music at each of its many cultural moments.

**Fall 2016: JAZZ W4920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JAZZ 4920	001/68097	M W 10:10am - 11:25am 516 Hamilton Hall	Krin Gabbard	3	20/35

## OF RELATED INTEREST

### **African American Studies**

AFAS W3030	African-American Music
AFAS UN3930	Topics in the Black Experience

### **Dance (Barnard)**

DNCE BC1247 - DNCE BC1248	Jazz, I: Beginning and Jazz, I: Beginning
DNCE BC1445 - DNCE BC1446	Tap, I: Beginning and Tap, I: Beginning
DNCE BC2248 - DNCE BC2249	Jazz, II: Intermediate and Jazz, II: Intermediate
DNCE BC2447 - DNCE BC2447	Tap, II: Intermediate and Tap, II: Intermediate

### **English and Comparative Literature**

ENGL W4621	Harlem Renaissance
ENGL GU4612	Jazz and American Culture

### **Music**

MUSI UN1525	Instrumental Instruction I
MUSI UN1618	Columbia University Jazz Ensemble
MUSI V2016	Jazz
MUSI V2020	Salsa, Soca, and Reggae: Popular Musics of the Caribbean
MUSI G4500	Jazz Transcription and Analysis
MUSI G4505	Jazz Arranging and Composition
MUSI W4507	The New Thing: Jazz 1955-1980
MUSI GU4540	Histories of Post-1960's Jazz



# JEWISH STUDIES

**Program Office:** Institute for Israel and Jewish Studies, 617 Kent Hall; 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, 619 Kent Hall; 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

- Beth Berkowitz (Religion, Barnard)
- Clemence Boulouque (Religion)
- 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)

- Yitzhak Lewis (Middle Eastern, South Asian, and African Studies)
- 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	

### 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	Reincarnation and Technology
HIST W4180	Conversion in Historical Perspective

**Modern Judaism**

HIST W3630	American Jewish History
RELI V3571	Judaism, Jewishness, and Modernity
MDES UN3542	Introduction to Israeli Literature

**Israeli Society**

MDES UN3542	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 UN3800	
RELI V3561	Classics fo Judaism: Ethics of the Fathers

**COURSES**

Jewish Studies courses are housed in a number of departments throughout the University. For current and past course offerings, please see below.

**SPRING 2017 COURSES OF INTEREST****Comparative Literature**

CLYD UN3600	Holocaust Literature: A Survey
CLME UN1520	Introduction to Modern Hebrew Literature: The Emergence of Modernism in Hebrew Prose

**Germanic Languages**

YIDD UN1101	Elementary Yiddish I
YIDD UN1102	Elementary Yiddish II
YIDD W2101	Intermediate Yiddish I
YIDD GU4650	Life Writing in Yiddish Literature: Autobiography, Memoir or Fiction? (in English)

**History**

HIST UN3120	Censorship and Freedom of Expression in Early Modern Europe
HIST GU4234	Genocides and Holocaust

**Jewish Studies**

JWST GU4204	The New Wave in Israeli Fiction (The New Wave in Israeli Fiction)
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**Middle East, 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 UN2502	Second Year Hebrew: Intermediate II
MDES UN2518	Hebrew for Heritage Speaker II
MDES GU4502	Fourth Year Hebrew: Readings II
MDES GU4511	Third Year Modern Hebrew II

**Political Science**

POLS GU4449	Cleavages, Conflicts and Bridges in Israeli Politics and Foreign Policy
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**Religion**

RELI V3301	Hebrew Bible
RELI UN3303	Judaism and Translation in the Medieval and Early Modern Mediterranean
RELI GU4308	Jewish Philosophy and Kabbalah
RELI GU4637	Talmudic Narrative

**Sociology**

SOCI GR6200	International Migration (Women's Studies)
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**Women's Studies**

WMST GU4302	The Second Wave and Jewish Women's Artistic Responses: 1939-1990
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**FALL 2016 COURSES OF INTEREST****Germanic Languages**

YIDD UN1101	Elementary Yiddish I
YIDD UN1102	Elementary Yiddish II
YIDD UN2101	
YIDD GR4113	
YIDD GU4200	THE FAMILY SINGER

**History**

HIST UN2657	Medieval Jewish Cultures
HIST UN3644	Modern Jewish Intellectual History
HIST GR8611	From Herod to Bar Kokhba: Jews, Pagans and Christians

**Jewish Studies**

JWST GU4102/Film	Topics in Jewish Studies: Jewish Film (Jewish Studies Film)
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**Middle East, South Asian, and African Studies**

MDES UN1510	First Year Modern Hebrew: Elementary I
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MDES UN1512	Second Year Modern Hebrew: Intermediate I
MDES UN1517	Hebrew for Heritage Speakers I
MDES GU4501	Readings in Hebrew Texts I
MDES GU4510	Third Year Modern Hebrew I
MDES UN3542	Introduction to Israeli Literature
MDES GR6530	Dynamics of Israeli Culture: Poetry
<b>Music</b>	
MUSI UN2030	Jewish Music of New York
<b>Political Science</b>	
POLS G4433	Israel 20 Years After Rabin
<b>Religion</b>	
RELI UN1620	Religion and the Movies
RELI UN3425	Judaism and Courtly Literature in Medieval and Early Modern Iberia and Italy
RELI GU4509	Crime and Punishment in Jewish Culture
<b>Sociology</b>	
SOCI UN3285	Israeli Society and the Israeli-Palestinian Conflict
SOCI 36010	

## OF RELATED INTEREST, SPRING 2016

<b>Classic Civilization</b>	
CLCV W3156	Survey of Jewish Literature in Greek
CLCV V3992	
<b>Classics - Modern Greek</b>	
CSGM V3567	
<b>Germanic Languages</b>	
YIDD UN1101	Elementary Yiddish I
YIDD UN1102	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	Life Writing in Yiddish Literature: Autobiography, Memoir or Fiction? (in English)
<b>History</b>	
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
<b>Middle Eastern, South Asian, and African Studies</b>	
MDES W1511	First Year Modern Hebrew: Elementary II
MDES W1513	Second Year Hebrew: Intermediate II

MDES W1518	Hebrew for Heritage Speaker II
MDES W4502	
MDES W4511	
<b>Religion</b>	
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

<b>Germanic Languages</b>	
YIDD UN1101	Elementary Yiddish I
YIDD UN1102	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
<b>History</b>	
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
<b>Middle East, South African, and Asian Studies</b>	
MDES UN1510	First Year Modern Hebrew: Elementary I
MDES UN1512	Second Year Modern Hebrew: Intermediate I
MDES UN1517	Hebrew for Heritage Speakers I
MDES W3541	Zionism: A Cultural Perspective
MDES GU4501	Readings in Hebrew Texts I
MDES GU4510	Third Year Modern Hebrew I
MDES GR6530	Dynamics of Israeli Culture: Poetry
<b>Music</b>	
MUSI UN2030	Jewish Music of New York
<b>Religion</b>	
RELI V2505	Intro to Judaism
RELI W4807	Divine Human Animal
<b>Sociology</b>	
SOCI UN3285	Israeli Society and the Israeli-Palestinian Conflict
<b>Women's Studies</b>	
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)

### Germanic Languages

YIDD W1202 Intermediate Yiddish II

YIDD W3333

YIDD W3520 Magic and Monsters in Yiddish Literature [In English]

YIDD W3550 Twentieth-Century Yiddish Literature and Film [In English]

YIDD UN3800

### 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 GU4510 Third Year Modern Hebrew I

MDES W4511

### 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

Reincarnation and Technology

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

All Akkadian courses are part of the language exchange program with New York University (NYU). Classes will be held at NYU.

#### AKAD UN1101 Elementary Akkadian I. 3 points.

Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure.

##### Fall 2016: AKAD UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AKAD 1101	001/22358	M 11:00am - 1:45pm Room TBA	Ronald Wallenfels, Stephane Charitos	3	2/20

#### AKAD UN1102 Elementary Akkadian II. 3 points.

Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure.

##### Spring 2017: AKAD UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AKAD 1102	001/76971	M 11:00am - 1:45pm Room TBA	Ronald Wallenfels, Stephane Charitos	3	0/20

#### AKAD W2101 Intermediate Akkadian I. 3 points.

Not offered during 2016-17 academic year.

Prerequisites: *AKAD W1101-W1102* or the instructor's permission.

Readings in Akkadian literature.

#### AKAD W2102 Intermediate Aramaic (Talmudic Aramaic). 3 points.

Not offered during 2016-17 academic year.

Introduction to Galilean and Babylonian Jewish Aramaic and related texts.

## ANCIENT EGYPTIAN

All Ancient Egyptian courses are part of the language exchange program with New York University (NYU). Classes will be held at NYU.

#### EGYP UN1101 Elementary Ancient Egyptian I. 4 points.

Introduction to hieroglyphics; readings in ancient Egyptian texts.

##### Fall 2016: EGYP UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EGYP 1101	001/70094	Th 10:00am - 12:00pm Room TBA	Ogden Goelet, Stephane Charitos	4	1/20

#### EGYP UN1102 INTRO-ANCIENT EGYPTIAN LANG II. 4 points.

Introduction to hieroglyphics; readings in ancient Egyptian texts.

##### Spring 2017: EGYP UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EGYP 1102	001/60384	Th 10:00am - 12:00pm Room TBA	Ogden Goelet, Stephane Charitos	4	0/20

#### EGYP UN2101 Advanced Ancient Egyptian I. 3 points.

Corequisites: *EGYP W1101-W1102* or the instructor's permission.

Advanced readings in ancient Egyptian texts.

##### Fall 2016: EGYP UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EGYP 2101	001/74780		Ogden Goelet, Stephane Charitos	3	0/20

#### EGYP UN2102 Advanced Ancient Egyptian II. 3 points.

Corequisites: *EGYP W1101-W1102* or the instructor's permission.

Advanced readings in ancient Egyptian texts.

##### Spring 2017: EGYP UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EGYP 2102	001/73403		Ogden Goelet,	3	0/20

Stephane  
Charitos

## ARAMAIC

All Aramaic courses are part of the language exchange program with New York University (NYU). Classes will be held at NYU.

### **ARAM W1101 Elementary Aramaic I: Biblical Aramaic. 3 points.**

**Not offered during 2016-17 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 W2101 Intermediate Aramaic (Syriac Aramaic). 3 points.**

**Not offered during 2016-17 academic year.**

Introduction to sources preserved by the early Christian communities of the ancient and medieval Near East in Syriac.

## BENGALI

### **BENG UN1101 Elementary Bengali I. 4 points.**

Introductory courses to Bengali, a major language of northeast India and Bangladesh.

#### **Fall 2016: BENG UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 1101	001/72371	T Th 4:10pm - 6:00pm 408 Hamilton Hall	Dwijen Bhattacharjya, Stephane Charitos	4	13/20

### **BENG UN1102 Elementary Bengali II. 4 points.**

Introductory courses to Bengali, a major language of northeast India and Bangladesh.

#### **Spring 2017: BENG UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 1102	001/23615	T Th 4:10pm - 6:00pm 408 Hamilton Hall	Dwijen Bhattacharjya	4	9/20

### **BENG UN2101 Intermediate Bengali I. 3 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 2016: BENG UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 2101	001/96996	T Th 6:10pm - 8:00pm 313 Hamilton Hall	Dwijen Bhattacharjya, Stephane Charitos	3	3/20

### **BENG UN2102 Intermediate Bengali II. 3 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 2017: BENG UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 2102	001/64078	T Th 6:10pm - 8:00pm 313 Hamilton Hall	Dwijen Bhattacharjya	3	6/20

### **BENG W3101 Advanced Bengali I. 3 points.**

Continuing instruction in Bengali at the advanced level focusing on conversation, interview, and discussion skills. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

### **BENG W3102 Advanced Bengali II. 3 points.**

Continuing instruction in Bengali at the advanced level focusing on conversation, interview, and discussion skills. Please note this course is offered by videoconferencing from Cornell as part of the Shared Course Initiative.

## CANTONESE

### **CANT UN1101 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 2016: CANT UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 1101	001/73549	M W 4:55pm - 7:35pm Room TBA	Stephane Charitos, Fiona Hui	4	0/20

### **CANT UN1102 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 2017: CANT UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 1102	001/70102	M W 4:55pm - 7:35pm Room TBA	Stephane Charitos, Fiona Hui	4	0/20

#### CANT UN2101 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 2016: CANT UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 2101	001/12046	T Th 4:55pm - 7:35pm Room TBA	Stephane Charitos, Fiona Hui	4	1/20

#### CANT UN2102 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 2017: CANT UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 2102	001/12167	T Th 4:55pm - 7:35pm Room TBA	Stephane Charitos, Fiona Hui	4	1/20

## FILIPINO

#### FILI UN1101 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 2016: FILI UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 1101	001/13773	M T W Th 11:00am - 12:15pm Room TBA	Stephane Charitos, Agnes Magotto	4	1/20

#### FILI UN1102 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 2017: FILI UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 1102	001/64200	M T W Th 11:00am - 12:15pm Room TBA	Stephane Charitos, Agnes Magotto	4	1/20

#### FILI UN2101 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.

#### Fall 2016: FILI UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 2101	001/88442	T Th 2:00pm - 4:45pm Room TBA	Stephane Charitos, Agnes Magotto	4	0/20

#### FILI UN2102 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 2017: FILI UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 2102	001/14521	T Th 2:00pm - 4:45pm Room TBA	Stephane Charitos, Agnes Magotto	4	0/20

## INDONESIAN

### INDO UN1101 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 2016: INDO UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 1101	001/26536	M W 9:00am - 10:50am 255 International Affairs Bldg	Agam Syahrial	4	9/20

### INDO UN1102 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 2017: INDO UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 1102	001/27403	M W 9:00am - 10:50am 253 International Affairs Bldg	Agam Syahrial	4	7/20

### INDO UN2101 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 2016: INDO UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 2101	001/78442	T Th 9:00am - 10:50am 352a International Affairs Bldg	Agam Syahrial	4	2/20

### INDO UN2102 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 2017: INDO UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 2102	001/23073	T Th 9:00am - 10:50am 352a International Affairs Bldg	Agam Syahrial	4	5/20

### INDO UN3101 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.

#### Fall 2016: INDO UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 3101	001/94258		Stephane Charitos, Jolanda Pandin	3	0/20

### INDO UN3102 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.

#### Spring 2017: INDO UN3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 3102	001/24247		Jolanda Pandin	3	0/20

## IRISH

All Irish courses are part of the language exchange program with New York University (NYU). Classes will be held at NYU.

### IRSH UN1101 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 2016: IRSH UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 1101	001/71930	M W 11:00am - 12:15pm Room TBA	Stephane Charitos, Padraig O'Cearuil	4	1/20
IRSH 1101	002/18981	T Th 2:00pm - 3:15pm Room TBA	Stephane Charitos, Padraig O'Cearuil	4	0/20

#### Spring 2017: IRSH UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 1101	001/24707	T Th 2:00pm - 3:15pm Room TBA	Stephane Charitos, Padraig O'Cearuil	4	0/20



**IRSH UN1102 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 2017: IRSH UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 1102	001/21540	T Th 11:00am - 12:15pm Room TBA	Stephane Charitos, Padraig O'Cearuill	4	1/20

**IRSH UN2101 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 2016: IRSH UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 2101	001/16796	M W 2:00pm - 3:15pm Room TBA	Stephane Charitos, Padraig O'Cearuill	4	1/20

**IRSH UN2102 Intermediate Irish II. 4 points.**

Prerequisites: *IRSH UN1101-UN1102* 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 2017: IRSH UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 2102	001/75965	T Th 11:00am - 12:15pm Room TBA	Padraig O'Cearuill	4	0/20

**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.

**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.

**KHMR W2101 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 W2102 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 UN1101 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 2016: KREY UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KREY 1101	001/66400	M W F 12:30pm - 1:45pm Room TBA	Stephane Charitos, Wynnie Lamour	4	2/15

**KREY UN1102 Elementary Haitian Kreyòl 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 2017: KREY UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KREY 1102	001/12802	M W F 12:30pm - 1:45pm Room TBA	Stephane Charitos, Wynnie Lamour	4	1

**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. No P/D/F or R credit is allowed for this class.

**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. No P/D/F or R credit is allowed for this class.

**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. No P/D/F or R credit is allowed for this class.

**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. No P/D/F or R credit is allowed for this class.

**PUNJABI****PUNJ UN1101 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 2016: PUNJ UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 1101	001/71085	M W 6:10pm - 8:00pm 352c International Affairs Bldg	Stephane Charitos, Sandeep Singh	4	10/20

**PUNJ UN1102 Elementary Punjabi II. 4 points.**

Prerequisites: Shared course. Contact ck2831@columbia.edu for more info.

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 2017: PUNJ UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 1102	001/16179	M W 6:10pm - 8:00pm 352c International Affairs Bldg	Sandeep Singh	4	6/20

**PUNJ UN2101 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 2016: PUNJ UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 2101	001/63779	T Th 6:10pm - 8:00pm 352c International Affairs Bldg	Stephane Charitos, Sandeep Singh	4	0/20

**PUNJ UN2102 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 2017: PUNJ UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PUNJ 2102 001/15342 T Th 6:10pm - Sandeep 4 2/20  
8:00pm Singh  
Room TBA

## QUECHUA

All Quechua courses are part of the language exchange program with New York University (NYU). Classes will be held at NYU.

### QUCH UN1101 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.

#### Fall 2016: QUCH UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 1101	001/15796	M T Th 9:30am - 10:45am Room TBA	Stephane Charitos, Odi Gonzalez	4	1/18

#### Spring 2017: QUCH UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 1101	001/81846	M T Th 9:30am - 10:45am Room TBA	Stephane Charitos, Odi Gonzalez	4	1

### QUCH UN1102 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 2017: QUCH UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 1102	001/16228	M T Th 11:00am - 12:15pm Room TBA	Stephane Charitos, Odi Gonzalez	4	1

### QUCH UN2101 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.

#### Fall 2016: QUCH UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 2101	001/88955	M T Th 2:00pm - 3:15pm Room TBA	Stephane Charitos, Odi Gonzalez	4	0/18

### QUCH UN2102 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 2017: QUCH UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 2102	001/72595	M T Th 2:00pm - 3:15pm Room TBA	Stephane Charitos, Odi Gonzalez	4	0

## ROMANIAN

### RMAN UN1101 Elementary Romanian I. 4 points.

Provides students with an introduction to the basic structures of the Romanian language.

#### Fall 2016: RMAN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 1101	001/28105	T Th 11:00am - 12:50pm 352c International Affairs Bldg	Stephane Charitos, Mona Momescu	4	3/20

### RMAN UN1102 Elementary Romanian II. 4 points.

Provides students with an introduction to the basic structures of the Romanian language.

#### Spring 2017: RMAN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 1102	001/70948	T Th 11:00am - 12:50pm 352b International Affairs Bldg	Mona Momescu	4	2/20

### RMAN W1121 Comprehensive Elementary Romanian. 4 points.

Not offered during 2016-17 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 W1221 Comprehensive Intermediate Romanian. 4 points.

Not offered during 2016-17 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 UN2101 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 2016: RMAN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 2101	001/93629	T Th 1:10pm - 3:00pm Room TBA	Stephane Charitos, Mona Momescu	4	0/20

### RMAN UN2102 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 2017: RMAN UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 2102	001/77242	T Th 1:10pm - 3:00pm 406 Hamilton Hall	Mona Momescu	4	1/20

### RMAN GU4002 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 2016: RMAN GU4002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RMAN 4002	001/97646	M 11:40am - 12:55pm Room TBA	Mona Momescu	3	1



RMAN 4002	001/97646	W 11:40am - 12:55pm 353b International Affairs Bldg	Mona Momescu	3	1
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**RMAN W4051 Directed Readings in Romanian. 3 points.**

Directed readings in Romanian.

**SINHALA****SINH UN1101 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.

**Fall 2016: SINH UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SINH 1101	001/69407	W 12:30pm - 1:30pm 351a International Affairs Bldg	Stephane Charitos, Bandara Herath	4	1/15
SINH 1101	001/69407	T 1:00pm - 2:00pm 351a International Affairs Bldg	Stephane Charitos, Bandara Herath	4	1/15
SINH 1101	001/69407	Th 2:25pm - 4:05pm 351a International Affairs Bldg	Stephane Charitos, Bandara Herath	4	1/15

**SINH UN1102 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.

**Spring 2017: SINH UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SINH 1102	001/72516		Stephane Charitos, Bandara Herath	4	1

**SINH UN2101 Intermediate Sinhala I. 4 points.**

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.

**Fall 2016: SINH UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SINH 2101	001/67096	M 1:00pm - 2:00pm 351a International Affairs Bldg	Stephane Charitos, Bandara Herath	4	2
SINH 2101	001/67096	W 4:15pm - 6:00pm 351a International Affairs Bldg	Stephane Charitos, Bandara Herath	4	2

**SINH UN2102 Intermediate Sinhala II. 4 points.**

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.

**Spring 2017: SINH UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SINH 2102	001/18181		Stephane Charitos, Bandara Herath	4	2

**UZBEK****UZBK W1101 Elementary Uzbek I. 4 points.**

**Not offered during 2016-17 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 2016-17 academic year.**

This course offers students an introduction to the basic structures of Uzbek, a major language of Central Asia.

**UZBK W2101 Intermediate Uzbek I. 4 points.**

**Not offered during 2016-17 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 W2102 Intermediate Uzbek II. 4 points.**  
**Not offered during 2016-17 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 UN1101 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 2016: YORU UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 1101	001/27148	M T W Th 10:10am - 11:00am 351a International Affairs Bldg	Stephane Charitos, Adeolu Ademoyo	4	6/20

**YORU UN1102 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 2017: YORU UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 1102	001/68968	M T W Th 10:10am - 11:00am 352b International Affairs Bldg	Stephane Charitos, Adeolu Ademoyo	4	3/20

**YORU UN2101 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 2016: YORU UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 2101	001/76446	M T W Th 9:05am - 9:55am 351a International Affairs Bldg	Stephane Charitos, Adeolu Ademoyo	4	2/20

**YORU UN2102 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 2017: YORU UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 2102	001/76964	M T W Th 9:05am - 9:55am 352b International Affairs Bldg	Adeolu Ademoyo	4	2/20

## ZULU

All Zulu courses are offered by video-conferencing from Yale as part of the Shared Course Initiative.

**ZULU UN1101 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 2016: ZULU UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 1101	001/11033	M W 11:35am - 12:20pm 351a International Affairs Bldg	Stephane Charitos, Sandra Sanneh	4	2/20
ZULU 1101	001/11033	F 1:10pm - 2:00pm 351a International Affairs Bldg	Stephane Charitos, Sandra Sanneh	4	2/20
ZULU 1101	001/11033	Th 3:00pm - 4:00pm 351c International Affairs Bldg	Stephane Charitos, Sandra Sanneh	4	2/20

**ZULU UN1102 Elementary Zulu II. 4 points.**

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

Introduces students to the basic structures of Zulu, a Bantu language spoken in South Africa, especially in the Zululand area of KwaZulu/Natal province.

Sandra  
Sanneh

**Spring 2017: ZULU UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 1102	001/72095	M W Th F 11:35am - 12:25pm 351a International Affairs Bldg	Stephane Charitos, Sandra Sanneh	4	1/12

**ZULU UN2101 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 2016: ZULU UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 2101	001/18397	M T W Th F 10:30am - 11:20am Room TBA	Stephane Charitos, Sandra Sanneh	4	0/20

**ZULU UN2102 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 2017: ZULU UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 2102	001/10997	M T W Th 10:30am - 11:20am Room TBA	Stephane Charitos, Sandra Sanneh	4	0/12

**ZULU W3101 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.

**ZULU UN3102 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 2017: ZULU UN3102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 3102	001/68152	T Th 2:40pm - 3:55pm Room TBA	Stephane Charitos,	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](mailto:jmoya@barnard.edu)

**Student Affairs Coordinator:** Eliza Kwon-Ahn, 827  
International Affairs Building; [ek2159@columbia.edu](mailto: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](mailto: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 W2618	The Modern Caribbean (formerly HIST W3618)
HIST UN2660	Latin American Civilization I
LACV UN1020	Primary Texts of Latin American Civilization
HIST UN2661	Modern Latin American History (Latin American Civilization II) (Formerly HIST W3661)
POLS GU4461	Latin American Politics
SPAN UN3300	Advanced Language through Content [in Spanish]

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 W2618	The Modern Caribbean (formerly HIST W3618)
HIST UN2660	Latin American Civilization I
HIST UN2661	Modern Latin American History (Latin American Civilization II) (Formerly HIST W3661)
POLS GU4461	Latin American Politics
LACV UN1020	Primary Texts of Latin American Civilization
SPAN UN3300	Advanced Language through Content [in Spanish]

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 UN1008	The Rise of Civilization
ANTH V2008	Film and Culture
ANTH V2009	Culture through Film and Media
ANTH V3120	Historical Rituals in Latin America
ANTH UN3921	Anticolonialism

### Anthropology (Barnard)

ANTH UN1002	The Interpretation of Culture
ANTH UN1008	The Rise of Civilization
ANTH UN3921	Anticolonialism
ANTH V3922	The Emergence of State

ANTH G4390	Borders and Boundaries
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### Art History

AHIS W3898	Yoruba and the Diaspora
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### Center for the Study of Ethnicity and Race

CSER UN3923	Latina/o and Asian American Memoir
CSER UN3924	Latin American and Latina/o Social Movements
CSER UN3926	Latin Music and Identity
CSER UN3928	Colonization/Decolonization
CSER GU4482	Indigenous People's Rights: From Local Identities to the Global Indigenous Movement
CSER GU4483	Subcitizenship

### Economics

ECON GU4301	Economic Growth and Development
ECON GU4321	Economic Development
ECON GU4750	Globalization and Its Risks

### Ecology, Evolution, and Environmental Biology

EEEB GU4001	Society and Nature in the Amazon
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### History

HIST UN2660	Latin American Civilization I
HIST W2661	Modern Latin American History (Latin American Civilization II) (formerly HIST W3661)
HIST UN2663	Mexico From Revolution To Democracy
HIST W2673	Latin American Popular Culture (formerly HIST W3673)
HIST W2662	Slave Memory in Brazil: Public History and Audiovisual Narratives in Perspective (formerly HIST W3662)
HIST W2618	The Modern Caribbean (formerly HIST W3618)
HIST UN3687	LAT AMER RIGHT IN THE COLD WAR
HIST GU4696	The Social Question and State Building in Latin America

### Latin American and Caribbean Studies

LCRS GU4500	Feminist and Queer Theory in Brazil
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### Latin American and Iberian Cultures

PORT W1220	Comprehensive Intermediate Portuguese
PORT UN3101	Conversation about the Lusophone World
SPAN UN3300	Advanced Language through Content [in Spanish]
SPAN UN3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN UN3350	Hispanic Cultures II: Enlightenment to the Present
PORT UN3301	Advanced Writing and Composition in Portuguese

SPAN UN3450	Short Fiction in Latin America
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 UN3998	Supervised Individual Research (Spring)
<b>Latin American Civilization</b>	
LACV UN1020	Primary Texts of Latin American Civilization
<b>Music</b>	
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
<b>Political Science</b>	
POLS GU4461	Latin American Politics
<b>Sociology</b>	
SOCI W3324	Global Urbanism
SOCI GU4370	Processes of Stratification and Inequality
<b>Sociology (Barnard)</b>	
SOCI V3247	The Immigrant Experience, Old and New
<b>Spanish and Latin American Cultures (Barnard)</b>	
SPAN W1201	Intermediate Course, Part I
SPAN W1202	Intermediate Course, Part II
SPAN W1208	Spanish for Native Speakers
SPAN BC3099	Independent Study
SPAN BC3264	The Boom: The Spanish American Novel, 1962-70
SPAN UN3265	Latin American Literature in Translation
SPAN UN3300	Advanced Language through Content [in Spanish]
SPAN UN3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN UN3350	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. Alessandra Russo, 401 Casa Hispánica; 212-854-5267; [ar2701@columbia.edu](mailto:ar2701@columbia.edu)

**Director of Graduate Studies:** Prof. Graciela Montaldo, 307 Casa Hispánica; 212-854-4882; [gm2168@columbia.edu](mailto:gm2168@columbia.edu)

## Directors of the Spanish Language Program:

Lee B. Abraham, 506 Casa Hispánica; 212-854-8075;  
[lba2133@columbia.edu](mailto:lba2133@columbia.edu)

Angelina Craig-Flórez, 404 Casa Hispánica; 212-854-4187;  
[ac68@columbia.edu](mailto: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 UN3349 Hispanic Cultures I: Islamic Spain through the Colonial Period or SPAN UN3350 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: *UN1101-UN1102* (or *UN1120*) and *UN2101-UN2102* (or *UN2120*). **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 UN3998 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 UN3991 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 requirements for this program were modified on March 2, 2016. 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 in Hispanic studies requires 11 courses (minimum of 33 points) as follows:

#### Core Courses

SPAN UN3300	Advanced Language through Content [in Spanish]
SPAN UN3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN UN3350	Hispanic Cultures II: Enlightenment to the Present

#### Elective Courses

Select seven elective courses (21 points): a minimum of three 3000- or 4000-level electives must be chosen within the department and up to three electives related to Hispanic Studies may be taken outside the department.

#### Senior Seminar

SPAN UN3991	Senior Seminar
or SPAN W3992	Senior Seminar: Modern Cities and Global Cities

### MAJOR IN HISPANIC STUDIES WITH SPECIALIZATION

*The requirements for this program were modified on March 2, 2016. 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 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 UN3300	Advanced Language through Content [in Spanish]
SPAN UN3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN UN3350	Hispanic Cultures II: Enlightenment to the Present

#### Elective Courses

Select ten elective courses (30 points): four of which must be chosen within the department and six of which must be in the field of specialization. Approved courses taken abroad may be counted as inside or outside the department for the specialization. A maximum of four courses taken abroad may be counted toward the major.

#### Senior Seminar \*

SPAN UN3991	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 requirements for this program were modified on March 2, 2016. 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 Hispanic studies requires eight courses (minimum of 24 points) as follows:

#### Core Courses

SPAN UN3300	Advanced Language through Content [in Spanish]
SPAN UN3349	Hispanic Cultures I: Islamic Spain through the Colonial Period
SPAN UN3350	Hispanic Cultures II: Enlightenment to the Present

#### Elective Courses

Select five elective courses (15 points): a minimum of four 3000- or 4000-level courses must be chosen within the department and up to one elective related to Hispanic Studies may be taken outside the department. A maximum of three courses taken abroad may be counted toward the concentration.

## CONCENTRATION IN PORTUGUESE STUDIES

The concentration in Portuguese studies requires eight courses (minimum 24 points) as follows:

#### Core Courses

PORT UN3101	Conversation about the Lusophone World
PORT W3300	Advanced Language through Content
PORT W3330	
PORT W3350	

#### Elective Courses

Select four elective courses (12 points): 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 2016 SPANISH

### SPAN UN1101 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 2016: SPAN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1101	001/12964	M W F 8:40am - 9:55am 325 Pupin Laboratories	Amelia Bande	4	11/15
SPAN 1101	002/73693	M W F 10:10am - 11:25am 412 Pupin Laboratories	Amelia Bande	4	13/15
SPAN 1101	003/25358	M W F 11:40am - 12:55pm 255 International Affairs Bldg	Juan Cadena Botero	4	10/15
SPAN 1101	004/65180	M W F 10:10am - 11:25am 424 Pupin Laboratories	Dolores Barbazan Capeans	4	13/15
SPAN 1101	005/70784	T Th 10:10am - 11:25am	Reyes Llopis-Garcia	4	14/15

		424 Pupin Laboratories			
SPAN 1101 005/70784	F 10:10am - 11:25am	Reyes Llopis-Garcia	4	14/15	
	652 Schermerhorn Hall				
SPAN 1101 006/67797	T Th F 8:40am - 9:55am	Francisco Meizoso	4	13/15	
	222 Pupin Laboratories				
SPAN 1101 007/11251	T Th F 10:10am - 11:25am	Francisco Meizoso	4	14/15	
	222 Pupin Laboratories				
SPAN 1101 008/70918	T Th F 5:40pm - 6:55pm	Francisco Meizoso	4	12/15	
	313 Pupin Laboratories				
SPAN 1101 009/29709	M W F 4:10pm - 5:25pm	Iria Ameixeiras Cundins	4	9/15	
	325 Pupin Laboratories				
SPAN 1101 010/63271	M W F 11:40am - 12:55pm	Dolores Barbazan Capeans	4	7/15	
	313 Hamilton Hall				
SPAN 1101 011/69000	T Th F 11:40am - 12:55pm	Nicole Basile	4	10/15	
	222 Pupin Laboratories				
SPAN 1101 012/26887	T Th 2:40pm - 3:55pm	Diana Romero	4	9/15	
	423 Kent Hall				
SPAN 1101 012/26887	F 2:40pm - 3:55pm	Diana Romero	4	9/15	
	114 Knox Hall				
SPAN 1101 013/04304	T Th F 8:40am - 9:55am	Leonor Pons Coll	4	15/15	
	307 Milbank Hall				
SPAN 1101 014/04913	T Th F 10:10am - 11:25am	Leonor Pons Coll	4	14/15	
	307 Milbank Hall				
SPAN 1101 015/09207	M W Th 11:40am - 12:55pm	Maria Arce-Fernandez	4	16/15	
	325 Milbank Hall				
SPAN 1101 016/00997	T Th F 11:40am - 12:55pm	Leonor Pons Coll	4	11/15	
	307 Milbank Hall				
SPAN 1101 017/07364	M W Th 1:10pm - 2:25pm	Maria Arce-Fernandez	4	15/15	
	225 Milbank Hall				

**Spring 2017: SPAN UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1101 001/29259	M W F 8:40am - 9:55am	Amelia Bande	4	10/15	
	325 Pupin Laboratories				
SPAN 1101 002/29050	M W F 10:10am - 11:25am	Amelia Bande	4	12/15	
	412 Pupin Laboratories				
SPAN 1101 003/60792	M W F 11:40am - 12:55pm	Amelia Bande	4	11/15	
	318 Hamilton Hall				
SPAN 1101 004/72374	T Th F 8:40am - 9:55am	Francisco Meizoso	4	12/15	
	254 International Affairs Bldg				

SPAN 1101 005/60433	T Th F 10:10am - 11:25am	Francisco Meizoso	4	10/15	
	254 International Affairs Bldg				
SPAN 1101 006/21633	T Th F 11:40am - 12:55pm	Francisco Meizoso	4	10/15	
	254 International Affairs Bldg				
SPAN 1101 007/74188	T Th F 2:40pm - 3:55pm	Xavier Llovet Vila	4	7/15	
	222 Pupin Laboratories				
SPAN 1101 008/72178	T Th F 4:10pm - 5:25pm	Xavier Llovet Vila	4	11/15	
	222 Pupin Laboratories				
SPAN 1101 009/23143	T Th F 5:40pm - 6:55pm	Xavier Llovet Vila	4	6/15	
	222 Pupin Laboratories				
SPAN 1101 010/06086	M W Th 8:40am - 9:55am	Maria Lozano	4	12/15	
	225 Milbank Hall				
SPAN 1101 011/00511	Th 10:10am - 11:25am	Maria Lozano	4	10/15	
	237 Milbank Hall				
SPAN 1101 011/00511	M W 10:10am - 11:25am	Maria Lozano	4	10/15	
	501 Milbank Hall				

**SPAN UN1102 Elementary Spanish II. 4 points.**

Prerequisites: *SPAN UN1101*, 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 UN1101*.

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 2016: SPAN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102 001/64011	M W F 10:10am - 11:25am	Lee Abraham	4	15/15	
	224 Pupin Laboratories				
SPAN 1102 002/75227	M W F 11:40am - 12:55pm	Lee Abraham	4	14/15	
	224 Pupin Laboratories				
SPAN 1102 003/61149	M W F 8:40am - 9:55am	Juan Pablo Cominguez	4	15/15	
	313 Pupin Laboratories				
SPAN 1102 004/25545	M W F 10:10am - 11:25am	Juan Pablo Cominguez	4	13/15	
	313 Pupin Laboratories				
SPAN 1102 005/10760	M W F 11:40am - 12:55pm	Juan Pablo Cominguez	4	14/15	

		313 Pupin Laboratories			
SPAN 1102	006/65537	T Th F 5:40pm - 6:55pm 253 International Affairs Bldg	Jose Placido Ruiz-Campillo	4	10/15
SPAN 1102	007/16672	T Th 10:10am - 11:25am 601b Fairchild Life Sciences Bldg	Oscar Barreto	4	13/15
SPAN 1102	007/16672	F 10:10am - 11:25am 316 Hamilton Hall	Oscar Barreto	4	13/15
SPAN 1102	008/19084	T Th F 2:40pm - 3:55pm 253 International Affairs Bldg	Jose Placido Ruiz-Campillo	4	14/15
SPAN 1102	009/24588	T Th F 4:10pm - 5:25pm 253 International Affairs Bldg	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	010/00615	Th F 2:40pm - 3:55pm 202 Milbank Hall	Javier Perez Zapatero	4	17/15
SPAN 1102	010/00615	T 2:40pm - 3:55pm 225 Milbank Hall	Javier Perez Zapatero	4	17/15

**Spring 2017: SPAN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/65417	M W F 8:40am - 9:55am 313 Pupin Laboratories	Juan Jimenez-Caicedo	4	14/15
SPAN 1102	002/76397	M W F 10:10am - 11:25am 313 Pupin Laboratories	Juan Jimenez-Caicedo	4	15/15
SPAN 1102	003/66361	M W F 11:40am - 12:55pm 313 Pupin Laboratories	Juan Jimenez-Caicedo	4	14/15
SPAN 1102	004/66675	M W F 11:40am - 12:55pm 313 Hamilton Hall	Lee Abraham	4	15/15
SPAN 1102	005/15575	M W F 2:40pm - 3:55pm 609 Hamilton Hall	Lee Abraham	4	11/15
SPAN 1102	006/21679	T Th F 8:40am - 9:55am 425 Pupin Laboratories	Irene Alonso-Aparicio	4	15/15
SPAN 1102	007/28210	T Th F 10:10am - 11:25am 425 Pupin Laboratories	Irene Alonso-Aparicio	4	15/15
SPAN 1102	008/26548	T Th F 11:40am - 12:55pm 425 Pupin Laboratories	Irene Alonso-Aparicio	4	13/15
SPAN 1102	009/13118	T Th F 4:10pm - 5:25pm 224 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	010/19315	T Th F 5:40pm - 6:55pm 224 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	11/15

SPAN 1102	011/16134	T Th F 10:10am - 11:25am 307 Pupin Laboratories	Hector Gonzalez Alvarez	4	10/15
SPAN 1102	012/25522	T Th F 2:40pm - 3:55pm 509 Hamilton Hall	Hector Gonzalez Alvarez	4	9/15
SPAN 1102	014/07842	T Th F 8:40am - 9:55am 202 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1102	015/02224	T Th F 10:10am - 11:25am 306 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1102	016/06432	T Th F 11:40am - 12:55pm 302 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1102	017/02413	T Th F 2:40pm - 3:55pm 327 Milbank Hall	Javier Perez Zapatero	4	13/15
SPAN 1102	018/03325	T Th F 4:10pm - 5:25pm 237 Milbank Hall	Javier Perez Zapatero	4	10/15

**SPAN UN1113 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 2016: SPAN UN1113**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1113	001/71648	T 4:10pm - 6:00pm 206 Casa Hispanica	Noel Blanco Mourelle	3	3/15

**Spring 2017: SPAN UN1113**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1113	001/10413	T 4:10pm - 6:00pm 206 Casa Hispanica	Wendy Muniz	3	1/15

**SPAN UN1120 Comprehensive Beginning Spanish. 4 points.**

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN UN1101* and *SPAN UN1102*. 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. Prerequisites: This course is an intensive and fast-paced coverage of both SPAN UN1101 and SPAN UN1102. 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 UN1101-SPAN UN1102.

#### Fall 2016: SPAN UN1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1120	001/26627	F 10:10am - 11:25am 114 Knox Hall	Diana Romero	4	11/15
SPAN 1120	001/26627	T Th 10:10am - 11:25am 325 Pupin Laboratories	Diana Romero	4	11/15
SPAN 1120	002/76844	F 11:40am - 12:55pm 114 Knox Hall	Diana Romero	4	7/15
SPAN 1120	002/76844	T Th 11:40am - 12:55pm 325 Pupin Laboratories	Diana Romero	4	7/15

#### Spring 2017: SPAN UN1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1120	001/14661	T Th F 10:10am - 11:25am 253 International Affairs Bldg	Diana Romero	4	7/15

#### SPAN UN2101 Intermediate Spanish I. 4 points.

Prerequisites: *SPAN UN1102* or *SPAN UN1120*, 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 UN1102* or *SPAN UN1120*.

#### Fall 2016: SPAN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2101	001/26530	T Th F 8:40am - 9:55am 425 Pupin Laboratories	Irene Alonso-Aparicio	4	14/15
SPAN 2101	002/88006	T Th F 10:10am - 11:25am 425 Pupin Laboratories	Irene Alonso-Aparicio	4	15/15
SPAN 2101	003/61780	T Th F 11:40am - 12:55pm 425 Pupin Laboratories	Irene Alonso-Aparicio	4	15/15
SPAN 2101	004/64029	T Th F 2:40pm - 3:55pm 412 Pupin Laboratories	Perla Rozencvaig	4	10/15

SPAN 2101	005/60997	M W F 8:40am - 9:55am 505 Casa Hispanica	Juan Jimenez-Caicedo	4	15/15
SPAN 2101	006/61296	M W F 10:10am - 11:25am 505 Casa Hispanica	Juan Jimenez-Caicedo	4	15/15
SPAN 2101	007/61648	M W F 11:40am - 12:55pm 502 Northwest Corner	Amelia Bande	4	10/15
SPAN 2101	008/63246	T Th F 2:40pm - 3:55pm 224 Pupin Laboratories	Xavier Llovet Vila	4	14/15
SPAN 2101	009/63696	T Th F 4:10pm - 5:25pm 224 Pupin Laboratories	Xavier Llovet Vila	4	15/15
SPAN 2101	010/65946	T Th F 5:40pm - 6:55pm 224 Pupin Laboratories	Xavier Llovet Vila	4	15/15
SPAN 2101	011/66297	M W F 10:10am - 11:25am 109 Hartley Hall	Francisca Aguilo Mora	4	15/15
SPAN 2101	012/66647	M W F 11:40am - 12:55pm 253 International Affairs Bldg	Francisca Aguilo Mora	4	13/15
SPAN 2101	013/66996	M W F 2:40pm - 3:55pm 313 Pupin Laboratories	Francisca Aguilo Mora	4	10/15
SPAN 2101	014/08349	M W Th 8:40am - 9:55am 225 Milbank Hall	Maria Lozano	4	16/15
SPAN 2101	015/08647	M W Th 10:10am - 11:25am 225 Milbank Hall	Maria Lozano	4	15/15
SPAN 2101	016/02433	T Th F 8:40am - 9:55am 327 Milbank Hall	Alma Mora	4	14/15
SPAN 2101	017/06179	T Th F 10:10am - 11:25am 327 Milbank Hall	Alma Mora	4	13/15
SPAN 2101	018/06409	T Th F 11:40am - 12:55pm 327 Milbank Hall	Alma Mora	4	12/15

#### Spring 2017: SPAN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2101	001/23107	M W F 5:40pm - 6:55pm 412 Pupin Laboratories	Nicole Basile	4	14/15
SPAN 2101	002/18463	M W F 10:10am - 11:25am 402 Hamilton Hall	Juan Cadena Botero	4	13/15
SPAN 2101	003/62854	M W F 11:40am - 12:55pm 307 Pupin Laboratories	Iria Ameixeiras Cundins	4	14/15
SPAN 2101	004/20154	T Th F 10:10am - 11:25am 307 Mathematics Building	Francisco Rosales-Varo	4	14/15

SPAN 2101 005/10605	T Th F 11:40am - 12:55pm 307 Mathematics Building	Francisco Rosales-Varo	4	15/15	SPAN 2102 006/20796	T Th 10:10am - 11:25am 414 Pupin Laboratories	Mercedes Perez-Serrano	4	15/15
SPAN 2101 006/60968	T Th F 2:40pm - 3:55pm 412 Pupin Laboratories	Francisco Rosales-Varo	4	15/15	SPAN 2102 007/21046	T Th F 11:40am - 12:55pm 337 Seeley W. Mudd Building	Angelina Craig-Florez	4	15/15
SPAN 2101 007/17046	T Th F 8:40am - 9:55am 222 Pupin Laboratories	Hector Gonzalez Alvarez	4	14/15	SPAN 2102 008/21296	M W 11:40am - 12:55pm 201 Casa Hispanica	Mariana-Cecilia Velazquez Perez	4	15/15
SPAN 2101 008/76965	T Th F 2:40pm - 3:55pm 224 Pupin Laboratories	Dolores Barbazan Capeans	4	12/15	SPAN 2102 008/21296	F 11:40am - 12:55pm 505 Casa Hispanica	Mariana-Cecilia Velazquez Perez	4	15/15
SPAN 2101 009/23158	T Th F 4:10pm - 5:25pm 316 Hamilton Hall	Perla Rozencvaig	4	14/15	SPAN 2102 009/21596	T Th F 2:40pm - 3:55pm 425 Pupin Laboratories	Hector Gonzalez Alvarez	4	15/15
SPAN 2101 010/09567	M W Th 10:10am - 11:25am 302 Milbank Hall	Jesus Suarez-Garcia	4	16/15	SPAN 2102 010/21896	T Th F 4:10pm - 5:25pm 425 Pupin Laboratories	Hector Gonzalez Alvarez	4	15/15
SPAN 2101 011/04230	M W Th 11:40am - 12:55pm 325 Milbank Hall	Jesus Suarez-Garcia	4	16/15	SPAN 2102 011/22196	T Th F 5:40pm - 6:55pm 425 Pupin Laboratories	Hector Gonzalez Alvarez	4	11/15
					SPAN 2102 012/04596	M W Th 11:40am - 12:55pm 237 Milbank Hall	Jesus Suarez-Garcia	4	16/15
					SPAN 2102 013/05504	M W Th 10:10am - 11:25am 237 Milbank Hall	Jesus Suarez-Garcia	4	17/15

**SPAN UN2102 Intermediate Spanish II. 4 points.**

Prerequisites: *SPAN UN2101* 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 UN2101*.

**Fall 2016: SPAN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2102 001/16996		T Th F 10:10am - 11:25am 337 Seeley W. Mudd Building	Angelina Craig-Florez	4	15/15
SPAN 2102 002/11780		F 10:10am - 11:25am 201 Casa Hispanica	Sonia Montero	4	15/15
SPAN 2102 002/11780		M W 10:10am - 11:25am 214 Union Theological Seminary	Sonia Montero	4	15/15
SPAN 2102 003/17996		F 11:40am - 12:55pm 201 Casa Hispanica	Sonia Montero	4	15/15
SPAN 2102 003/17996		M W 11:40am - 12:55pm 214 Union Theological Seminary	Sonia Montero	4	15/15
SPAN 2102 004/18246		M W F 2:40pm - 3:55pm 325 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 2102 005/18496		T Th F 8:40am - 9:55am 224 Pupin Laboratories	Mercedes Perez-Serrano	4	15/15
SPAN 2102 006/20796		F 10:10am - 11:25am 407 Hamilton Hall	Mercedes Perez-Serrano	4	15/15

**Spring 2017: SPAN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2102 001/63245		M W F 8:40am - 9:55am 224 Pupin Laboratories	Francisca Aguilo Mora	4	15/15
SPAN 2102 002/15781		M W F 10:10am - 11:25am 222 Pupin Laboratories	Francisca Aguilo Mora	4	15/15
SPAN 2102 003/27143		M W F 11:40am - 12:55pm 412 Pupin Laboratories	Francisca Aguilo Mora	4	15/15
SPAN 2102 004/27396		M W F 10:10am - 11:25am 224 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 2102 005/73750		M W F 11:40am - 12:55pm 224 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 2102 006/10836		M W F 2:40pm - 3:55pm 325 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 2102 007/16028		T Th F 10:10am - 11:25am 424 Pupin Laboratories	Juan Pablo Cominguez	4	13/15
SPAN 2102 008/22210		T Th F 11:40am - 12:55pm	Juan Pablo Cominguez	4	13/15

SPAN 2102 009/68370	424 Pupin Laboratories T Th F 2:40pm - 3:55pm	Juan Pablo Cominguez	4	11/15
SPAN 2102 010/73859	425 Pupin Laboratories T Th F 10:10am - 11:25am	Angelina Craig-Florez	4	15/15
SPAN 2102 011/75945	414 Pupin Laboratories T Th F 10:10am - 11:25am	Reyes Llopis-Garcia	4	14/15
SPAN 2102 012/19570	253 Engineering Terrace T Th F 11:40am - 12:55pm	Reyes Llopis-Garcia	4	14/15
SPAN 2102 013/21109	313 Pupin Laboratories T Th F 2:40pm - 3:55pm	Guadalupe Ruiz-Fajardo	4	14/15
SPAN 2102 014/29712	313 Pupin Laboratories T Th F 4:10pm - 5:25pm	Guadalupe Ruiz-Fajardo	4	12/15
SPAN 2102 015/12933	414 Pupin Laboratories T Th F 11:40am - 12:55pm	Angelina Craig-Florez	4	14/15
SPAN 2102 016/09111	237 Milbank Hall M W Th 11:40am - 12:55pm	Maria Arce-Fernandez	4	16/15
SPAN 2102 017/04596	237 Milbank Hall M W Th 1:10pm - 2:25pm	Maria Arce-Fernandez	4	15/15
SPAN 2102 018/06478	237 Milbank Hall M W Th 2:40pm - 3:55pm	Maria Arce-Fernandez	4	14/15
SPAN 2102 019/06384	327 Milbank Hall T Th F 11:40am - 12:55pm	Alma Mora	4	14/15
SPAN 2102 020/06469	302 Milbank Hall T Th F 2:40pm - 3:55pm	Alma Mora	4	8/15
SPAN 2102 021/06662	307 Milbank Hall T Th F 4:10pm - 5:25pm	Alma Mora	4	8/14
SPAN 2102 022/21002	325 Pupin Laboratories T Th F 10:10am - 11:25am	Dolores Barbazan Capeans	4	9/15
SPAN 2102 023/21446	325 Pupin Laboratories T Th F 11:40am - 12:55pm	Dolores Barbazan Capeans	4	7/15
SPAN 2102 024/92116	505 Casa Hispanica M W F 8:40am - 9:55am	Jose Castellanos-Pazos	4	6/15

### SPAN UN2108 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 UN2102* (a score of 450-624). If you place below *SPAN UN2102* you should follow the placement recommendation received with your test results. If you place above *SPAN UN2102*, you should choose between *SPAN UN3300* and *SPAN UN4900*. 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 2016: SPAN UN2108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2108	001/05777	M W Th 1:10pm - 2:25pm 237 Milbank Hall	Jesus Suarez-Garcia	4	18/15

### SPAN UN2120 Comprehensive Intermediate Spanish. 4 points.

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN UN2101* and *SPAN UN2102*. 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 UN1120*. 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.

Prerequisites: this course is an intensive and fast-paced coverage of both SPAN UN2101 and SPAN UN2102. 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 UN1120. 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 UN2101-SPAN UN2102.

#### Fall 2016: SPAN UN2120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2120	001/63396	T Th F 11:40am - 12:55pm 206 Casa Hispanica	Perla Rozencvaig	4	8/15
SPAN 2120	002/66096	T Th F 4:10pm - 5:25pm 412 Pupin Laboratories	Perla Rozencvaig	4	13/15

#### Spring 2017: SPAN UN2120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2120	001/64121	T Th F 11:40am - 12:55pm 222 Pupin Laboratories	Perla Rozencvaig	4	11/15
SPAN 2120	002/66261	T Th F 2:40pm - 3:55pm	Perla Rozencvaig	4	9/15

318 Hamilton Hall

**SPAN UN3300 Advanced Language through Content [in Spanish]. 3 points.**

Prerequisites: SPAN UN2102; or AP score of 4 or 5; or SAT score  
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.

Formerly SPAN W3200 and SPAN BC3004. If you have taken either of these courses before you can not take SPAN UN3300.

**Fall 2016: SPAN UN3300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300	001/16490	M W 10:10am - 11:25am 206 Casa Hispanica	David Mejia	3	8/15
SPAN 3300	002/74740	Th 10:10am - 11:25am 558 Ext Schermerhorn Hall	Omar Duran-Garcia	3	9/9
SPAN 3300	002/74740	T 10:10am - 11:25am 652 Schermerhorn Hall	Omar Duran-Garcia	3	9/9
SPAN 3300	003/73266	M W 2:40pm - 3:55pm 201 Casa Hispanica	Analia Lavin	3	9/15
SPAN 3300	004/72941	M W 1:10pm - 2:25pm 201 Casa Hispanica	Anayvelyse Allen-Mossman	3	6/15
SPAN 3300	005/15784	M W 4:10pm - 5:25pm 602 Northwest Corner	Alexandra Mendez	3	4/15
SPAN 3300	006/69630	T Th 11:40am - 12:55pm 253 Engineering Terrace	Francisco Rosales-Varo	3	10/15
SPAN 3300	007/73980	T Th 2:40pm - 3:55pm 316 Hamilton Hall	Mercedes Perez-Serrano	3	12/15
SPAN 3300	008/70790	T Th 10:10am - 11:25am 201 Casa Hispanica	Elsa Ubeda	3	8/15
SPAN 3300	009/04772	M W 11:40am - 12:55pm 225 Milbank Hall	Maria Lozano	3	10/15
SPAN 3300	011/10780	M W 11:40am - 12:55pm 402 Hamilton Hall	Juan Jimenez-Caicedo	3	5/15

**Spring 2017: SPAN UN3300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300	001/10302	M W 1:10pm - 2:25pm	Omar Duran-Garcia	3	14/15

325 Pupin Laboratories

SPAN 3300	002/60921	M W 11:40am - 12:55pm 206 Casa Hispanica	Anayvelyse Allen-Mossman	3	5/15
SPAN 3300	003/63012	M W 10:10am - 11:25am 325 Pupin Laboratories	Alexandra Mendez	3	4/15
SPAN 3300	004/64695	T Th 10:10am - 11:25am 222 Pupin Laboratories	David Mejia	3	14/15
SPAN 3300	005/69636	T Th 5:40pm - 6:55pm 313 Pupin Laboratories	Guadalupe Ruiz-Fajardo	3	6/15
SPAN 3300	006/73948	T Th 2:40pm - 3:55pm 307 Pupin Laboratories	Reyes Llopis-Garcia	3	11/15
SPAN 3300	007/75900	T Th 4:10pm - 5:25pm 325 Pupin Laboratories	Analia Lavin	3	8/15
SPAN 3300	008/04348	M W 1:10pm - 2:25pm 203 Diana Center	Jesus Suarez-Garcia	3	8/15
SPAN 3300	009/01614	T Th 1:10pm - 2:25pm 324 Milbank Hall	Javier Perez-Zapatero	3	15/15

**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 UN3349 Hispanic Cultures I: Islamic Spain through the Colonial Period. 3 points.**

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 2016: SPAN UN3349**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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SPAN 3349	001/24164	T Th 5:40pm - 6:55pm 505 Casa Hispanica	Roberto Valdovinos	3	10/15
SPAN 3349	002/75459	M W 10:10am - 11:25am 201 Casa Hispanica	Patricia Grieve	3	13/15
SPAN 3349	003/60009	M W 2:40pm - 3:55pm 206 Casa Hispanica	David Colmenares	3	11/15
SPAN 3349	005/09462	T Th 2:40pm - 3:55pm 237 Milbank Hall	Orlando Bentancor	3	16/15

**Spring 2017: SPAN UN3349**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349	001/16918	M W 10:10am - 11:25am 505 Casa Hispanica	Miguel Ibanez Aristondo	3	9/15
SPAN 3349	002/19427	M W 5:40pm - 6:55pm 206 Casa Hispanica	David Colmenares	3	10/15
SPAN 3349	003/16973	T Th 4:10pm - 5:25pm 425 Pupin Laboratories	Roberto Valdovinos	3	9/15
SPAN 3349	004/00142	T Th 2:40pm - 3:55pm 307 Milbank Hall	Orlando Bentancor	3	14/15
SPAN 3349	005/92100	M W 4:10pm - 5:25pm 206 Casa Hispanica	Noel Blanco Mourelle	3	11/15

**SPAN UN3350 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 2016: SPAN UN3350**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/77192	M W 11:40am - 12:55pm 505 Casa Hispanica	Santiago Acosta	3	9/15

SPAN 3350	002/15405	T Th 11:40am - 12:55pm 201 Casa Hispanica	Gustavo Perez-Firmat	3	15/15
SPAN 3350	003/27777	T Th 4:10pm - 5:25pm 505 Casa Hispanica	Alejandro Quintero	3	14/15
SPAN 3350	004/27552	M W 8:40am - 9:55am 201 Casa Hispanica	Marta Ferrer	3	11/15
SPAN 3350	005/71046	T Th 10:10am - 11:25am 206 Casa Hispanica	Almudena Marin-Cobos	3	15/15
SPAN 3350	006/86032	M W 4:10pm - 5:25pm 201 Casa Hispanica	Adrian Espinoza Staines	3	5/15
SPAN 3350	007/60832	T Th 8:40am - 9:55am 505 Casa Hispanica	Ana Fernandez Cebrian	3	3/15

**Spring 2017: SPAN UN3350**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/73673	T Th 5:40pm - 6:55pm 505 Casa Hispanica	Santiago Acosta	3	14/15
SPAN 3350	002/29441	M W 1:10pm - 2:25pm 206 Casa Hispanica	Almudena Marin-Cobos	3	6/15
SPAN 3350	003/16534	T Th 11:40am - 12:55pm 505 Casa Hispanica	Alejandro Quintero	3	14/15
SPAN 3350	004/65676	M W 8:40am - 9:55am 201 Casa Hispanica	Marta Ferrer	3	12/15
SPAN 3350	005/04777	M W 1:10pm - 2:25pm 324 Milbank Hall	Ronald Briggs	3	3/15
SPAN 3350	007/61291	M W 2:40pm - 3:55pm 201 Casa Hispanica	Agnese Codebo	3	10/15

**SPAN W3408 Latin American and Latino Art Archives: Theory, Practice, Display. 4 points.****Not offered during 2016-17 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 2016-17 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 W3499 Configurations of Time in Contemporary American Art and Fiction. 4 points.**  
**Not offered during 2016-17 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 UN3558 LATIN AMERICAN FILM. 3 points.**

This course aims to give students an introductory overview of some of the most salient issues surrounding contemporary Latin American film since the late 1960s. Starting with a selection of films from the experimental "new cinema" or "third cinema" of the 1960s, we will also study the contemporary production of international blockbuster movies in the 2000s, in Argentina, Brazil, Cuba and Mexico. Topics to be covered include the relationship between cinema and underdevelopment; cinema and revolution; cinema and emancipation; documentary film and fiction; gender and sexuality; neoliberalism and the market; spectatorship and subjectivity.

**Fall 2016: SPAN UN3558**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3558	001/94274	T Th 11:40am - 12:55pm C01 Knox Hall	Bruno Bosteels	3	8/15

**SPAN UN3710 20th Century Latin American Literature. 3 points.**

A survey of major works and authors in their historical and personal context, with emphasis on lyric poetry, narrative and essay.

**Fall 2016: SPAN UN3710**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3710	001/63008	T Th 1:10pm - 2:25pm 201 Casa Hispanica	Gustavo Perez-Firmat	3	18/15

**SPAN UN3991 Senior Seminar. 4 points.**

Prerequisites: senior major or concentrator status.  
 This course traces the birth and development of the Mass as a new and distinctive political actor in the context of Hispanic modernities. From the Esquilache revolts in Spain or the Atahualpa or Tupac Amaru rebellions in Latin America to the Argentine Cacerolazo in 2001 or the 15M movement in Spain in 2011, the role of the masses will be considered as an spatial and performative intervention in the public sphere. Public spaces become stages where protests take the form of experimental and alternative models of social interaction. Political goals are pursued through the transformation of quotidian behaviors and spaces; cities become canvases on which tentative maps are drawn, functioning as potential scripts for new social and political structures. Literary and visual primary sources (Echeverría, Lamborghini, Poniatowska, Galdós, Goya, Genovés...) along with journalistic accounts and testimonies, will be put in dialogue with theoretical texts (Le Bon, Canetti, Virno, Laclau, Hardt/Negri...)

**Fall 2016: SPAN UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3991	001/74836	T 2:10pm - 4:00pm 206 Casa Hispanica	Alessandra Russo	4	5/15

**Spring 2017: SPAN UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3991	001/74705	T 2:10pm - 4:00pm 206 Casa Hispanica	Alberto Medina	4	4/15

**SPAN UN3998 Supervised Individual Research (Spring). 3 points.**

**Not offered during 2016-17 academic year.**

Prerequisites: the director of undergraduate studies' permission. Students register in this course while they pursue independent study work under the supervision of a faculty member during the spring semester.

**Fall 2016: SPAN UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3998	001/21141		Graciela Montaldo	3	1/0
SPAN 3998	002/72049		Jesus Rodriguez-Velasco	3	0/0
SPAN 3998	003/68118		Alessandra Russo	3	0/0
SPAN 3998	004/67222		Seth Kimmel	3	1/0

**Spring 2017: SPAN UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3998	001/62637		Alberto Medina	3	0/15
SPAN 3998	002/27452		Jesus Rodriguez-Velasco	3	0/15
SPAN 3998	003/15240		Alessandra Russo	3	0/15
SPAN 3998	004/27398		Graciela Montaldo	3	0/15

**SPAN G4030 Spanish Pragmatics. 4 points.**

In one sense, Pragmatics is concerned with how we use the language, why and how the speakers communicate in social interactions. The interpretation of meaning in context is probably the main field of study of this multidiscipline, considering the speaker-meaning as the central point of departure. The term Pragmatics refers to a broad perspective on different aspects of communication, including linguistics, but also cognitive psychology, cultural anthropology, philosophy, sociology and rhetoric among others. Through this course we will study chronologically and apply in specific cases of study of the Spanish language the most meaningful pragmatic theories, such as: Context, Deixis, Speech acts, Implicature, Cooperative Principle, Politeness, Relevance, Pragmatic markers, Metaphors and Cross-cultural pragmatics. Pragmatics, as we know, is a most helpful criterion in the interpretation of many different types of texts. As a 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. This discipline goes beyond the analysis of strictly forms or verbal utterances, hence its multidisciplinary applicability to a wide range of fields of studies in Spanish. Whichever the student's field of study might be, Pragmatics provides a valuable and accurate vocabulary that can be applied to any textual interpretation. In this course, the pragmatic perspective is a starting point to delve into the processes of communication in Spanish. After this first approach, the student will gain an insight into new aspects of the linguistics of language use in general and the use of Spanish in particular.

**SPAN W3692 Labor Culture in Twentieth-Century Latin America. 4 points.**

**Not offered during 2016-17 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 2016-17 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 UN1101 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 2016: PORT UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/70315	M W F 4:10pm - 5:25pm 406 Hamilton Hall	Alexandra Cook	4	8/15
PORT 1101	002/20477	T Th F 8:40am - 9:55am 201 Casa Hispanica	Jose Castellanos-Pazos	4	7/15

**Spring 2017: PORT UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/62194	M W F 10:10am - 11:25am 558 Ext Schermerhorn Hall	Victor Araujo Coutinho	4	6/15

**PORT UN1102 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 2016: PORT UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1102	001/28906	M W F 4:10pm - 5:25pm 318 Hamilton Hall	Victor Araujo Coutinho	4	4/15

**Spring 2017: PORT UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1102	001/75532	M W F 1:10pm - 2:25pm 412 Pupin Laboratories	Ana Huback	4	5/15

**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.

**PORT UN1320 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 2016: PORT UN1320**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/77598	M W 10:10am - 12:00pm 317 Hamilton Hall	Jose Castellanos-Pazos	4	9/15
PORT 1320	002/21841	T Th 12:10pm - 2:00pm 317 Hamilton Hall	Jose Castellanos-Pazos	4	15/15

**Spring 2017: PORT UN1320**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/71136	M W 10:10am - 12:00pm	Jose Castellanos-Pazos	4	6/15



		424 Pupin Laboratories			
PORT 1320	002/74548	T Th 2:10pm - 4:00pm 502 Northwest Corner	Joao Nemi Neto	4	8/15

**PORT UN2101 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 2016: PORT UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2101	001/11782	T Th F 11:40am - 12:55pm 412 Pupin Laboratories	Joao Nemi Neto	4	5/15

**Spring 2017: PORT UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2101	001/61264	M W F 4:10pm - 5:25pm 502 Northwest Corner	Ana Huback	4	6/15

**PORT UN3101 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 2016: PORT UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3101	001/24694	T Th 10:10am - 11:25am 307 Pupin Laboratories	Joao Nemi Neto	3	3/15

**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.*

**PORT UN3301 Advanced Writing and Composition in Portuguese. 3 points.**

Prerequisites: *PORT W1220*.

This course focuses on three elements: 1) the main elements of formal discourse in Portuguese (grammar, vocabulary, expressions, etc.); 2) discourse genres, based on the theoretical bases laid out by Textual Linguistics and Discourse Analysis; 3) cultural, economic, social, political themes related to the reality of Brazil or other Portuguese-speaking countries. However, students should be able to define their areas of interest and shape their experience in the course according to them. Such an approach takes advantage of the diversity in the classroom, stimulates participation, and promotes independent academic research. Therefore, students will start a weblog, where their writing activities will be posted, so that their colleagues may read and comment on them. The mandatory genres-forms for all students are in the modules of discourse genres and academic writing, and the corresponding forms, the pronominal system and semelfactives. Students will then choose one more genre among biographical texts (resumé, facebook, biography), lyrical texts (music, poetry), subjective texts (description, narrative, commentary, editorial), and journalistic texts, as well as the corresponding forms assigned to those modules: indirect speech, mandates, past verbal tenses, conjunctions, redundancy/repetition, and semelfactives (conditionals). Every student will study and practice all genres and forms, but they will be responsible for larger assignments (module notes, to be posted on their blogs) on the two mandatory modules and the optional one. At the beginning of the semester they will choose a thematic topic for the course (in their field of study or area of personal interest), and will select a literature list with the assistance of the instructor. All assignments in the course must be related to the chosen thematic topic and will involve research based on the literature list. At the end of the semester, they will produce an essay on their thematic choice.

**Fall 2016: PORT UN3301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3301	001/22138	T Th 4:10pm - 5:25pm 307 Pupin Laboratories	Joao Nemi Neto	3	3/15

**PORT UN3325 Slavery, Free Labor, and Cultural Memory. 3 points.**

This course will examine the historical period of gradual emancipation to free labor in Brazil. Course readings include literary and cultural production as well as historical narratives and literary theory. We will question how ideas of racial labor transform alongside new notions of freedom and nation. By drawing mostly on literature, history, and film, this course investigates the issue of cultural memory as related to the history of slavery, racial formation, and national forgetting. Our course discussions will center on questions as, how is the history of

slavery remembered or forgotten? How do we ethically remember a past that we can never understand completely? Is it possible to separate cultural representations of race, ethnicity, sexuality and gender from their political and economic contexts? How are “race,” “liberty,” “property” and “life” understood during slavery, and how do those ideas continue to influence the post-slavery nation? Although the course will focus heavily on the Brazilian historical context, we will also comparatively examine how these histories are remembered and forgotten in the U.S. and other parts of Latin America.

#### Fall 2016: PORT UN3325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3325	001/66547	M W 1:10pm - 2:25pm 206 Casa Hispanica	Ana Lee	3	4/15

#### PORT UN3490 Brazilian Society and Civilization. 3 points.

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 UN1120 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 2016: CATL UN1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1120	001/27875	T Th 4:10pm - 6:00pm 254 International Affairs Bldg	Elsa Ubeda	4	4/15

#### Spring 2017: CATL UN1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1120	001/17413	T Th 4:10pm - 6:00pm 255 International Affairs Bldg	Elsa Ubeda	4	8/15

#### CATL UN2101 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 2016: CATL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CATL 2101	001/78281	T Th 12:10pm - 2:00pm 313 Hamilton Hall	Elsa Ubeda	4	4/15
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#### Spring 2017: CATL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 2101	001/13821	T Th 12:10pm - 2:00pm 326 International Affairs Bldg	Elsa Ubeda	4	3/15

#### 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.

#### 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.

## OF RELATED INTEREST

#### Art History and Archaeology

AHIS G4085	Andean Art and Architecture
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#### American Studies

AMST UN3920	American Studies Senior Project Colloquium
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AMST W3931

#### 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

#### Political Science

POLS W3245	Race and Ethnicity In American Politics
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POLS UN3260	The Latino Political Experience
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POLS GU4461	Latin American Politics
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POLS V3313	American Urban Politics
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#### Sociology

SOCI V3247 The Immigrant Experience, Old and New

## SPRING 2017 SPANISH

### SPAN UN1101 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 2016: SPAN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1101	001/12964	M W F 8:40am - 9:55am 325 Pupin Laboratories	Amelia Bande	4	11/15
SPAN 1101	002/73693	M W F 10:10am - 11:25am 412 Pupin Laboratories	Amelia Bande	4	13/15
SPAN 1101	003/25358	M W F 11:40am - 12:55pm 255 International Affairs Bldg	Juan Cadena Botero	4	10/15
SPAN 1101	004/65180	M W F 10:10am - 11:25am 424 Pupin Laboratories	Dolores Barbazan Capeans	4	13/15
SPAN 1101	005/70784	T Th 10:10am - 11:25am 424 Pupin Laboratories	Reyes Llopis-Garcia	4	14/15
SPAN 1101	005/70784	F 10:10am - 11:25am 652 Schermerhorn Hall	Reyes Llopis-Garcia	4	14/15
SPAN 1101	006/67797	T Th F 8:40am - 9:55am 222 Pupin Laboratories	Francisco Meizoso	4	13/15
SPAN 1101	007/11251	T Th F 10:10am - 11:25am 222 Pupin Laboratories	Francisco Meizoso	4	14/15
SPAN 1101	008/70918	T Th F 5:40pm - 6:55pm 313 Pupin Laboratories	Francisco Meizoso	4	12/15
SPAN 1101	009/29709	M W F 4:10pm - 5:25pm 325 Pupin Laboratories	Iria Ameixeiras Cundins	4	9/15
SPAN 1101	010/63271	M W F 11:40am - 12:55pm 313 Hamilton Hall	Dolores Barbazan Capeans	4	7/15

SPAN 1101	011/69000	T Th F 11:40am - 12:55pm 222 Pupin Laboratories	Nicole Basile	4	10/15
SPAN 1101	012/26887	T Th 2:40pm - 3:55pm 423 Kent Hall	Diana Romero	4	9/15
SPAN 1101	012/26887	F 2:40pm - 3:55pm 114 Knox Hall	Diana Romero	4	9/15
SPAN 1101	013/04304	T Th F 8:40am - 9:55am 307 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1101	014/04913	T Th F 10:10am - 11:25am 307 Milbank Hall	Leonor Pons Coll	4	14/15
SPAN 1101	015/09207	M W Th 11:40am - 12:55pm 325 Milbank Hall	Maria Arce-Fernandez	4	16/15
SPAN 1101	016/00997	T Th F 11:40am - 12:55pm 307 Milbank Hall	Leonor Pons Coll	4	11/15
SPAN 1101	017/07364	M W Th 1:10pm - 2:25pm 225 Milbank Hall	Maria Arce-Fernandez	4	15/15

#### Spring 2017: SPAN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1101	001/29259	M W F 8:40am - 9:55am 325 Pupin Laboratories	Amelia Bande	4	10/15
SPAN 1101	002/29050	M W F 10:10am - 11:25am 412 Pupin Laboratories	Amelia Bande	4	12/15
SPAN 1101	003/60792	M W F 11:40am - 12:55pm 318 Hamilton Hall	Amelia Bande	4	11/15
SPAN 1101	004/72374	T Th F 8:40am - 9:55am 254 International Affairs Bldg	Francisco Meizoso	4	12/15
SPAN 1101	005/60433	T Th F 10:10am - 11:25am 254 International Affairs Bldg	Francisco Meizoso	4	10/15
SPAN 1101	006/21633	T Th F 11:40am - 12:55pm 254 International Affairs Bldg	Francisco Meizoso	4	10/15
SPAN 1101	007/74188	T Th F 2:40pm - 3:55pm 222 Pupin Laboratories	Xavier Llovet Vila	4	7/15
SPAN 1101	008/72178	T Th F 4:10pm - 5:25pm 222 Pupin Laboratories	Xavier Llovet Vila	4	11/15
SPAN 1101	009/23143	T Th F 5:40pm - 6:55pm 222 Pupin Laboratories	Xavier Llovet Vila	4	6/15
SPAN 1101	010/06086	M W Th 8:40am - 9:55am 225 Milbank Hall	Maria Lozano	4	12/15
SPAN 1101	011/00511	Th 10:10am - 11:25am	Maria Lozano	4	10/15

SPAN 1101	011/00511	237 Milbank Hall M W 10:10am - 11:25am 501 Milbank Hall	Maria Lozano	4	10/15
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**SPAN UN1102 Elementary Spanish II. 4 points.**

Prerequisites: *SPAN UN1101*, 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 UN1101*.

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 2016: SPAN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/64011	M W F 10:10am - 11:25am 224 Pupin Laboratories	Lee Abraham	4	15/15
SPAN 1102	002/75227	M W F 11:40am - 12:55pm 224 Pupin Laboratories	Lee Abraham	4	14/15
SPAN 1102	003/61149	M W F 8:40am - 9:55am 313 Pupin Laboratories	Juan Pablo Cominguez	4	15/15
SPAN 1102	004/25545	M W F 10:10am - 11:25am 313 Pupin Laboratories	Juan Pablo Cominguez	4	13/15
SPAN 1102	005/10760	M W F 11:40am - 12:55pm 313 Pupin Laboratories	Juan Pablo Cominguez	4	14/15
SPAN 1102	006/65537	T Th F 5:40pm - 6:55pm 253 International Affairs Bldg	Jose Placido Ruiz-Campillo	4	10/15
SPAN 1102	007/16672	T Th 10:10am - 11:25am 601b Fairchild Life Sciences Bldg	Oscar Barreto	4	13/15
SPAN 1102	007/16672	F 10:10am - 11:25am 316 Hamilton Hall	Oscar Barreto	4	13/15
SPAN 1102	008/19084	T Th F 2:40pm - 3:55pm 253 International Affairs Bldg	Jose Placido Ruiz-Campillo	4	14/15
SPAN 1102	009/24588	T Th F 4:10pm - 5:25pm 253 International Affairs Bldg	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	010/00615	Th F 2:40pm - 3:55pm 202 Milbank Hall	Javier Perez Zapatero	4	17/15

SPAN 1102	010/00615	T 2:40pm - 3:55pm 225 Milbank Hall	Javier Perez Zapatero	4	17/15
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**Spring 2017: SPAN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/65417	M W F 8:40am - 9:55am 313 Pupin Laboratories	Juan Jimenez-Caicedo	4	14/15
SPAN 1102	002/76397	M W F 10:10am - 11:25am 313 Pupin Laboratories	Juan Jimenez-Caicedo	4	15/15
SPAN 1102	003/66361	M W F 11:40am - 12:55pm 313 Pupin Laboratories	Juan Jimenez-Caicedo	4	14/15
SPAN 1102	004/66675	M W F 11:40am - 12:55pm 313 Hamilton Hall	Lee Abraham	4	15/15
SPAN 1102	005/15575	M W F 2:40pm - 3:55pm 609 Hamilton Hall	Lee Abraham	4	11/15
SPAN 1102	006/21679	T Th F 8:40am - 9:55am 425 Pupin Laboratories	Irene Alonso-Aparicio	4	15/15
SPAN 1102	007/28210	T Th F 10:10am - 11:25am 425 Pupin Laboratories	Irene Alonso-Aparicio	4	15/15
SPAN 1102	008/26548	T Th F 11:40am - 12:55pm 425 Pupin Laboratories	Irene Alonso-Aparicio	4	13/15
SPAN 1102	009/13118	T Th F 4:10pm - 5:25pm 224 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	15/15
SPAN 1102	010/19315	T Th F 5:40pm - 6:55pm 224 Pupin Laboratories	Jose Placido Ruiz-Campillo	4	11/15
SPAN 1102	011/16134	T Th F 10:10am - 11:25am 307 Pupin Laboratories	Hector Gonzalez Alvarez	4	10/15
SPAN 1102	012/25522	T Th F 2:40pm - 3:55pm 509 Hamilton Hall	Hector Gonzalez Alvarez	4	9/15
SPAN 1102	014/07842	T Th F 8:40am - 9:55am 202 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1102	015/02224	T Th F 10:10am - 11:25am 306 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1102	016/06432	T Th F 11:40am - 12:55pm 302 Milbank Hall	Leonor Pons Coll	4	15/15
SPAN 1102	017/02413	T Th F 2:40pm - 3:55pm 327 Milbank Hall	Javier Perez Zapatero	4	13/15
SPAN 1102	018/03325	T Th F 4:10pm - 5:25pm 237 Milbank Hall	Javier Perez Zapatero	4	10/15



**SPAN UN1120 Comprehensive Beginning Spanish. 4 points.**

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN UN1101* and *SPAN UN1102*. 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.

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN UN1101* and *SPAN UN1102*. 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 UN1101-SPAN UN1102.

**Fall 2016: SPAN UN1120**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1120	001/26627	F 10:10am - 11:25am 114 Knox Hall	Diana Romero	4	11/15
SPAN 1120	001/26627	T Th 10:10am - 11:25am 325 Pupin Laboratories	Diana Romero	4	11/15
SPAN 1120	002/76844	F 11:40am - 12:55pm 114 Knox Hall	Diana Romero	4	7/15
SPAN 1120	002/76844	T Th 11:40am - 12:55pm 325 Pupin Laboratories	Diana Romero	4	7/15

**Spring 2017: SPAN UN1120**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1120	001/14661	T Th F 10:10am - 11:25am 253 International Affairs Bldg	Diana Romero	4	7/15

**SPAN UN2101 Intermediate Spanish I. 4 points.**

Prerequisites: *SPAN UN1102* or *SPAN UN1120*, 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 UN1102* or *SPAN UN1120*.

**Fall 2016: SPAN UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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SPAN 2101	001/26530	T Th F 8:40am - 9:55am 425 Pupin Laboratories	Irene Alonso-Aparicio	4	14/15
SPAN 2101	002/88006	T Th F 10:10am - 11:25am 425 Pupin Laboratories	Irene Alonso-Aparicio	4	15/15
SPAN 2101	003/61780	T Th F 11:40am - 12:55pm 425 Pupin Laboratories	Irene Alonso-Aparicio	4	15/15
SPAN 2101	004/64029	T Th F 2:40pm - 3:55pm 412 Pupin Laboratories	Perla Rozencvaig	4	10/15
SPAN 2101	005/60997	M W F 8:40am - 9:55am 505 Casa Hispanica	Juan Jimenez-Caicedo	4	15/15
SPAN 2101	006/61296	M W F 10:10am - 11:25am 505 Casa Hispanica	Juan Jimenez-Caicedo	4	15/15
SPAN 2101	007/61648	M W F 11:40am - 12:55pm 502 Northwest Corner	Amelia Bande	4	10/15
SPAN 2101	008/63246	T Th F 2:40pm - 3:55pm 224 Pupin Laboratories	Xavier Llovet Vila	4	14/15
SPAN 2101	009/63696	T Th F 4:10pm - 5:25pm 224 Pupin Laboratories	Xavier Llovet Vila	4	15/15
SPAN 2101	010/65946	T Th F 5:40pm - 6:55pm 224 Pupin Laboratories	Xavier Llovet Vila	4	15/15
SPAN 2101	011/66297	M W F 10:10am - 11:25am 109 Hartley Hall	Francisca Aguilo Mora	4	15/15
SPAN 2101	012/66647	M W F 11:40am - 12:55pm 253 International Affairs Bldg	Francisca Aguilo Mora	4	13/15
SPAN 2101	013/66996	M W F 2:40pm - 3:55pm 313 Pupin Laboratories	Francisca Aguilo Mora	4	10/15
SPAN 2101	014/08349	M W Th 8:40am - 9:55am 225 Milbank Hall	Maria Lozano	4	16/15
SPAN 2101	015/08647	M W Th 10:10am - 11:25am 225 Milbank Hall	Maria Lozano	4	15/15
SPAN 2101	016/02433	T Th F 8:40am - 9:55am 327 Milbank Hall	Alma Mora	4	14/15
SPAN 2101	017/06179	T Th F 10:10am - 11:25am 327 Milbank Hall	Alma Mora	4	13/15
SPAN 2101	018/06409	T Th F 11:40am - 12:55pm 327 Milbank Hall	Alma Mora	4	12/15

**Spring 2017: SPAN UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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SPAN 2101 001/23107	M W F 5:40pm - 6:55pm 412 Pupin Laboratories	Nicole Basile	4	14/15
SPAN 2101 002/18463	M W F 10:10am - 11:25am 402 Hamilton Hall	Juan Cadena Botero	4	13/15
SPAN 2101 003/62854	M W F 11:40am - 12:55pm 307 Pupin Laboratories	Iria Ameixeiras Cundins	4	14/15
SPAN 2101 004/20154	T Th F 10:10am - 11:25am 307 Mathematics Building	Francisco Rosales-Varo	4	14/15
SPAN 2101 005/10605	T Th F 11:40am - 12:55pm 307 Mathematics Building	Francisco Rosales-Varo	4	15/15
SPAN 2101 006/60968	T Th F 2:40pm - 3:55pm 412 Pupin Laboratories	Francisco Rosales-Varo	4	15/15
SPAN 2101 007/17046	T Th F 8:40am - 9:55am 222 Pupin Laboratories	Hector Gonzalez Alvarez	4	14/15
SPAN 2101 008/76965	T Th F 2:40pm - 3:55pm 224 Pupin Laboratories	Dolores Barbazan Capeans	4	12/15
SPAN 2101 009/23158	T Th F 4:10pm - 5:25pm 316 Hamilton Hall	Perla Rozencvaig	4	14/15
SPAN 2101 010/09567	M W Th 10:10am - 11:25am 302 Milbank Hall	Jesus Suarez-Garcia	4	16/15
SPAN 2101 011/04230	M W Th 11:40am - 12:55pm 325 Milbank Hall	Jesus Suarez-Garcia	4	16/15

**SPAN UN2102 Intermediate Spanish II. 4 points.**

Prerequisites: *SPAN UN2101* 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 UN2101*.

**Fall 2016: SPAN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2102 001/16996		T Th F 10:10am - 11:25am 337 Seeley W. Mudd Building	Angelina Craig-Florez	4	15/15
SPAN 2102 002/11780		F 10:10am - 11:25am 201 Casa Hispanica	Sonia Montero	4	15/15
SPAN 2102 002/11780		M W 10:10am - 11:25am 214 Union Theological Seminary	Sonia Montero	4	15/15
SPAN 2102 003/17996		F 11:40am - 12:55pm 201 Casa Hispanica	Sonia Montero	4	15/15

SPAN 2102 003/17996	M W 11:40am - 12:55pm 214 Union Theological Seminary	Sonia Montero	4	15/15
SPAN 2102 004/18246	M W F 2:40pm - 3:55pm 325 Pupin Laboratories	Sonia Montero	4	15/15
SPAN 2102 005/18496	T Th F 8:40am - 9:55am 224 Pupin Laboratories	Mercedes Perez-Serrano	4	15/15
SPAN 2102 006/20796	F 10:10am - 11:25am 407 Hamilton Hall	Mercedes Perez-Serrano	4	15/15
SPAN 2102 006/20796	T Th 10:10am - 11:25am 414 Pupin Laboratories	Mercedes Perez-Serrano	4	15/15
SPAN 2102 007/21046	T Th F 11:40am - 12:55pm 337 Seeley W. Mudd Building	Angelina Craig-Florez	4	15/15
SPAN 2102 008/21296	M W 11:40am - 12:55pm 201 Casa Hispanica	Mariana-Cecilia Velazquez Perez	4	15/15
SPAN 2102 008/21296	F 11:40am - 12:55pm 505 Casa Hispanica	Mariana-Cecilia Velazquez Perez	4	15/15
SPAN 2102 009/21596	T Th F 2:40pm - 3:55pm 425 Pupin Laboratories	Hector Gonzalez Alvarez	4	15/15
SPAN 2102 010/21896	T Th F 4:10pm - 5:25pm 425 Pupin Laboratories	Hector Gonzalez Alvarez	4	15/15
SPAN 2102 011/22196	T Th F 5:40pm - 6:55pm 425 Pupin Laboratories	Hector Gonzalez Alvarez	4	11/15
SPAN 2102 012/04596	M W Th 11:40am - 12:55pm 237 Milbank Hall	Jesus Suarez-Garcia	4	16/15
SPAN 2102 013/05504	M W Th 10:10am - 11:25am 237 Milbank Hall	Jesus Suarez-Garcia	4	17/15

**Spring 2017: SPAN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2102 001/63245		M W F 8:40am - 9:55am 224 Pupin Laboratories	Francisca Aguilo Mora	4	15/15
SPAN 2102 002/15781		M W F 10:10am - 11:25am 222 Pupin Laboratories	Francisca Aguilo Mora	4	15/15
SPAN 2102 003/27143		M W F 11:40am - 12:55pm 412 Pupin Laboratories	Francisca Aguilo Mora	4	15/15
SPAN 2102 004/27396		M W F 10:10am - 11:25am	Sonia Montero	4	15/15

	224 Pupin Laboratories				
SPAN 2102 005/73750	M W F 11:40am - 12:55pm 224 Pupin Laboratories	Sonia Montero	4	15/15	
SPAN 2102 006/10836	M W F 2:40pm - 3:55pm 325 Pupin Laboratories	Sonia Montero	4	15/15	
SPAN 2102 007/16028	T Th F 10:10am - 11:25am 424 Pupin Laboratories	Juan Pablo Cominguez	4	13/15	
SPAN 2102 008/22210	T Th F 11:40am - 12:55pm 424 Pupin Laboratories	Juan Pablo Cominguez	4	13/15	
SPAN 2102 009/68370	T Th F 2:40pm - 3:55pm 425 Pupin Laboratories	Juan Pablo Cominguez	4	11/15	
SPAN 2102 010/73859	T Th F 10:10am - 11:25am 414 Pupin Laboratories	Angelina Craig-Florez	4	15/15	
SPAN 2102 011/75945	T Th F 10:10am - 11:25am 253 Engineering Terrace	Reyes Llopis- Garcia	4	14/15	
SPAN 2102 012/19570	T Th F 11:40am - 12:55pm 253 Engineering Terrace	Reyes Llopis- Garcia	4	14/15	
SPAN 2102 013/21109	T Th F 2:40pm - 3:55pm 313 Pupin Laboratories	Guadalupe Ruiz- Fajardo	4	14/15	
SPAN 2102 014/29712	T Th F 4:10pm - 5:25pm 313 Pupin Laboratories	Guadalupe Ruiz- Fajardo	4	12/15	
SPAN 2102 015/12933	T Th F 11:40am - 12:55pm 414 Pupin Laboratories	Angelina Craig-Florez	4	14/15	
SPAN 2102 016/09111	M W Th 11:40am - 12:55pm 237 Milbank Hall	Maria Arce- Fernandez	4	16/15	
SPAN 2102 017/04596	M W Th 1:10pm - 2:25pm 237 Milbank Hall	Maria Arce- Fernandez	4	15/15	
SPAN 2102 018/06478	M W Th 2:40pm - 3:55pm 237 Milbank Hall	Maria Arce- Fernandez	4	14/15	
SPAN 2102 019/06384	T Th F 11:40am - 12:55pm 327 Milbank Hall	Alma Mora	4	14/15	
SPAN 2102 020/06469	T Th F 2:40pm - 3:55pm 302 Milbank Hall	Alma Mora	4	8/15	
SPAN 2102 021/06662	T Th F 4:10pm - 5:25pm 307 Milbank Hall	Alma Mora	4	8/14	
SPAN 2102 022/21002	T Th F 10:10am - 11:25am 325 Pupin Laboratories	Dolores Barbazan Capeans	4	9/15	

SPAN 2102 023/21446	T Th F 11:40am - 12:55pm 325 Pupin Laboratories	Dolores Barbazan Capeans	4	7/15	
SPAN 2102 024/92116	M W F 8:40am - 9:55am 505 Casa Hispanica	Jose Castellanos- Pazos	4	6/15	

### SPAN UN2120 Comprehensive Intermediate Spanish. 4 points.

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN UN2101* and *SPAN UN2102*. 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 UN1120*. 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.

Prerequisites: this course is an intensive and fast-paced coverage of both SPAN UN2101 and SPAN UN2102. 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 UN1120. 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 UN2101-SPAN UN2102.

#### Fall 2016: SPAN UN2120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2120 001/63396		T Th F 11:40am - 12:55pm 206 Casa Hispanica	Perla Rozencaig	4	8/15
SPAN 2120 002/66096		T Th F 4:10pm - 5:25pm 412 Pupin Laboratories	Perla Rozencaig	4	13/15

#### Spring 2017: SPAN UN2120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2120 001/64121		T Th F 11:40am - 12:55pm 222 Pupin Laboratories	Perla Rozencaig	4	11/15
SPAN 2120 002/66261		T Th F 2:40pm - 3:55pm 318 Hamilton Hall	Perla Rozencaig	4	9/15

### SPAN UN3300 Advanced Language through Content [in Spanish]. 3 points.

Prerequisites: SPAN UN2102; or AP score of 4 or 5; or SAT score  
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.

Formerly SPAN W3200 and SPAN BC3004. If you have taken either of these courses before you can not take SPAN UN3300.

#### Fall 2016: SPAN UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300	001/16490	M W 10:10am - 11:25am 206 Casa Hispanica	David Mejia	3	8/15
SPAN 3300	002/74740	Th 10:10am - 11:25am 558 Ext Schermerhorn Hall	Omar Duran-Garcia	3	9/9
SPAN 3300	002/74740	T 10:10am - 11:25am 652 Schermerhorn Hall	Omar Duran-Garcia	3	9/9
SPAN 3300	003/73266	M W 2:40pm - 3:55pm 201 Casa Hispanica	Analia Lavin	3	9/15
SPAN 3300	004/72941	M W 1:10pm - 2:25pm 201 Casa Hispanica	Anayvelyse Allen-Mossman	3	6/15
SPAN 3300	005/15784	M W 4:10pm - 5:25pm 602 Northwest Corner	Alexandra Mendez	3	4/15
SPAN 3300	006/69630	T Th 11:40am - 12:55pm 253 Engineering Terrace	Francisco Rosales-Varo	3	10/15
SPAN 3300	007/73980	T Th 2:40pm - 3:55pm 316 Hamilton Hall	Mercedes Perez-Serrano	3	12/15
SPAN 3300	008/70790	T Th 10:10am - 11:25am 201 Casa Hispanica	Elsa Ubeda	3	8/15
SPAN 3300	009/04772	M W 11:40am - 12:55pm 225 Milbank Hall	Maria Lozano	3	10/15
SPAN 3300	011/10780	M W 11:40am - 12:55pm 402 Hamilton Hall	Juan Jimenez-Caicedo	3	5/15

#### Spring 2017: SPAN UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300	001/10302	M W 1:10pm - 2:25pm 325 Pupin Laboratories	Omar Duran-Garcia	3	14/15
SPAN 3300	002/60921	M W 11:40am - 12:55pm 206 Casa Hispanica	Anayvelyse Allen-Mossman	3	5/15
SPAN 3300	003/63012	M W 10:10am - 11:25am 325 Pupin Laboratories	Alexandra Mendez	3	4/15
SPAN 3300	004/64695	T Th 10:10am - 11:25am	David Mejia	3	14/15

SPAN 3300	005/69636	222 Pupin Laboratories T Th 5:40pm - 6:55pm 313 Pupin Laboratories	Guadalupe Ruiz-Fajardo	3	6/15
SPAN 3300	006/73948	T Th 2:40pm - 3:55pm 307 Pupin Laboratories	Reyes Llopis-Garcia	3	11/15
SPAN 3300	007/75900	T Th 4:10pm - 5:25pm 325 Pupin Laboratories	Analia Lavin	3	8/15
SPAN 3300	008/04348	M W 1:10pm - 2:25pm 203 Diana Center	Jesus Suarez-Garcia	3	8/15
SPAN 3300	009/01614	T Th 1:10pm - 2:25pm 324 Milbank Hall	Javier Perez Zapatero	3	15/15

#### SPAN W3302 Latino New York: Cultural Identities 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.

#### 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.



**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...)

**SPAN UN3349 Hispanic Cultures I: Islamic Spain through the Colonial Period. 3 points.**

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 2016: SPAN UN3349**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349	001/24164	T Th 5:40pm - 6:55pm 505 Casa Hispanica	Roberto Valdovinos	3	10/15
SPAN 3349	002/75459	M W 10:10am - 11:25am 201 Casa Hispanica	Patricia Grieve	3	13/15
SPAN 3349	003/60009	M W 2:40pm - 3:55pm 206 Casa Hispanica	David Colmenares	3	11/15
SPAN 3349	005/09462	T Th 2:40pm - 3:55pm 237 Milbank Hall	Orlando Bentancor	3	16/15

**Spring 2017: SPAN UN3349**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349	001/16918	M W 10:10am - 11:25am 505 Casa Hispanica	Miguel Ibanez Aristondo	3	9/15
SPAN 3349	002/19427	M W 5:40pm - 6:55pm 206 Casa Hispanica	David Colmenares	3	10/15
SPAN 3349	003/16973	T Th 4:10pm - 5:25pm 425 Pupin Laboratories	Roberto Valdovinos	3	9/15
SPAN 3349	004/00142	T Th 2:40pm - 3:55pm	Orlando Bentancor	3	14/15

307 Milbank Hall

SPAN 3349 005/92100

M W 4:10pm -

5:25pm

206 Casa Hispanica

Noel Blanco 3

Mourelle

11/15

**SPAN UN3350 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 2016: SPAN UN3350**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/77192	M W 11:40am - 12:55pm 505 Casa Hispanica	Santiago Acosta	3	9/15
SPAN 3350	002/15405	T Th 11:40am - 12:55pm 201 Casa Hispanica	Gustavo Perez-Firmat	3	15/15
SPAN 3350	003/27777	T Th 4:10pm - 5:25pm 505 Casa Hispanica	Alejandro Quintero	3	14/15
SPAN 3350	004/27552	M W 8:40am - 9:55am 201 Casa Hispanica	Marta Ferrer	3	11/15
SPAN 3350	005/71046	T Th 10:10am - 11:25am 206 Casa Hispanica	Almudena Marin-Cobos	3	15/15
SPAN 3350	006/86032	M W 4:10pm - 5:25pm 201 Casa Hispanica	Adrian Espinoza Staines	3	5/15
SPAN 3350	007/60832	T Th 8:40am - 9:55am 505 Casa Hispanica	Ana Fernandez Cebrian	3	3/15

**Spring 2017: SPAN UN3350**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/73673	T Th 5:40pm - 6:55pm 505 Casa Hispanica	Santiago Acosta	3	14/15
SPAN 3350	002/29441	M W 1:10pm - 2:25pm 206 Casa Hispanica	Almudena Marin-Cobos	3	6/15
SPAN 3350	003/16534	T Th 11:40am - 12:55pm	Alejandro Quintero	3	14/15

505 Casa Hispanica					
SPAN 3350	004/65676	M W 8:40am - 9:55am	Marta Ferrer	3	12/15
201 Casa Hispanica					
SPAN 3350	005/04777	M W 1:10pm - 2:25pm	Ronald Briggs	3	3/15
324 Milbank Hall					
SPAN 3350	007/61291	M W 2:40pm - 3:55pm	Agnese Codebo	3	10/15
201 Casa Hispanica					

**SPAN UN3361 Artistic Humanity. 3 points.**

Prerequisites: This is an advanced class in Spanish

Between the 15<sup>th</sup> and 17<sup>th</sup> centuries, in the context of the Iberian expansion, the presence and observation of unexpected artistic forms, media, and monuments triggered a new space of inquiry. Novel objects, surfaces, architectures, materials, and ideas about artistry were observed far and near—in the Americas, in Asia, in Africa, and in Europe. They traveled between continents in physical and textual forms: sent and offered as proofs of the new territories, desired and collected as unique treasures, but also described, compared and analyzed in letters, histories, or inventories. All around a sphere that could now be mentally embraced, missionaries, collectors, travelers, historians, and artists felt under the power of novel creations: body painting, gold byobu, intricate sculptures, but also turquoise masks, feather mosaics, painted manuscripts, fish-bone necklaces, ivory spoons, carved temples, monumental cities, and so on. These splendid artworks deeply challenged conceptual boundaries such as those between idol and image, beautiful and frightening, civilized and barbarian, center and periphery, classic and modern, and ancient and new. But most importantly, these artworks and their descriptions in chronicles, histories, and inventories contributed to define humanity as immanently creative—and to conceive artistic creation as a distinctive form of thought.

**Spring 2017: SPAN UN3361**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3361	001/79696	M W 11:40am - 12:55pm 402 Hamilton Hall	Alessandra Russo	3	7/15

**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.

**SPAN W3468 Spanish American Poetry. 3 points.**

**Not offered during 2016-17 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 UN3488 Public Intellectuals (before modernity) . 4 points.**

Were there public intellectuals before the advent of modernity? What was it like to be a public intellectual before the existence of the public sphere as we know it today—including the media, mass communication, etc.? Who were there? Where were they located? How public were their interactions? What kind of impact did they expect from their interlocution with power? How did they “speak truth to power”? In this course we will explore these and other questions. For this purpose, we will be reading works from Christine de Pizan, a 14th-15th century woman political scientist; Teresa de Cartagena, a 15th century nun interested in the intellectual value of women in a man's world; Averroes, a Muslim intellectual from the 12th century who went into exile because of his ideas before the dynastic changes taking place in al-Andalus; Maimonides, a 12th century Jewish lawyer and thinker who challenged the way in which global legal scholars studied the Jewish law; Juan Hispano, a 16th century professor and poet of African descent (son to black slaves) who wrote poems about the wars in the Mediterranean; Diego de Valera, a 15th century plebeian intellectual who spoke truth to power with the purpose of stop the civil war; Mancebo de Arévalo, a morisco from the 16th century who engaged in an ethnographic trip across the Iberian Peninsula in order to rebuild the moorish culture after the processes of geographical displacement undertaken by the Spanish monarchy; Olivia Sabuco de Nantes Barrera, a sixteenth century woman who engaged in philosophical research; etc. In addition to that, we will be reading critical and theoretical work of Michel Foucault, Judith Butler, Gayatri Spivak, and others. In this course, we intend to create an #inclusivesyllabus. This course will be cross-listed with the Institute for Comparative Literature and Society.

**Spring 2017: SPAN UN3488**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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SPAN 3488 001/16397 W 10:10am - Jesus 4 2/15  
12:00pm Rodriguez-  
201 Casa Hispanica Velasco

**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 2016-17 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 2016-17 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 UN3710 20th Century Latin American Literature. 3 points.**

A survey of major works and authors in their historical and personal context, with emphasis on lyric poetry, narrative and essay.

Fall 2016: SPAN UN3710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3710	001/63008	T Th 1:10pm - 2:25pm 201 Casa Hispanica	Gustavo Perez- Firmat	3	18/15

**SPAN W3799 Discourse in Spanish: Analysis and Production. 3 points.**

**Not offered during 2016-17 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 form 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 UN3991 Senior Seminar. 4 points.**

Prerequisites: senior major or concentrator status.

This course traces the birth and development of the Mass as a new and distinctive political actor in the context of Hispanic modernities. From the Esquilache revolts in Spain or the Atahualpa or Tupac Amaru rebellions in Latin America to the Argentine Cacerolazo in 2001 or the 15M movement in Spain in 2011, the role of the masses will be considered as an spatial and performative intervention in the public sphere. Public spaces become stages where protests take the form of experimental and alternative models of social interaction. Political goals are pursued through the transformation of quotidian behaviors and spaces; cities become canvases on which tentative maps are drawn, functioning as potential scripts for new social and political structures. Literary and visual primary sources (Echeverría, Lamborghini, Poniatowska, Galdós, Goya, Genovés...) along with journalistic accounts and testimonies, will be put in dialogue with theoretical texts (Le Bon, Canetti, Virno, Laclau, Hardt/Negri...)

#### **Fall 2016: SPAN UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3991	001/74836	T 2:10pm - 4:00pm 206 Casa Hispanica	Alessandra Russo	4	5/15

#### **Spring 2017: SPAN UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3991	001/74705	T 2:10pm - 4:00pm 206 Casa Hispanica	Alberto Medina	4	4/15

## **PORTUGUESE**

#### **PORT UN1101 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 2016: PORT UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/70315	M W F 4:10pm - 5:25pm 406 Hamilton Hall	Alexandra Cook	4	8/15
PORT 1101	002/20477	T Th F 8:40am - 9:55am 201 Casa Hispanica	Jose Castellanos-Pazos	4	7/15

#### **Spring 2017: PORT UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/62194	M W F 10:10am - 11:25am 558 Ext Schermerhorn Hall	Victor Araujo Coutinho	4	6/15

#### **PORT UN1102 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 2016: PORT UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1102	001/28906	M W F 4:10pm - 5:25pm 318 Hamilton Hall	Victor Araujo Coutinho	4	4/15

#### **Spring 2017: PORT UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1102	001/75532	M W F 1:10pm - 2:25pm 412 Pupin Laboratories	Ana Huback	4	5/15

#### **PORT UN1320 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 2016: PORT UN1320**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/77598	M W 10:10am - 12:00pm 317 Hamilton Hall	Jose Castellanos-Pazos	4	9/15



PORT 1320	002/21841	T Th 12:10pm - 2:00pm 317 Hamilton Hall	Jose Castellanos- Pazos	4	15/15
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**Spring 2017: PORT UN1320**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/71136	M W 10:10am - 12:00pm 424 Pupin Laboratories	Jose Castellanos- Pazos	4	6/15
PORT 1320	002/74548	T Th 2:10pm - 4:00pm 502 Northwest Corner	Joao Nemi Neto	4	8/15

**PORT UN2101 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 2016: PORT UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2101	001/11782	T Th F 11:40am - 12:55pm 412 Pupin Laboratories	Joao Nemi Neto	4	5/15

**Spring 2017: PORT UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2101	001/61264	M W F 4:10pm - 5:25pm 502 Northwest Corner	Ana Huback	4	6/15

**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.

**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.

**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.*

**PORT UN3101 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 2016: PORT UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3101	001/24694	T Th 10:10am - 11:25am 307 Pupin Laboratories	Joao Nemi Neto	3	3/15

**PORT UN3301 Advanced Writing and Composition in Portuguese. 3 points.**

Prerequisites: *PORT W1220*.

This course focuses on three elements: 1) the main elements of formal discourse in Portuguese (grammar, vocabulary, expressions, etc.); 2) discourse genres, based on the theoretical bases laid out by Textual Linguistics and Discourse Analysis; 3) cultural, economic, social, political themes related to the reality of Brazil or other Portuguese-speaking countries. However, students should be able to define their areas of interest and shape their experience in the course according to them. Such an approach takes advantage of the diversity in the classroom, stimulates participation, and promotes independent academic research. Therefore, students will start a weblog, where their writing activities will be posted, so that their colleagues may read and comment on them. The mandatory genres-forms for all students are in the modules of discourse genres and academic writing, and the corresponding forms, the pronominal system and semelfactives. Students will then choose one more genre among biographical texts (resumé, facebook, biography), lyrical texts (music, poetry), subjective texts (description, narrative, commentary, editorial), and journalistic texts, as well as the corresponding forms assigned to those modules: indirect speech, mandates, past verbal tenses, conjunctions, redundancy/repetition, and semelfactives (conditionals). Every student will study and practice all genres and forms, but they will be responsible for larger assignments (module notes, to be posted on their blogs) on the two mandatory modules and the optional one. At the beginning of the semester they will choose a thematic topic for the course (in their field of study or area of personal interest), and will select a literature list with the assistance of the instructor. All assignments in the course must be related to the chosen thematic

topic and will involve research based on the literature list. At the end of the semester, they will produce an essay on their thematic choice.

#### Fall 2016: PORT UN3301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3301	001/22138	T Th 4:10pm - 5:25pm 307 Pupin Laboratories	Joao Nemi Neto	3	3/15

#### PORT UN3325 Slavery, Free Labor, and Cultural Memory. 3 points.

This course will examine the historical period of gradual emancipation to free labor in Brazil. Course readings include literary and cultural production as well as historical narratives and literary theory. We will question how ideas of racial labor transform alongside new notions of freedom and nation. By drawing mostly on literature, history, and film, this course investigates the issue of cultural memory as related to the history of slavery, racial formation, and national forgetting. Our course discussions will center on questions as, how is the history of slavery remembered or forgotten? How do we ethically remember a past that we can never understand completely? Is it possible to separate cultural representations of race, ethnicity, sexuality and gender from their political and economic contexts? How are "race," "liberty," "property" and "life" understood during slavery, and how do those ideas continue to influence the post-slavery nation? Although the course will focus heavily on the Brazilian historical context, we will also comparatively examine how these histories are remembered and forgotten in the U.S. and other parts of Latin America.

#### Fall 2016: PORT UN3325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3325	001/66547	M W 1:10pm - 2:25pm 206 Casa Hispanica	Ana Lee	3	4/15

#### PORT UN3490 Brazilian Society and Civilization. 3 points.

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 UN1120 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 2016: CATL UN1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CATL 1120	001/27875	T Th 4:10pm - 6:00pm 254 International Affairs Bldg	Elsa Ubeda	4	4/15
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#### Spring 2017: CATL UN1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1120	001/17413	T Th 4:10pm - 6:00pm 255 International Affairs Bldg	Elsa Ubeda	4	8/15

#### CATL UN2101 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 2016: CATL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 2101	001/78281	T Th 12:10pm - 2:00pm 313 Hamilton Hall	Elsa Ubeda	4	4/15

#### Spring 2017: CATL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 2101	001/13821	T Th 12:10pm - 2:00pm 326 International Affairs Bldg	Elsa Ubeda	4	3/15

#### 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.

#### 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.

# 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 UN3101	Introduction to Linguistics
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HNGR W3343	
ANTH V3906	Functional Linguistics and Language Typology
AMST W3930 (Section 5	
LING W4108	
LING W4120	Language Documentation and Field Methods
LING W4190	Discourse and Pragmatics
LING W4202	Cognitive Linguistics
LING GU4206	Advanced Grammar and Grammars
LING GU4376	Phonetics and Phonology
LING W4800	Language and Society
ENGL W4901	
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 GR6125	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 UN3411	Symbolic Logic
PHIL V3685	
PHIL G4490	Language and Mind

#### Psychology

PSYC W2440	Language and the Brain
PSYC W2450	
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 UN3101 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 2016: LING UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/75842	T Th 2:40pm - 3:55pm Ren Kraft Center	John McWhorter	3	139

#### LING W3997 Supervised Individual Research. 2-4 points.

#### 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.

#### LING W4170 Language and Symbol: Semiotics of Speech, Literature, & Culture. 3 points.

Not offered during 2016-17 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.

Not offered during 2016-17 academic year.

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.

#### LING W4190 Discourse and Pragmatics. 3 points.

Not offered during 2016-17 academic year.

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.

#### LING W4202 Cognitive Linguistics. 3 points.

Not offered during 2016-17 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 GU4376 Phonetics and Phonology. 3 points.

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).

Fall 2016: LING GU4376

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4376	001/19814	T Th 10:10am - 11:25am 1219 International Affairs Bldg	Teresa O'Neill	3	25

#### LING W4444 In Search of Language: From Rousseau to Derrida. 3 points.

Not offered during 2016-17 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.**

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).

### **LING GU4206 Advanced Grammar and Grammars. 3 points.**

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.

#### **Fall 2016: LING GU4206**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4206	001/63851	T 6:10pm - 8:00pm 303 Hamilton Hall	Alan Timberlake	3	11

## **OF RELATED INTEREST**

### **Anthropology (Barnard)**

ANTH UN1009	Introduction to Language and Culture
ANTH V3044	Symbolic Anthropology

### **Anthropology**

ANTH UN1009	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 - CHNS W3302	Introduction To Classical Chinese I and Introduction To Classical Chinese II
CHNS W4019	

### **French (Barnard)**

FREN BC3011	History of the French Language
<b>Hungarian</b>	
HNGR W3343	
<b>Philosophy</b>	
PHIL UN3252	Philosophy of Language and Mind
PHIL UN3411	Symbolic Logic
<b>Psychology (Barnard)</b>	
PSYC BC3164	Perception and Language
PSYC BC3369	Language Development
<b>Slavic Languages</b>	
SLLN G4005	
<b>Spanish and Latin American Cultures (Barnard)</b>	
SPAN BC3382	Languages in Contact: Sociolinguistic Aspects of U. S. Spanish
<b>Latin American and Iberian Cultures</b>	
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](mailto:ccliu@math.columbia.edu)

**Departmental Adviser:** Prof. Mu-Tao Wang, 514 Mathematics; 212-854-3052; [mtwang@math.columbia.edu](mailto:mtwang@math.columbia.edu)

**Computer Science-Mathematics Adviser:** Prof. Patrick X. Gallagher, 411 Mathematics; 212-854-4346; [pxg@math.columbia.edu](mailto:pxg@math.columbia.edu)

## Economics-Mathematics Advisers:

*Mathematics:* Prof. Julien Dubedat, 601 Mathematics; 212-854-8806; [jd2653@columbia.edu](mailto:jd2653@columbia.edu)

*Economics:* Dr. Susan Elmes, 1006 International Affairs Building; 212-854-9124; [se5@columbia.edu](mailto:se5@columbia.edu)

## Mathematics-Statistics Advisers:

*Mathematics:* Prof. Julien Dubedat, 601 Mathematics; 212-854-8806; [dubedat@math.columbia.edu](mailto:dubedat@math.columbia.edu)

*Statistics:* Prof. Banu Baydil, 611 Watson; 212-851-2132; [bb2717@columbia.edu](mailto:bb2717@columbia.edu)

**Calculus Director:** Prof. Michael Thaddeus, 414 Mathematics; 212-854-4308; [thaddeus@math.columbia.edu](mailto: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 UN1207 Honors Mathematics A and MATH UN1208 Honors Mathematics B normally take MATH UN2010 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 UN3411 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 UN1101	Calculus I
- MATH UN1102	and Calculus II
- MATH UN1201	and Calculus III
- MATH UN1202	and Calculus IV
MATH UN1207	Honors Mathematics A
- MATH UN1208	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 UN1201 Calculus III- MATH UN1202 Calculus IV) and linear algebra (MATH UN2010 Linear Algebra), with an emphasis on theory.

MATH UN1003 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 UN1102 Calculus II or MATH UN1201 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 UN1102 Calculus II or MATH UN1201 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 UN1201 Calculus III or MATH UN1207 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 UN1101 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 UN1102 Calculus II or *MATH UN1201 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 UN1202 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 UN1207 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 their advising 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

- Mohammed Abouzaid
- David A. Bayer (Barnard)
- Simon Brendle
- Panagiota Daskalopoulos
- Aise Johan de Jong
- Robert Friedman
- Patrick X. Gallagher
- Dorian Goldfeld
- Brian Greene
- Richard Hamilton
- Michael Harris
- Ioannis Karatzas
- Mikhail Khovanov
- Igor Krichever
- Chiu-Chu Liu
- Dusa McDuff (Barnard)
- Daves Maulik
- Walter Neumann (Barnard)
- Andrei Okounkov
- D. H. Phong
- Henry Pinkham (Department Chair)
- Ovidiu Savin
- Michael Thaddeus
- Eric Urban
- Mu-Tao Wang
- Wei Zhang

## ASSOCIATE PROFESSORS

- Ivan Corwin
- Daniela De Silva (Barnard)
- Julien Dubedat

## ASSISTANT PROFESSORS

- n/a



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## J.F. RITT ASSISTANT PROFESSORS

- Akram Alishahi
- Guillaume Barraquand
- Hector Chang
- Gabriele Di Cerbo
- Luis Diogo
- Galyna Dobrovolska
- Teng Fei
- Bin Guo
- Daniel Halpern-Leistner
- David Hansen
- BoGwang Jeon
- Chao Li
- Hao Shen
- Anton Zeitlin
- 

## SENIOR LECTURERS IN DISCIPLINE

- Lars Nielsen
- Mikhail Smirnov
- Peter Woit
- 

## ON LEAVE

- Profs. Abouzaid, Dubedat, Goldfeld, Maulik, Krichever, Zhang (*Fall 2016*)
- Profs. Corwin, Maulik, Krichever (*Spring 2017*)

## REQUIREMENTS

### MAJOR IN MATHEMATICS

The major requires 42 points as follows (or 41 points if Honors Mathematics A-B is taken):

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 UN2010	Linear Algebra (if Honors Mathematics A-B is not taken)
MATH UN3951 - MATH UN3952	Undergraduate Seminars in Mathematics I and Undergraduate Seminars in Mathematics II (at least one term)
MATH GU4041 - MATH GU4042	Introduction to Modern Algebra I and Introduction to Modern Algebra II
MATH GU4061 - MATH GU4062	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 GU4061- MATH GU4062 Introduction To Modern Analysis II by one or two of the following courses: MATH UN2500 Analysis and Optimization, MATH UN3007 Complex Variables, MATH UN3028 Partial Differential Equations, or MATH GU4032 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 UN3411 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 UN2010	Linear Algebra
Select one of the following courses:	
MATH UN2500	Analysis and Optimization
MATH GU4032	Fourier Analysis
MATH GU4061	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 UN2500	Analysis and Optimization
MATH UN3007	Complex Variables
or MATH GU4065	Honors Complex Variables
or APMA E4204	Functions of a Complex Variable
MATH UN3027	Ordinary Differential Equations

MATH UN3028 or APMA E4200 or APMA E6301	Partial Differential Equations Partial Differential Equations Analytic methods for partial differential equations
MATH GU4032	Fourier Analysis
APMA E4300	Computational Math: Introduction to Numerical Methods
APMA E4101	Introduction to Dynamical Systems
APMA E4150	Applied Functional 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 UN1101 - MATH UN1102 - MATH UN1201 - MATH UN1202	Calculus I and Calculus II and Calculus III and Calculus IV
MATH UN1207 - MATH UN1208	Honors Mathematics A and Honors Mathematics B
MATH UN2010	Linear Algebra
MATH UN3951  or MATH UN3952	Undergraduate Seminars in Mathematics I Undergraduate Seminars in Mathematics II
MATH GU4041	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 UN2500	Analysis and Optimization
MATH UN3007	Complex Variables
MATH UN3020	Number Theory and Cryptography
MATH UN3386	Differential Geometry
MATH GU4051	Topology
MATH GU4061	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 UN1101 - MATH UN1102 - MATH UN1201 - MATH UN2010 - MATH UN2500	Calculus I and Calculus II and Calculus III and Linear Algebra and Analysis and Optimization
MATH UN1207 - MATH UN1208 - MATH UN2500	Honors Mathematics A and Honors Mathematics B and Analysis and Optimization (with approval from the adviser)

### Statistics

#### Introductory Courses

Select one of the following courses:

STAT UN1001	Introduction to Statistical Reasoning
STAT UN1101	Introduction to Statistics
STAT UN1201	Calculus-Based Introduction to Statistics

#### Required Courses

STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference
STAT GU4205	Linear Regression Models

Select one of the following courses:

STAT GU4207	Elementary Stochastic Processes
STAT W4262	
STAT GU4264	Stochastic Processes and Applications
STAT W4265	Stochastic Methods in Finance

STAT G4266	Stochastic Control and Applications in Finance
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**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

or 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 UN3027 Ordinary Differential Equations and MATH UN3028 Partial Differential Equations.

Students interested in finance are recommended to take MATH GR5010 Introduction to the Mathematics of Finance, STAT GU4261 Statistical Methods in Finance, and STAT GU4221 Time Series Analysis.

Students interested in graduate study in mathematics or in statistics are recommended to take MATH GU4061 Introduction To Modern Analysis I and MATH GU4062 Introduction To Modern Analysis II.

Students preparing for a career in actuarial science are encouraged to replace STAT GU4205 Linear Regression Models with STAT GU4282 Linear Regression and Time Series Methods , and to take among their electives STAT W4281 .

## CONCENTRATION IN MATHEMATICS

The concentration requires the following:

**Mathematics**

Select one of the two following multivariable calculus and linear algebra sequences:

MATH UN1201	Calculus III
- MATH UN1202	and Calculus IV
- MATH UN2010	and Linear Algebra

MATH UN1207	Honors Mathematics A
- MATH UN1208	and Honors Mathematics B

**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 UN1101 Calculus I. 3 points.**

*Prerequisites:* (see *Courses for First-Year Students*). Functions, limits, derivatives, introduction to integrals; or an understanding of pre-calculus will be assumed..

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 2016: MATH UN1101**

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	89/100
MATH 1101	002/67933	M W 10:10am - 11:25am 312 Mathematics Building	Luis Diogo	3	85/100
MATH 1101	003/21107	M W 11:40am - 12:55pm 312 Mathematics Building	Luis Diogo	3	78/100
MATH 1101	004/27447	M W 2:40pm - 3:55pm 407 Mathematics Building	Sebastien Picard	3	30/30
MATH 1101	005/11897	M W 4:10pm - 5:25pm 825 Seeley W. Mudd Building	Petr Pushkar	3	24/30
MATH 1101	006/26477	M W 6:10pm - 7:25pm 501 Schermerhorn Hall	Chao Li	3	96/100
MATH 1101	007/26739	T Th 10:10am - 11:25am 407 Mathematics Building	Pei-Ken Hung	3	27/30
MATH 1101	008/17570	T Th 11:40am - 12:55pm 417 Mathematics Building	Yu-Shen Lin	3	54/64
MATH 1101	009/29604	T Th 1:10pm - 2:25pm 203 Mathematics Building	Gabriele Di Cerbo	3	68/100
MATH 1101	010/73071	T Th 2:40pm - 3:55pm 417 Mathematics Building	Yu-Shen Lin	3	56/64
MATH 1101	011/18565	T Th 4:10pm - 5:25pm 417 Mathematics Building	Ila Varma	3	32/100

**Spring 2017: MATH UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1101	001/69002	M W 8:40am - 9:55am	Ashwin Deopurkar	3	23/30

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MATH 1201	009/11993	203 Mathematics Building T Th 11:40am - 12:55pm	Guillaume Barraquand	3	77/100
MATH 1201	010/26797	203 Mathematics Building T Th 2:40pm - 3:55pm	Joanna Nelson	3	93/100
MATH 1201	011/27023	312 Mathematics Building T Th 4:10pm - 5:25pm	Teng Fei	3	18/100
MATH 1201	012/25355	702 Hamilton Hall T Th 6:10pm - 7:25pm	Teng Fei	3	11/100
		325 Pupin Laboratories			

**Spring 2017: MATH UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/21153	M W 8:40am - 9:55am 207 Mathematics Building	Galyna Dobrovolska	3	62/100
MATH 1201	002/25373	M W 11:40am - 12:55pm 312 Mathematics Building	Gabriele Di Cerbo	3	90/100
MATH 1201	003/71946	M W 1:10pm - 2:25pm 312 Mathematics Building	Gabriele Di Cerbo	3	82/100
MATH 1201	004/70892	M W 6:10pm - 7:25pm 312 Mathematics Building	Teng Fei	3	34/100
MATH 1201	005/05518	T Th 8:40am - 9:55am 304 Barnard Hall	Daniela De Silva	3	95/100
MATH 1201	006/07691	T Th 10:10am - 11:25am 405 Milbank Hall	Daniela De Silva	3	88/100
MATH 1201	007/67220	T Th 11:40am - 12:55pm 717 Hamilton Hall	Yoel Groman	3	54/100

**MATH UN1202 Calculus IV. 3 points.**

Prerequisites: *MATH V1102*, *MATH V1201*, or the equivalent.

Prerequisites: *MATH UN1102*, *MATH UN1201*, or the equivalent.

Multiple integrals, Taylor's formula in several variables, line and surface integrals, calculus of vector fields, Fourier series. (SC)

**Fall 2016: MATH UN1202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1202	001/18445	M W 2:40pm - 3:55pm 633 Seeley W. Mudd Building	Hao Shen	3	45/100
MATH 1202	002/23233	M W 4:10pm - 5:25pm 312 Mathematics Building	Hao Shen	3	31/100
MATH 1202	003/12064	M W 6:10pm - 7:25pm 207 Mathematics Building	Mikhail Smirnov	3	47/110

**Spring 2017: MATH UN1202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1202	001/27342	M W 8:40am - 9:55am 312 Mathematics Building	Ovidiu Savin	3	65/100
MATH 1202	003/66692	M W 10:10am - 11:25am 312 Mathematics Building	Ovidiu Savin	3	60/100
MATH 1202	004/71308	T Th 11:40am - 12:55pm 312 Mathematics Building	Robert Friedman	3	82/100

**MATH UN1207 Honors Mathematics A. 4 points.**

Prerequisites: (see Courses for First-Year Students).

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 2016: MATH UN1207**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1207	001/73444	M W 1:10pm - 2:25pm 203 Mathematics Building	David Hansen	4	71/100

**MATH UN1208 Honors Mathematics B. 4 points.**

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 2017: MATH UN1208**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1208	001/27564	M W 2:40pm - 3:55pm 203 Mathematics Building	David Hansen	4	57/100

**MATH UN2000 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 2016: MATH UN2000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2000	001/26047	T Th 2:40pm - 3:55pm 407 Mathematics Building	Michael Harris	3	15/64

**Spring 2017: MATH UN2000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2000	001/07922	M W 1:10pm - 2:25pm 504 Diana Center	Dusa McDuff	3	36/64

**MATH V2002 The Magic of Numbers. 3 points.**

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

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.

**MATH UN2010 Linear Algebra. 3 points.**

Prerequisites: *MATH V1201*, or the equivalent.

*Prerequisites: MATH UN1201 or the equivalent.* Matrices, vector spaces, linear transformations, eigenvalues and eigenvectors, canonical forms, applications. (SC)

**Fall 2016: MATH UN2010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/15106	M W 1:10pm - 2:25pm 312 Mathematics Building	Mikhail Khovanov	3	70/100
MATH 2010	002/02940	T Th 10:10am - 11:25am 405 Milbank Hall	David Bayer	3	85/100
MATH 2010	003/74190	T Th 6:10pm - 7:25pm 203 Mathematics Building	Elliott Stein	3	87/100
MATH 2010	004/03818	T Th 8:40am - 9:55am 405 Milbank Hall	David Bayer	3	55/100

**Spring 2017: MATH UN2010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/22319	T Th 8:40am - 9:55am 417 Mathematics Building	Henry Pinkham	3	39/64
MATH 2010	002/74185	T Th 10:10am - 11:25am 312 Mathematics Building	Henry Pinkham	3	48/64
MATH 2010	003/67337	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Eric Urban	3	84/110
MATH 2010	004/19348	M W 10:10am - 11:25am 207 Mathematics Building	Guillaume Barraquand	3	91/110

**MATH V2020 Honors Linear Algebra. 3 points.**  
**Not offered during 2016-17 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-Math V1208.

**MATH UN2030 Ordinary Differential Equations. 3 points.**

Prerequisites: *MATH V1102-MATH V1201* or the equivalent.

*Prerequisites: MATH UN1102 - MATH UN1201 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 2016: MATH UN2030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/77535	M W 6:10pm - 7:25pm 203 Mathematics Building	Hector Chang-Lara	3	40/100
MATH 2030	002/23554	T Th 11:40am - 12:55pm 312 Mathematics Building	Panagiota Daskalopoulos	3	76/100

**Spring 2017: MATH UN2030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/21760	T Th 11:40am - 12:55pm 203 Mathematics Building	Mu-Tao Wang	3	91/100
MATH 2030	002/66814	T Th 2:40pm - 3:55pm 203 Mathematics Building	Mu-Tao Wang	3	85/100

**MATH UN2500 Analysis and Optimization. 3 points.**

Prerequisites: *MATH V1102-MATH V1201* or the equivalent and *MATH V2010*.

*Prerequisites: MATH UN1102 - MATH UN1201* or the equivalent and *MATH UN2010*. 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 2016: MATH UN2500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2500	001/18323	M W 8:40am - 9:55am 203 Mathematics Building	Bogwang Jeon	3	20/100
MATH 2500	002/60822	M W 10:10am - 11:25am 203 Mathematics Building	Bogwang Jeon	3	68/100

**Spring 2017: MATH UN2500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MATH 2500	001/60299	T Th 8:40am - 9:55am 203 Mathematics Building	Daniel Halpern- Leistne	3	26/100
MATH 2500	002/14794	T Th 10:10am - 11:25am 203 Mathematics Building	Daniel Halpern- Leistne	3	45/100

**MATH UN3007 Complex Variables. 3 points.**

Prerequisites: *MATH UN1202*. An elementary course in functions of a complex variable.

Prerequisites: *MATH UN1202*. 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 2017: MATH UN3007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3007	001/73623	T Th 2:40pm - 3:55pm 312 Mathematics Building	Patrick Gallagher	3	81/116

**MATH UN3020 Number Theory and Cryptography. 3 points.**

Prerequisites: one year of calculus.

Prerequisite: One year of Calculus. Congruences. Primitive roots. Quadratic residues. Contemporary applications.

**Spring 2017: MATH UN3020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3020	001/76902	M W 10:10am - 11:25am 203 Mathematics Building	Bogwang Jeon	3	46/100

**MATH UN3025 Making, Breaking Codes. 3 points.**

Prerequisites: *MATH V1101*, *MATH V1102*, *MATH V1201* and *MATH V2010*.

Prerequisites: *MATH UN1101*, *MATH UN1102*, *MATH UN1201* and *MATH UN2010*. A concrete introduction to abstract algebra. Topics in abstract algebra used in cryptography and coding theory.

**Fall 2016: MATH UN3025**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3025	001/74453	T Th 2:40pm - 3:55pm 209 Havemeyer Hall	Shrenik Shah	3	74/100

**MATH UN3027 Ordinary Differential Equations. 3 points.**

Prerequisites: *MATH V1102*-*MATH V1201* or the equivalent.

Corequisites: *MATH UN2010*

Prerequisites: *MATH UN1102* - *MATH UN1201* or the equivalent. Corequisites: *MATH UN2010*. Equations of order one; systems of linear equations. Second-order equations. Series

solutions at regular and singular points. Boundary value problems. Selected applications.

**Fall 2016: MATH UN3027**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3027	001/62851	T Th 1:10pm - 2:25pm 312 Mathematics Building	Panagiota Daskalopoulos	3	65/100

**MATH UN3028 Partial Differential Equations. 3 points.**

Prerequisites: *MATH UN3027* and *MATH UN2010* or the equivalent

Prerequisites: *MATH UN3027* and *MATH UN2010* 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 2017: MATH UN3028**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3028	001/60863	M W 11:40am - 12:55pm 614 Schermerhorn Hall	Simon Brendle	3	60/100

**MATH UN3050 Discrete Time Models in Finance. 3 points.**

Prerequisites: *MATH UN1102*, *MATH UN1201* (or *MATH UN1101*, *MATH UN1102*, *MATH UN1201*), *MATH UN2010*. Recommended: *MATH UN3027* (or *MATH UN2030*) and *SIEO W3600*.

Prerequisites: *MATH UN1102*, *MATH UN1201* (or *MATH UN1101*, *MATH UN1102*, *MATH UN1201*), *MATH UN2010*. Recommended: *MATH UN3027* (or *MATH UN2030*) 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 2017: MATH UN3050**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3050	001/17362	M W 6:10pm - 7:25pm 203 Mathematics Building	Mikhail Smirnov	3	49/64

**MATH UN3386 Differential Geometry. 3 points.**

Prerequisites: *MATH V1202* or the equivalent.

Prerequisites: *MATH UN1202* 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 2016: MATH UN3386**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3386	001/73447	T Th 11:40am - 12:55pm 520 Mathematics Building	Richard Hamilton	3	14/49

**MATH UN3951 Undergraduate Seminars in Mathematics I. 3 points.**

Prerequisites: two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies' permission.

*Prerequisites: two years of calculus, at least one year of additional mathematics courses, and the permission of the Director of Undergraduate Studies.* 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.

**Fall 2016: MATH UN3951**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3951	001/02944		Daniela De Silva	3	45

**MATH UN3952 Undergraduate Seminars in Mathematics II. 3 points.**

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. Prerequisite: two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies' permission.

**Spring 2017: MATH UN3952**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3952	001/00853		David Bayer	3	41

**MATH GU4007 Analytic Number Theory. 3 points.**

Prerequisites: *MATH UN3007*.

Prerequisite: *MATH UN3007*. 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, 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 2017: MATH GU4007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4007	001/76901	T Th 11:40am - 12:55pm 520 Mathematics Building	Dorian Goldfeld	3	7/49

**MATH GU4032 Fourier Analysis. 3 points.**

Prerequisites: three terms of calculus and linear algebra or four terms of calculus.

Prerequisite: 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 2017: MATH GU4032**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4032	001/15388	T Th 1:10pm - 2:25pm 417 Mathematics Building	Peter Woit	3	7/49

**MATH GU4041 Introduction to Modern Algebra I. 3 points.**

Prerequisites: *MATH V1102-MATH V1202* and *MATH V2010*, or the equivalent.

*Prerequisites: MATH UN1102 - MATH UN1202 and MATH UN2010, 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 2016: MATH GU4041**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4041	001/13821	T Th 4:10pm - 5:25pm 312 Mathematics Building	Michael Thaddeus	3	56/100

**Spring 2017: MATH GU4041**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4041	001/17587	M W 1:10pm - 2:25pm 203 Mathematics Building	Mikhail Khovanov	3	29/100

**MATH GU4042 Introduction to Modern Algebra II. 3 points.**

Prerequisites: *MATH V1102-MATH V1202* and *MATH V2010*, or the equivalent.

*Prerequisites: MATH UN1102 - MATH UN1202 and MATH UN2010, 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 2016: MATH GU4042**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4042	001/75532	M W 2:40pm - 3:55pm 417 Mathematics Building	Robert Friedman	3	18/64

**Spring 2017: MATH GU4042**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4042	001/16294	T Th 4:10pm - 5:25pm 602 Hamilton Hall	Michael Thaddeus	3	33/100

**MATH GU4043 Algebraic Number Theory. 3 points.**

Prerequisites: *MATH W4041-MATH W4042* or the equivalent.

*Prerequisites: MATH GU4041 - MATH GU4042 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 2016: MATH GU4043

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4043	001/61264	M W 10:10am - 11:25am 407 Mathematics Building	Chao Li	3	11/64

#### MATH GU4044 Representations of Finite Groups. 3 points.

Prerequisites: *MATH UN2010* and *MATH UN4041* or the equivalent.

Prerequisites: *MATH UN2010* and *MATH UN4041* 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 2017: MATH GU4044

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4044	001/29931	M W 2:40pm - 3:55pm 417 Mathematics Building	Patrick Gallagher	3	15/64

#### MATH GU4045 Algebraic Curves. 3 points.

Prerequisites: *MATH W4041*, *MATH W4042* and *MATH V3007*.

Prerequisites: *MATH GU4041*, *MATH GU4042* and *MATH UN3007*. Plane curves, affine and projective varieties, singularities, normalization, Riemann surfaces, divisors, linear systems, Riemann-Roch theorem.

#### Fall 2016: MATH GU4045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4045	001/67148	T Th 1:10pm - 2:25pm 407 Mathematics Building	Michael Harris	3	4/64

#### MATH GU4051 Topology. 3 points.

Prerequisites: *MATH V1202*, *MATH V2010*, and rudiments of group theory (e.g., *MATH W4041*). *MATH V1208* or *MATH W4061* is recommended, but not required.

Prerequisites: *MATH UN1202*, *MATH UN2010*, and rudiments of group theory (e.g., *MATH GU4041*). *MATH UN1208* or *GU4061* 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 2016: MATH GU4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4051	001/03710	M W 1:10pm - 2:25pm	Walter Neumann	3	23/110

520 Mathematics Building

#### MATH W4052 Introduction to Knot Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *MATH W4051* Topology and / or *MATH 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.

#### MATH GU4053 Introduction to Algebraic Topology. 3 points.

Prerequisites: *MATH UN2010*, *MATH GU4041*, *MATH GU4051*.

Prerequisites: *MATH UN2010*, *MATH GU4041* and *MATH GU4051*. 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 2017: MATH GU4053

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4053	001/64661	M W 4:10pm - 5:25pm 417 Mathematics Building	Akram Alishahi	3	8/49

#### MATH GU4061 Introduction To Modern Analysis I. 3 points.

Prerequisites: *MATH V1202* or the equivalent, and *MATH V2010*. The second term of this course may not be taken without the first.

Prerequisites: *MATH UN1202* or the equivalent and *MATH UN2010*. 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 2016: MATH GU4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	001/70047	M W 8:40am - 9:55am 207 Mathematics Building	Hector Chang-Lara	3	54/100

#### Spring 2017: MATH GU4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	001/10113	M W 4:10pm - 5:25pm 717 Hamilton Hall	Bin Guo	3	54/100

**MATH GU4062 Introduction To Modern Analysis II. 3 points.**

Prerequisites: *MATH V1202* or the equivalent, and *MATH V2010*. The second term of this course may not be taken without the first.

*Prerequisites: MATH UN1202 or the equivalent and MATH UN2010.* 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 2016: MATH GU4062**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4062	001/08001	T Th 2:40pm - 3:55pm 323 Milbank Hall	Daniela De Silva	3	14/70

**Spring 2017: MATH GU4062**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4062	001/60905	M W 8:40am - 9:55am 203 Mathematics Building	Hector Chang-Lara	3	14/100

**MATH GU4065 Honors Complex Variables. 3 points.**

Prerequisites: *MATH V1207* and *MATH V1208* or *MATH W4061*.

*Prerequisites: MATH UN1207 and MATH UN1208 or MATH GU4061.* 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 2016: MATH GU4065**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4065	001/23107	T Th 1:10pm - 2:25pm 417 Mathematics Building	Eric Urban	3	6/30

**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*, *MATH 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.

**MATH GU4081 Introduction to Differentiable Manifolds. 3 points.**

Prerequisites: *MATH GU4051* or *MATH GU4061* and *MATH UN2010*.

Prerequisites: *MATH GU4051* or *MATH GU4061* and *MATH UN2010*. Concept of a differentiable manifold. Tangent spaces and vector fields. The inverse function theorem. Transversality and Sard's theorem. Intersection theory. Orientations. Poincare-Hopf theorem. Differential forms and Stoke's theorem.

**Spring 2017: MATH GU4081**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4081	001/64475	M W 10:10am - 11:25am 520 Mathematics Building	Luis Diogo	3	8/49

**MATH GU4155 Probability Theory. 3 points.**

Prerequisites: *MATH GU4061* or *MATH UN3007*. 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 2017: MATH GU4155**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4155	001/14556	T Th 4:10pm - 5:25pm 520 Mathematics Building	Ioannis Karatzas	3	14/35

**MATH W4391 Intro to Quantum Mechanics: An Introduction for Mathematicians and Physicists I. 3 points. Not offered during 2016-17 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 2016-17 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 UN1201 Intermediate Latin I or LATN UN1202 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:** Kai Kresse, 513 Knox;  
 212-854-4766; [kk2918@columbia.edu](mailto:kk2918@columbia.edu)

## Language Coordinators:

*African Languages:* Mariame Sy, 408 Knox; 212-851-2439;  
[sms2168@columbia.edu](mailto:sms2168@columbia.edu)

*Arabic:* Taoufik Ben Amor, 308 Knox; 212-854-2985;  
[tb46@columbia.edu](mailto:tb46@columbia.edu)

*Armenian:* Charry Karamanoukian, 407 Knox; 212-851-4002;  
[ck2444@columbia.edu](mailto:ck2444@columbia.edu)

*Hebrew:* Naama Harel, 410 Knox Hall, 212-854-6668;  
[nh2508@columbia.edu](mailto:nh2508@columbia.edu)

*Hindi/Urdu:* Rakesh Ranjan, 409 Knox; 212-851-4107;  
[rr2574@columbia.edu](mailto:rr2574@columbia.edu)

*Persian:* Saeed Honarmand, 313 Knox; [sh3468@columbia.edu](mailto:sh3468@columbia.edu)

*Sanskrit:* Guy Leavitt, 311 Knox;  
 212-854-1304; [gl2392@columbia.edu](mailto:gl2392@columbia.edu)

*Tamil:* D. Samuel Sudanandha, 305 Knox; 212-854-4702;  
[dss2121@columbia.edu](mailto:dss2121@columbia.edu)

*Turkish:* Zuleyha Colak, 412 Knox; 212-854-0473;  
[zc2208@columbia.edu](mailto: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

- Gil Anidjar
- 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

- Allison Busch
- Kai Kresse
- Jennifer Wenzel

## ASSISTANT PROFESSORS

Mana Kia  
 Debashree Mukherjee

## SENIOR LECTURERS

- Taoufik Ben Amor
- Abdul Nanji
- Rakesh Ranjan

## LECTURERS

- Ouidane Absi
- Aftab Ahmad
- May Ahmar
- Tarik Belhoussein
- Rym Bettaieb
- Ihsan Colak
- Zuleyha Colak
- Reem Faraj
- Illan Gonen

- Naama Harel
- Saeed Honarmand
- Charry Karamanoukian
- Rina Kreitman  
Yithak Lewis
- Youssef Nouhi
- Dalpat Rajpurohit
- D. Samuel Sudanandha
- Mariame Sy

## ON LEAVE

- Profs. Busch, Kia, Mamdani, Pollock (*Fall 2016*)
- Profs. Busch, Chatterjee, Diouf, Hallaq, Kia, Mamdani, Miron, Saliba (*Spring 2017*)

## 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 UN2003 Introduction to Islamic Civilization or ASCM UN2008 Contemporary Islamic Civilization. Students keen on learning more about South Asia would take ASCM UN2357 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 UN3399 Colloquium on Major Texts: Middle East and South Asia (for those focusing on the Middle East and South Asia) or AFCV UN1020 African Civilizations (for those focusing on Africa).

With this background, students are ready to take MDES UN3000 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 UN3960 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](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 UN3399	Colloquium on Major Texts: Middle East and South Asia
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MDES UN3000	Theory and Culture
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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

### LECTURES AND SEMINARS

**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 UN2003 Introduction to Islamic Civilization. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Lecture and recitation. Islamic civilization and its characteristic political, social, and religious institutions and intellectual traditions.

#### Fall 2016: ASCM UN2003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCM 2003	001/21109	T Th 2:40pm - 3:55pm 428 Pupin Laboratories	George Saliba	4	69/90

**ASCM UN2008 Contemporary Islamic Civilization. 4 points.**

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 2017: ASCM UN2008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCM 2008	001/66270	M W 2:40pm - 3:55pm 417 International Affairs Bldg	Hamid Dabashi	4	82/120

**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.

### **MDES UN2641 Cinemas of India. 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 narrative films produced in India, including *Diamond Queen* (1940), *Awara* (1951), *Deewar* (1975), *Roja* (1992), *Mahanagar* (1963), and *Bandit Queen* (1994). 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 2016: MDES UN2641**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2641	001/60343	T Th 11:40am - 12:55pm 414 Pupin Laboratories	Debashree Mukherjee	3	6

### **MDES UN3000 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 2016: MDES UN3000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3000	001/66261	M W 11:40am - 12:55pm 517 Hamilton Hall	Hamid Dabashi	4	71/86

### **MDES UN3001 Supervised Readings. 1-6 points.**

Sign up for sections in the department.

#### **Fall 2016: MDES UN3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3001	001/26370			1-6	0

### **MDES UN1220 Literary Modernities: The Arabic Novel and Its Others . 3 points.**

How did the novel come to be seen as the dominant form of Arabic literary modernity in the twentieth century? And what

other forms of literary expression and imagination might be obscured by the conflation of the novel and the modern? To explore these intertwined questions, we will study a set of Arabic texts composed before and during the so-called rise of the novel from the mid-nineteenth to the early twentieth century. These texts draw from a variety of literary traditions, techniques, and forms, giving us a sense of the heterogeneous literary imaginary that was subsequently subsumed by the modular form of the novel. Reading these texts alongside (and sometimes against) the scholarship that purports to explain them, we will discuss the major historiographical, aesthetic, and theoretical debates in the study of modern Arabic literature.

#### **Spring 2017: MDES UN1220**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1220	001/84281	Th 4:10pm - 6:00pm 104 Knox Hall	Max Shmookler	3	15/20

### **CLME UN1520 Introduction to Modern Hebrew Literature: The Emergence of Modernism in Hebrew Prose. 3 points.**

Exploring a rich variety of literary prose fiction, this course focuses on the emergence of modernism in Hebrew literature at the turn of the 20th century. Ever since the 19th century Jewish Enlightenment (Haskalah), Hebrew literature has played a major role in the processes of permutation and transition within Jewish society, articulating new modes of thinking on matters such as body, identity, sexuality and language. In both its themes and aesthetics, Hebrew literature not only reflected these processes, but in fact created and shaped the public sphere within which these new ideas emerged. Identifying literature as an institution of the modern, intertwined with the rise of nationalism, this course will examine the coincidence, as well as the discrepancy, between modernist poetics and the nationalist imagination. It will ask how literature constructs national consciousness and whether, and in what ways, it ever exceeds it

#### **Spring 2017: CLME UN1520**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 1520	001/90949	T 12:10pm - 2:00pm 307 Pupin Laboratories	Roni Henig	3	4/20

### **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.

**HSME W2915 Introduction to Modern African History. 3 points.**

**Not offered during 2016-17 academic year.**

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 UN3004 Islam in South Asia. 3 points.**

This course explores the beginnings of Islam in South Asia, its growth over time, and the development of South Asian Muslims' cultural, social, religious and political life from the 8th century until the present. It assumes no previous background in Islamic or South Asian studies. Readings will include not only scholarly works, but also material in translation from chronicles, biographies, memoirs, novels, stories, and other primary sources.

Spring 2017: MDES UN3004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3004	001/98200	T Th 1:10pm - 2:25pm 214 Pupin Laboratories	Owen Cornwall	3	6/30

**MDES UN3042 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 2017: MDES UN3042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3042	001/21693	T Th 2:40pm - 3:55pm 627 Seeley W. Mudd Building	Joseph Massad	4	25/90

**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 UN3121 Literature and Cultures of Struggle in South Africa. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Generations of resistance have shaped contemporary life in South Africa -- in struggles against colonialism, segregation, the legislated racism known as apartheid, and the entrenched inequalities of the post-apartheid era. Two constants in this history of struggle have been youth as a vanguard of liberation movements and culture as a "weapon of struggle." As new generation of South African youth -- the "born frees" -- has now taken to the streets and social media to "decolonize" the university and claim their education as a meaningful right, this course traces the ways that generations of writers, artists, and activists have faced censorship, exile, and repression in an ongoing struggle to dismantle apartheid and to free the mind, "the most powerful weapon in the hands of the oppressor" according to Black Consciousness activist Steve Biko. This course traces the profoundly important roles that literature and other cultural production (music, photography, film, comics, Twitter hashtags like #rhodesmustfall and #feesmustfall) have played in struggle against apartheid and its lingering afterlife.

Although many of our texts were originally written in English, we will also discuss the historical forces, including nineteenth-century Christian missions and Bantu Education, as well as South Africa's post-1994 commitment to being a multilingual democracy, that have shaped the linguistic texture of South African cultural life.

#### Spring 2017: MDES UN3121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3121	001/91446	T Th 11:40am - 12:55pm 503 Hamilton Hall	Jennifer Wenzel	3	26/30

#### MDES UN3130 East Africa and the Swahili Coast. 3 points.

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. CC/GS/SEAS: Partial Fulfillment of Global Core Requirement.

#### Fall 2016: MDES UN3130

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3130	001/11247	T Th 2:40pm - 3:55pm 114 Knox Hall	Kai Kresse	3	15

#### MDES UN3260 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.

#### Spring 2017: MDES UN3260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3260	001/82531	T Th 10:10am - 11:25am 601 Fairchild Life Sciences Bldg	Timothy Mitchell	4	58/60

#### AHUM UN3399 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 2016: AHUM UN3399

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 3399	001/75945	W 4:10pm - 6:00pm 424 Pupin Laboratories	Owen Cornwall	3	13/20

#### MDES W3445 Societies & Cultures Across the Indian Ocean. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
**Not offered during 2016-17 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 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.

#### MDES UN3644 Visual Cultures of Modern South Asia. 3 points.

This lecture course introduces students to the power and meaning of popular visual cultures of South Asia. Visual culture is a crucial arena for the enactment of social transformations and the creation of collective imaginaries. We will track such varied modern media types as calendar art, photography, film, architecture, clothing, and religious festivals, loosely following key chronological signposts in the shared histories of the subcontinent. Together,

we will practice a new way of understanding history and society – a visual way that will make us aware of the diversity of hopes, fears, and dreams that comprise South Asia. Designed for students with a basic understanding of South Asian history, the course aims to familiarize you with key methodological approaches in visual culture studies and current debates in South Asian art history and media theory.

**Spring 2017: MDES UN3644**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3644	001/12532	T Th 10:10am - 11:25am 103 Knox Hall	Debashree Mukherjee	3	12/30

**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.

**MDES UN3915 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 2016: MDES UN3915**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3915	001/17192	T 4:10pm - 6:00pm 414 Pupin Laboratories	Mamadou Diouf	3	14/18

**HSME UN3916 Africa, Empire, and the 20th Century World. 3 points.**

This seminar offers students an opportunity to deepen their knowledge of African political thought and action during the first half of the twentieth century. It brings together readings from a range of disciplines, including history, colonial and postcolonial studies, women's studies, and literary studies as well as primary

documents and novels to explore African intellectuals' engagement with European imperialism and international politics, and their positioning of Africa within the twentieth century world.

**MDES UN3920 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 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 2016: MDES UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3920	001/70747	W 4:10pm - 6:00pm 207 Knox Hall	Joseph Massad	3	16/24

**MDES UN3923 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. Please note, this course must be taken for a letter grade.

**Fall 2016: MDES UN3923**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3923	001/20495	T 4:10pm - 6:00pm 418 International Affairs Bldg	Wael Hallaq	3	19/20

**CLME UN3928 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 2016: CLME UN3928**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 3928	001/29301	Th 2:10pm - 4:00pm	Muhsin Al-Musawi	3	21/20

207 Knox Hall

**MDES UN3960 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 2016: MDES UN3960**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3960	001/66164	W 2:10pm - 4:00pm A36 Union Theological Seminary	Kai Kresse	4	8

**Spring 2017: MDES UN3960**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3960	001/21477	W 2:10pm - 4:00pm 208 Knox Hall	Kai Kresse	4	7/20

**MDES G4052 Locating Africa in the Early 20th Century World. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
**Not offered during 2016-17 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 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.

**MDES G4144 Africa: Modernity and the Post Colonial Experience. 4 points.**

**Not offered during 2016-17 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.

**MDES GU4150 Introduction to African Philosophy. 4 points.**

In seminar discussions, we will be covering key readings in African Philosophy, following how this field of research and academic debate has emerged, progressed and become more sub-differentiated in the 20th and early 21 st century. While the main task set here is to understand the essential readings of the debate about African philosophy as it has been led by academic African philosophers, in the second part of the semester, we will pick up in an interdisciplinary manner on open questions and fields for further research that have been identified. For instance, in



addressing questions of how to approach (document, qualify, understand) traditions of oral and written philosophical discourse as part of long-standing regional (and trans-regional) intellectual histories, expressed in African languages, we involve knowledge in linguistics, history, anthropology and religion.

**Spring 2017: MDES GU4150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4150	001/25284	T 4:10pm - 6:00pm 104 Knox Hall	Kai Kresse	4	11/20

**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-Hamadhani that led in turn to the growth of this phenomenal achievement that set the stage for narratives of contestation, crisis, and critique.

**CLME G4227 The Islamic Context of the Arabian Nights since the Establishment of Baghdad. 4 points.**

**Not offered during 2016-17 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 GU4231 Cold War Arab Culture. 4 points.**

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.

**Spring 2017: CLME GU4231**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 4231	001/64506	W 4:10pm - 6:00pm 207 Knox Hall	Muhsin Al-Musawi	4	18/20

**CLME GU4241 Sufism: Primary Texts and Contexts. 4 points.**

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 2017: CLME GU4241**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 4241	001/68688	Th 2:10pm - 4:00pm 207 Knox Hall	Muhsin Al-Musawi	4	14/20

**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.

**MDES G4253 Islamic Law: The Three Debates. 4 points.**  
**Not offered during 2016-17 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.

**MDES GU4257 Jerusalem: the Sacred, Imaginary, and Worldly City. 4 points.**

...This course will address the sacred, imagined and worldly Jerusalem through its social history, religious rituals, the politics of archaeology, planning and urban transformation, demographic debates, ethnicity and war. It will examine the commodification and packaging of holy city for pilgrimage and tourism. The course will address the current predicament of the city and its future within the context of Arab Israeli conflict....

**Spring 2017: MDES GU4257**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4257	001/11036	M 4:10pm - 6:00pm 325 Pupin Laboratories	Salim Tamari	4	9/20

**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 *Islamica* 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 GU4357 WAR, GENOCIDE, & AFTERMATH COMP PERSPECTIV. 3 points.**

This 4000-level course examines how societies grapple with the legacy of mass violence, through an exploration of historical texts, memoirs, textbooks, litigation, and media reports and debates on confronting the past. Focusing on case studies of the Herero Genocide, the Armenian genocide during WWI, and the Holocaust and the Comfort Women during WWII, students investigate the crime and its sequelae, looking at how societies deal with skeletons in their closets (engaging in silence, trivialization, rationalization, and denial to acknowledgment, apology, and repair); surveying responses of survivors and their descendants (with particular attention to intergenerational transmission of trauma, forgiveness, resentment, and the pursuit of redress); and dissecting public debates on modern day issues that harken back to past atrocities.

**Spring 2017: MDES GU4357**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4357	001/75780	M W 1:10pm - 2:25pm C01 Knox Hall	Khatchig Mouradian	3	11/25

**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.

#### **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 GU4630 Histories of Translation in Premodern India. 4 points.**

This course will provide a survey of the historical practices of textual translation in India as well as some of the ways in which translation has been used to open up analysis of a broad set of cultural practices. Discussion topics will range from methods of translation to conceptual commensurability, translatability, patronage and vernacularization, as the class rigorously examines how to approach the following questions: What was translation in India? What were the ways in which it was theorized? What was the relationship between translation and political power? How does a history of translation challenge nationalist narratives of culture, if at all?

#### **Spring 2017: MDES GU4630**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4630	001/19291	W 2:10pm - 4:00pm 318 Knox Hall	Owen Cornwall	4	2/20

#### **MDES G4654 Gender, Power and Culture in Early Modern India. 4 points.**

**Not offered during 2016-17 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 GU4721 Epics and Empires: Ferdowsi's Shahnameh. 4 points.**

The purpose of this course is an examination of the genre of epic and its narrative connection to empire-building. The primary text that will be used in this critical examination is the Persian epic poem *Shahnameh*, composed by Abolqasem Ferdowsi circa 1000 CE.

#### **Fall 2016: MDES GU4721**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4721	001/16213	T 2:10pm - 4:00pm 207 Knox Hall	Hamid Dabashi	4	7

#### **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 2016-17 academic year.**

## ARABIC LANGUAGE COURSES

**MDES GU4210 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 2016: MDES GU4210**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4210	001/24761	M T W Th 8:50am - 9:55am 114 Knox Hall	Reem Faraj	5	10/12
MDES 4210	002/29114	M T W Th 10:10am - 11:15am 207 Knox Hall	Ouijdane Absi	5	10/12

**MDES GU4212 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 2016: MDES GU4212**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4212	001/62819	M W 10:10am - 12:00pm 112 Knox Hall	Taoufik Ben-Amor	4	9/15

**MDES GU4216 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. Quadriliteral 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*, *Maf'ul mutlaq*, *Maf'ul 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 2016: MDES GU4216**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4216	001/10944	M W 1:10pm - 2:25pm 112 Knox Hall	Taoufik Ben-Amor	4	9/15

**MDES UN1208 Arabic For Heritage Speakers I. 5 points.**

Intended for heritage speakers only.

As of academic year 2016-17, this course is now MDES 2208. 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 2016: MDES UN1208**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1208	001/65450	M T W Th 10:10am - 11:15am 101 Knox Hall	Youssef Nouhi	5	10/15

## ARMENIAN LANGUAGE COURSES

**MDES UN1310 Elementary Armenian I. 4 points.**

As of academic year 2016-17, this course is now MDES 1301. 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 2016: MDES UN1310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1310	001/20411	M W 12:10pm - 2:00pm 311 Knox Hall	Charry Karamanoukian	4	1

**MDES UN1312 Intermediate Armenian I. 4 points.**

Prerequisites: *MDES W1310-W1311* or the equivalent.

As of academic year 2016-17, this course is now MDES 2301. 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 2016: MDES UN1312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1312	001/11288	T Th 4:10pm - 6:00pm 311 Knox Hall	Charry Karamanoukian	4	2

#### 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.

## HEBREW LANGUAGE COURSES

#### MDES UN1510 First Year Modern Hebrew: Elementary I. 5 points.

As of academic year 2016-17, this course is now MDES 1501. 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 2016: MDES UN1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1510	001/66171	M T W Th 11:40am - 12:45pm 104 Knox Hall	Illan Gonen	5	11/15
MDES 1510	002/22025	M T W Th 1:10pm - 2:15pm 104 Knox Hall	Illan Gonen	5	14/15

#### MDES UN1512 Second Year Modern Hebrew: Intermediate I. 5 points.

Prerequisites: *MDES W1511* or the equivalent.

As of academic year 2016-17, this course is now MDES 2501. 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 2016: MDES UN1512

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1512	001/20698	M T W Th 10:10am - 11:15am 403 Knox Hall	Illan Gonen	5	17/15
MDES 1512	002/24755	M T W Th 11:40am - 12:45pm 101 Knox Hall	Yitzhak Lewis	5	19/15

#### MDES UN1517 Hebrew for Heritage Speakers I. 3 points.

As of academic year 2016-17, this course is now MDES 2517. 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 2016: MDES UN1517

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1517	001/16539	M T W Th 10:10am - 11:00am 116 Knox Hall	Yitzhak Lewis	3	13/15

#### MDES GU4501 Readings in Hebrew Texts I. 4 points.

Prerequisites: *MDES W3501*, *MDES W3502*, 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 2016: MDES GU4501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4501	001/73692	M W 12:10pm - 2:00pm	Naama Harel	4	14/15

C01 Knox Hall

**MDES GU4510 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 2016: MDES GU4510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4510	001/69513	M W 10:10am - 12:00pm A36 Union Theological Seminary	Naama Harel	4	13/15

**PERSIAN LANGUAGE COURSES****MDES UN1710 Elementary Persian I. 4 points.**

As of academic year 2016-17, this course is now MDES 1701. An introduction to the spoken and written language of contemporary Iran. No P/D/F or R credit is allowed for this class.

**Fall 2016: MDES UN1710**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1710	001/10231	M T W Th 10:10am - 11:00am C01 Knox Hall	Saeed Honarmand	4	22/20

**MDES UN1712 Intermediate Persian I. 4 points.**

Prerequisites: *MDES W1710-W1711* or the equivalent.

As of academic year 2016-17, this course is now MDES 2701. 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 2016: MDES UN1712**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1712	001/10392	M T W Th 11:10am - 12:00pm 511 Kent Hall	Saeed Honarmand	4	7/15

**MDES GU4710 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. No P/D/F or R credit is allowed for this class.

**Fall 2016: MDES GU4710**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4710	001/61087	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 2017: MDES W4711**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4711	001/68656	M W 2:10pm - 4:00pm 300 Union Theological Seminary	Saeed Honarmand	3	3/12

**TURKISH LANGUAGE COURSES****MDES UN1910 Elementary Modern Turkish I. 5 points.**

As of academic year 2016-17, this course is now MDES 1901. An introduction to the written and spoken language of Turkey. No P/D/F or R credit is allowed for this class.

**Fall 2016: MDES UN1910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1910	001/21977	M T W Th 10:10am - 11:15am 114 Knox Hall	Zuleyha Colak	5	11/15

**MDES UN1912 Intermediate Modern Turkish I. 5 points.**

As of academic year 2016-17, this course is now MDES 2901. 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 2016: MDES UN1912**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MDES 1912	001/14094	M T W Th 10:10am - 11:15am A34 Union Theological Seminary	Ihsan Colak	5	7/15
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**MDES GU4910 Advanced Turkish I. 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 2016: MDES GU4910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4910	001/61287	T Th 11:40am - 12:55pm 103 Knox Hall	Zuleyha Colak	3	5/10

**MDES GU4921 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 2016: MDES GU4921**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4921	001/63297	T Th 11:40am - 12:55pm 517 Knox Hall	Ihsan Colak	3	6/10

**MDES GU4926 Intermediate Ottoman Turkish I. 3 points.**

Prerequisites: Elementary Ottoman Turkish.

Intermediate Ottoman deals with authentic Ottoman texts from the early 18th and 19th centuries. The class uses Turkish as the primary language for instruction, and students are expected to translate assigned texts into Turkish or English. A reading packet will include various authentic archival materials in rika, talik and divani styles. Whenever possible, students will be given texts that are related to their areas of interest. Various writing styles will be dealt with on Ottoman literature, history, and archival documents. No P/D/F or R credit is allowed for this class.

**Fall 2016: MDES GU4926**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4926	001/27335	M W 11:40am - 12:55pm 313 Knox Hall	Zuleyha Colak	3	5/10

**HINDI-URDU LANGUAGE COURSES****MDES UN1608 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 2016: MDES UN1608**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1608	001/12098	M T W Th 2:40pm - 3:45pm 104 Knox Hall	Dalpat Rajpurohit	5	12/15
MDES 1608	002/19263	M T W Th 11:40am - 12:45pm 116 Knox Hall	Dalpat Rajpurohit	5	9/15

**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 2017: MDES W1609**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1609	001/20330	M T W Th 2:40pm - 3:45pm 104 Knox Hall	Dalpat Rajpurohit	5	12/15

**MDES UN1610 Elementary Hindi-Urdu I. 5 points.**

As of academic year 2016-17, this course is now MDES 1601. 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 2016: MDES UN1610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1610	002/71615	M T W Th 1:10pm - 2:15pm 103 Knox Hall	Rakesh Ranjan	5	6/15
MDES 1610	003/28445	M T W Th 4:10pm - 5:15pm 114 Knox Hall	Rakesh Ranjan	5	10/15

**MDES W1611 Elementary Hindi-Urdu II. 5 points.**

As of academic year 2016-17, this course is now MDES 1602. 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 2017: MDES W1611

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1611	002/28707	M T W Th 4:10pm - 5:15pm C01 Knox Hall	Rakesh Ranjan	5	7/15

#### MDES UN1612 Intermediate Hindi-Urdu I. 5 points.

Prerequisites: *MDES W1610-W1611* or the instructor's permission.

As of academic year 2016-17, this course is now MDES 2601. 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 2016: MDES UN1612

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1612	001/17612	M T W Th 1:10pm - 2:15pm 114 Knox Hall	Dalpat Rajpurohit	5	11/15

#### MDES W1613 Intermediate Hindi-Urdu II. 5 points.

Prerequisites: *MDES W1610-W1611* or the instructor's permission.

As of academic year 2016-17, this course is now MDES 2602. 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.

#### MDES UN1614 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 2016: MDES UN1614

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1614	001/29803	M T W Th 2:40pm - 3:45pm 116 Knox Hall	Aftab Ahmad	5	8/15

#### 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 GU4624 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 2016: MDES GU4624

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4624	001/13056	T Th 10:10am - 12:00pm 112 Knox Hall	Rakesh Ranjan	5	10/15

#### 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 2017: MDES W4625

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4625	001/20967	T Th 10:10am - 12:00pm 112 Knox Hall	Rakesh Ranjan	5	6/15

#### MDES GU4635 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 2016: MDES GU4635

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4635	001/62971	T Th 6:10pm - 8:00pm 116 Knox Hall	Aftab Ahmad	4	5

#### 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 2017: MDES W4636

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4636	001/29598	T Th 6:10pm - 8:00pm 116 Knox Hall	Aftab Ahmad	4	9/15

## SANSKRIT LANGUAGE COURSES

#### MDES UN1401 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 2016: MDES UN1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MDES 1401	001/14527	M T W Th 9:10am - 10:00am 101 Knox Hall	Guy Leavitt	4	7
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#### MDES UN1404 Intermediate Sanskrit I. 4 points.

As of academic year 2016-17, this course is now MDES 2401. 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 2016: MDES UN1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1404	001/60555	M W 2:10pm - 4:00pm 507 Hamilton Hall	Guy Leavitt	4	7/18

#### MDES GU4810 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 2016: MDES GU4810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4810	001/71804	T Th 2:10pm - 4:00pm 418 Knox Hall	Guy Leavitt	4	5

## TAMIL LANGUAGE COURSES

#### MDES UN1101 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 2016: MDES UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1101	001/16318	M W 2:10pm - 4:00pm 352c International Affairs Bldg	D. Samuel Sudanandha	4	5/15

#### MDES UN1201 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 2016: MDES UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1201	001/27544	T Th 2:10pm - 4:00pm 352c International Affairs Bldg	D. Samuel Sudanandha	4	2/15

**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. No P/D/F or R credit is allowed for this class.

**PULAAR LANGUAGE COURSES****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. No P/D/F or R credit is allowed for this class.

**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. No P/D/F or R credit is allowed for this class.

**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. No P/D/F or R credit is allowed for this class.

**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. No P/D/F or R credit is allowed for this class.

**SWAHILI LANGUAGE COURSES****SWHL UN1101 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. No P/D/F or R credit is allowed for this class.

**Fall 2016: SWHL UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 1101	001/75434	T 11:10am - 12:00pm Room TBA	Abdul Nanji	4	5/15
SWHL 1101	001/75434	Th 11:10am - 12:00pm 522c Kent Hall	Abdul Nanji	4	5/15
SWHL 1101	001/75434	M W 11:10am - 12:00pm	Abdul Nanji	4	5/15

SWHL 1101	002/69884	T Th 6:10pm - 8:00pm 254 International Affairs Bldg	Abdul Nanji	4	12/25
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**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. No P/D/F or R credit is allowed for this class.

**Spring 2017: SWHL W1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 1102	001/28597	M T W Th 10:10am - 11:00am 318 Knox Hall	Abdul Nanji	4	5/15
SWHL 1102	002/14602	T Th 6:10pm - 8:00pm 114 Knox Hall	Abdul Nanji	4	7/15

**SWHL UN1201 Intermediate Swahili I. 4 points.**

Prerequisites: *SWHL W1101-W1102* or the instructor's permission.

As of academic year 2016-17, this course is now SWHL 2101. A review of the essentials of Swahili grammar; detailed analysis of Swahili texts; practice in conversation. No P/D/F or R credit is allowed for this class.

**Fall 2016: SWHL UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 1201	001/63730	M T W Th 9:10am - 10:00am 245 International Affairs Bldg	Abdul Nanji	4	3/15

**SWHL W1202 Intermediate Swahili II. 4 points.**

Prerequisites: *SWHL W1101-W1102* or the instructor's permission.

As of academic year 2016-17, this course is now SWHL 2102. A review of the essentials of Swahili grammar; detailed analysis of Swahili texts; practice in conversation. No P/D/F or R credit is allowed for this class.

**SWHL UN3335 Advanced Swahili I. 3-4 points.**

Prerequisites: *SWHL W1201-W1202* or the instructor's permission.

As of academic year 2016-17, this course is now SWHL 3301. An introduction to the advanced syntactical, morphological, and grammatical structures of Swahili grammar; detailed analysis of Swahili texts; practice in conversation. No P/D/F or R credit is allowed for this class.

**Fall 2016: SWHL UN3335**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 3335	001/25454	Th 12:10pm - 2:00pm 109 Hartley Hall	Abdul Nanji	3-4	6/15
SWHL 3335	001/25454	T 12:10pm - 2:00pm	Abdul Nanji	3-4	6/15

644 Seeley W. Mudd  
Building

**SWHL W3336 Advanced Swahili II. 3-4 points.**

Prerequisites: *SWHL W1201-W1202* or the instructor's permission.

As of academic year 2016-17, this course is now SWHL 3302.

An introduction to the advanced syntactical, morphological, and grammatical structures of Swahili grammar; detailed analysis of Swahili texts; practice in conversation. No P/D/F or R credit is allowed for this class.

## WOLOF LANGUAGE COURSES

**WLOF N0101 Elementary Wolof, I and II. 0 points.**

Same course as Wolof W1101x - W1102y, on a noncredit basis

**WLOF UN1101 Elementary Wolof I. 4 points.**

Introduction to the basic grammatical structures of Wolof, a major language of West Africa spoken in Senegal and Gambia. No P/D/F or R credit is allowed for this class.

**Fall 2016: WLOF UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WLOF 1101	001/12801	M T W Th 12:00pm - 12:50pm 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.

As of academic year 2016-17, this course is now WLOF 2102.

Further develops a student's knowledge of Wolof, a major language of West Africa spoken primarily in Senegal and Gambia. No P/D/F or R credit is allowed for this class.

## OF RELATED INTEREST

**History (Barnard)**

# 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](mailto:garton@columbia.edu)

**Music Humanities Chair:** Prof. Elaine Sisman (Fall 2016), 604 Dodge; 212-854-7728; [es53@columbia.edu](mailto:es53@columbia.edu).  
 Prof. Giuseppe Gerbino (Spring 2017), 607 Dodge; 212-854-6299; [gg2024@columbia.edu](mailto:gg2024@columbia.edu)

**Music Performance Program Director:** Prof. Magdalena Stern-Baczewska, 618A Dodge; 212-854-2348; [mb3713@columbia.edu](mailto: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](mailto: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 UN1591 *University Orchestra*-MUSI UN1592 *University Orchestra* for audition and activity information.

- *Chamber Music Ensemble* – Magdalena Stern-Baczewska, *Director, Music Performance Program*  
 See MUSI UN1598 *Chamber Ensemble*-MUSI UN1599 *Chamber Ensemble* for audition and activity information.
- *Barnard-Columbia Chorus and Chamber Singers* – Gail Archer, *Director*  
 See MUSI UN1593 *Barnard-Columbia Chorus*-MUSI UN1594 *Barnard-Columbia Chorus* and MUSI UN1595 *Barnard-Columbia Chamber Singers*-MUSI UN1596 *Barnard-Columbia Chamber Singers* for audition and activity information.
- *Collegium Musicum* – Evelyn DeGraf, *Director*  
 See MUSI UN1580 *Collegium Musicum*-MUSI UN1581 *Collegium Musicum* for audition and activity information.
- *Jazz Ensembles* – Christopher Washburne, *Director*  
 See MUSI UN1618 *Columbia University Jazz Ensemble*-MUSI UN1619 *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
- Giuseppe Gerbino
- Georg Friedrich Haas
- Ellie Hisama
- Alfred Lerdahl
- George Lewis
- Ana Maria Ochoa
- Elaine Sisman

## ASSOCIATE PROFESSORS

- Aaron Fox
- Christopher Washburne

## ASSISTANT PROFESSORS

- Alessandra Ciucci
- Sophia di Castri
- Julia Doe
- Kevin A. Fellezs
- Mariusz Kozak
- Benjamin Steege

## COORDINATOR OF MUSICIANSHIP

- Peter Susser

## LECTURERS

- Elise L. Bonner
- Deborah Bradley-Kramer
- Mahir Cetiz
- Mario Diaz De Leon
- Matthew Goodheart
- Eben Graves
- Jeffrey Milarsky
- Caleb Mutch
- Martha Newland
- Alexander Rothe
- Magdalena Stern-Baczewska
- Lucie Vagnerova

## ASSOCIATES IN MUSIC PERFORMANCE

- Sarah Adams
- Gail Archer (Barnard)
- Eliot Bailen
- Bruce Barth

- Cyrus S. Beroukhim
- Allen Blustine
- Vicki Bodner
- Paul Bollenback
- Yari Bond
- 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
- 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

- Aaron Fox (spring 2017)

Fred Lerdahl (Fall 2016)

George Lewis (spring 2017)

Ana Maria Ochoa (fall 2016)

Benjamin Steege (fall 2016)

Christopher Washburne (spring 2017)

## 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 UN1002 Fundamentals of Music and MUSI UN1312 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 UN1517 Keyboard Harmony and Musicianship*-*MUSI UN1518 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. 609) above.

The major in music requires a minimum of 40 points, including the following courses:

MUSI UN2318	Music Theory I
- MUSI UN2319	and Music Theory II
MUSI UN3321	Music Theory III
- MUSI UN3322	and Music Theory IV

Select four terms of ear training from the following:

MUSI UN2314	Ear Training, I
- MUSI UN2315	and Ear Training, II
MUSI UN3316	Ear Training, III
- MUSI UN3317	and Ear Training, IV
MUSI GU4318	Ear Training, V

MUSI UN3128	History of Western Music I: Middle
- MUSI UN3129	Ages To Baroque
	and History of Western Music II:
	Classical To the 20th Century

MUSI UN3400	Topics in Music and Society
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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 UN1591	University Orchestra
- MUSI UN1592	and University Orchestra

MUSI UN1598	Chamber Ensemble
- MUSI UN1599	and Chamber Ensemble

MUSI UN1618	Columbia University Jazz
- MUSI UN1619	Ensemble
	and Columbia University Jazz
	Ensemble

MUSI UN1625	World Music Ensemble
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3. *MUSI UN1517 Keyboard Harmony and Musicianship*-*MUSI UN1518 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. 609) 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 UN2318	Music Theory I
- MUSI UN2319	and Music Theory II
MUSI UN3321	Music Theory III
- MUSI UN3322	and Music Theory IV

Select four terms of ear training from the following:

MUSI UN2314	Ear Training, I
- MUSI UN2315	and Ear Training, II
MUSI UN3316	Ear Training, III
- MUSI UN3317	and Ear Training, IV
MUSI GU4318	Ear Training, V
- MUSI GU4319	and Ear-Training VI (if offered)

MUSI UN3128	History of Western Music I: Middle
- MUSI UN3129	Ages To Baroque
	and History of Western Music II:
	Classical To the 20th Century

MUSI UN3400	Topics in Music and Society
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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 UN1591	University Orchestra
- MUSI UN1592	and University Orchestra

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI UN1598 - MUSI UN1599	Chamber Ensemble and Chamber Ensemble				
MUSI UN1618 - MUSI UN1619	Columbia University Jazz Ensemble and Columbia University Jazz Ensemble	HUMA 1123 001/10823	M W 8:40am - 9:55am 404 Dodge Building	Mahir Cetiz	3 23/25
MUSI UN1625	World Music Ensemble	HUMA 1123 002/68567	M W 8:40am - 9:55am 405 Dodge Building	Ruth Longobardi	3 25/25
MUSI UN1517 - MUSI UN1518	Keyboard Harmony and Musicianship and Keyboard Harmony and Musicianship	HUMA 1123 003/66293	M W 8:40am - 9:55am 622 Dodge Building	Thomas Smith	3 24/25
		HUMA 1123 004/24816	M W 8:40am - 9:55am 716 Hamilton Hall	Velia Ivanova	3 20/25
		HUMA 1123 005/61981	M W 10:10am - 11:25am 404 Dodge Building	Mahir Cetiz	3 25/25
		HUMA 1123 006/65562	M W 10:10am - 11:25am 405 Dodge Building	Elliott Cairns	3 22/25
		HUMA 1123 007/22945	M W 10:10am - 11:25am 716 Hamilton Hall	Alexander Rothe	3 25/25
		HUMA 1123 008/27735	M W 1:10pm - 2:25pm 622 Dodge Building	Anne Levitsky	3 25/25
		HUMA 1123 009/72843	M W 1:10pm - 2:25pm 716 Hamilton Hall	Alexander Rothe	3 24/25
		HUMA 1123 010/64024	M W 2:40pm - 3:55pm 404 Dodge Building	Rodolfo Toledo	3 25/25
		HUMA 1123 011/61722	M W 4:10pm - 5:25pm 404 Dodge Building	Julia Doe	3 25/25
		HUMA 1123 012/64289	M W 4:10pm - 5:25pm 405 Dodge Building	Russell O'Rourke	3 23/25
		HUMA 1123 014/61953	M W 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3 24/25
		HUMA 1123 015/13306	M W 6:10pm - 7:25pm 405 Dodge Building	Thomas Fogg	3 23/25
		HUMA 1123 016/66584	M W 6:10pm - 7:25pm 716 Hamilton Hall	Lucie Vagnerova	3 25/25
		HUMA 1123 017/61317	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3 25/25
		HUMA 1123 018/22615	T Th 8:40am - 9:55am 405 Dodge Building	John Rot	3 24/25
		HUMA 1123 019/75054	T Th 8:40am - 9:55am 622 Dodge Building	Mark DeBellis	3 23/25
		HUMA 1123 020/70275	T Th 8:40am - 9:55am 716 Hamilton Hall	William Dougherty	3 24/25
		HUMA 1123 021/12417	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3 24/25
		HUMA 1123 022/23502	T Th 10:10am - 11:25am 405 Dodge Building	Julia Hamilton	3 24/25
		HUMA 1123 024/10750	T Th 1:10pm - 2:25pm	Marilyn McCoy	3 25/25

\* 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 2016

### MUSI UN1002 Fundamentals of Music. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Corequisites: Introductory Ear-Training (*VI312*, 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 2016: MUSI UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/62655	M W 4:10pm - 5:25pm 622 Dodge Building	William Mason	3	14/30
MUSI 1002	002/71430	T Th 4:10pm - 5:25pm 814 Dodge Building	Eamonn Bell	3	18/30

#### Spring 2017: MUSI UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/62928	M W 4:10pm - 5:25pm 622 Dodge Building	Orit Hilewicz	3	11/30
MUSI 1002	002/63777	T Th 4:10pm - 5:25pm 814 Dodge Building	Anthony Fort	3	11/30

### HUMA UN1123 Masterpieces of Western Music. 3 points.

Analysis and discussion of representative works from the Middle Ages to the present.

#### Fall 2016: HUMA UN1123

HUMA 1123	025/17926	405 Dodge Building T Th 1:10pm - 2:25pm 716 Hamilton Hall	Maria Fantinato Geo de Siqueira	3	24/25	HUMA 1123	014/12848	716 Hamilton Hall M W 6:10pm - 7:25pm 404 Dodge Building	David Gutkin	3	25/25
HUMA 1123	026/18272	T Th 2:40pm - 3:55pm 404 Dodge Building	Matthew Goodheart	3	24/25	HUMA 1123	015/64782	M W 6:10pm - 7:25pm 405 Dodge Building	Russell O'Rourke	3	25/25
HUMA 1123	027/24192	T Th 2:40pm - 3:55pm 405 Dodge Building	Caleb Mutch	3	19/25	HUMA 1123	016/22519	M W 6:10pm - 7:25pm 716 Hamilton Hall	Julia Hamilton	3	24/25
HUMA 1123	029/26331	T Th 4:10pm - 5:25pm 404 Dodge Building	Edgardo Salinas	3	23/25	HUMA 1123	017/75893	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	25/25
HUMA 1123	030/63954	T Th 4:10pm - 5:25pm 405 Dodge Building	Caleb Mutch	3	19/25	HUMA 1123	018/28117	T Th 8:40am - 9:55am 405 Dodge Building	Deborah Bradley-Kramer	3	25/25
HUMA 1123	031/27222	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Brian Glasenapp	3	23/25	HUMA 1123	019/74216	T Th 8:40am - 9:55am 622 Dodge Building	Anne Levitsky	3	24/25
HUMA 1123	032/10726	T Th 6:10pm - 7:25pm 404 Dodge Building	Ryan Pratt	3	24/25	HUMA 1123	020/13874	T Th 8:40am - 9:55am 716 Hamilton Hall	Brian Glasenapp	3	19/25
HUMA 1123	033/17331	T Th 6:10pm - 7:25pm 716 Hamilton Hall	Mary Robb	3	22/25	HUMA 1123	021/71943	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	25/25
<b>Spring 2017: HUMA UN1123</b>						HUMA 1123	022/28847	T Th 10:10am - 11:25am 405 Dodge Building	Walter Frisch	3	25/25
<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>	HUMA 1123	023/71132	T Th 10:10am - 11:25am 716 Hamilton Hall	Elise Bonner	3	23/25
HUMA 1123	001/21225	M W 8:40am - 9:55am 404 Dodge Building	Lucie Vagnerova	3	25/25	HUMA 1123	024/19271	T Th 1:10pm - 2:25pm 404 Dodge Building	Elaine Sisman	3	25/25
HUMA 1123	002/27394	M W 8:40am - 9:55am 405 Dodge Building	Eamonn Bell	3	20/25	HUMA 1123	025/68309	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Bradford Garton	3	25/25
HUMA 1123	003/17437	M W 8:40am - 9:55am 622 Dodge Building	Thomas Smith	3	23/25	HUMA 1123	026/10525	T Th 2:40pm - 3:55pm 404 Dodge Building	Velia Ivanova	3	23/25
HUMA 1123	004/22266	M W 8:40am - 9:55am 716 Hamilton Hall	Alexander Rothe	3	24/25	HUMA 1123	027/19461	T Th 2:40pm - 3:55pm 405 Dodge Building	Caleb Mutch	3	25/25
HUMA 1123	005/12445	M W 10:10am - 11:25am 404 Dodge Building	Lucie Vagnerova	3	25/25	HUMA 1123	028/72146	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Martha Newland	3	25/25
HUMA 1123	006/24773	M W 10:10am - 11:25am 405 Dodge Building	John Rot	3	24/25	HUMA 1123	029/25983	T Th 4:10pm - 5:25pm 404 Dodge Building	Elliott Cairns	3	25/25
HUMA 1123	007/64482	M W 10:10am - 11:25am 716 Hamilton Hall	Alexander Rothe	3	25/25	HUMA 1123	030/60704	T Th 4:10pm - 5:25pm 405 Dodge Building	Caleb Mutch	3	21/25
HUMA 1123	008/27707	M W 1:10pm - 2:25pm 622 Dodge Building	Sophia Di Castri	3	25/25	HUMA 1123	031/17041	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Mariusz Kozak	3	18/25
HUMA 1123	009/14813	M W 1:10pm - 2:25pm 716 Hamilton Hall	Susan Boynton	3	20/22	HUMA 1123	032/24748	T Th 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	24/25
HUMA 1123	010/26138	M W 2:40pm - 3:55pm 404 Dodge Building	Eben Graves	3	23/25	HUMA 1123	033/17938	T Th 6:10pm - 7:25pm 716 Hamilton Hall	Cesar Colon-Montijo	3	25/25
HUMA 1123	011/23964	M W 4:10pm - 5:25pm 404 Dodge Building	Carmel Raz	3	24/25	HUMA 1123	034/27959	M W 2:40pm - 3:55pm 405 Dodge Building	John McWhorter	3	25/25
HUMA 1123	012/62881	M W 4:10pm - 5:25pm 405 Dodge Building	Mario Cancel-Bigay	3	24/25	HUMA 1123	035/19814	M W 2:40pm - 3:55pm	Mahir Cetiz	3	25/25
HUMA 1123	013/72705	M W 4:10pm - 5:25pm	Mahir Cetiz	3	24/25						



716 Hamilton Hall

MUSI 1500 002/21431

Rosamund 1 0/10  
Morley**MUSI UN1312 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 2016: MUSI UN1312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/29609	M W 12:10pm - 1:00pm 404 Dodge Building	Michelle Painter	1	4/12
MUSI 1312	002/74238	T Th 3:10pm - 4:00pm 814 Dodge Building	Barami Waspe	1	12/12

**Spring 2017: MUSI UN1312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/77473	M W 12:10pm - 1:00pm 404 Dodge Building	Michelle Painter	1	13/12
MUSI 1312	002/26708	T Th 3:10pm - 4:00pm 814 Dodge Building	Barami Waspe	1	8/12

**MUSI UN1500 Early Instruments. 1 point.**

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257.

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257. Keyboards: K. Cooper. Strings: R. Morley. Wind instruments: TBA. \$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fee waived, are required to make an appointment with Prof. Brad Garton (\*Special jazz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

**Fall 2016: MUSI UN1500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1500	001/29685		Kenneth Cooper	1	0/10

**MUSI UN1509 Organ Instruction I. 1 point.**

Prerequisites: Accepting NEW STUDENTS in FALL semester ONLY. Contact Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu)  
\$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (\*Special jazz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

**Fall 2016: MUSI UN1509**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1509	001/19687		Paul Martin Maki	1	2/10

**MUSI UN1513 Introduction To Piano I. 1 point.**

Prerequisites: Instructor permission  
\$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (\*Special jazz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

**Fall 2016: MUSI UN1513**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1513	001/63319		Michael Skelly	1	13/50
MUSI 1513	002/75261		Dmitry Alexeev	1	7/50
MUSI 1513	003/65526		Reiko Uchida	1	0/50

**MUSI UN1515 Elementary Piano Instruction I. 1 point.**

Prerequisites: Instructor permission  
\$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (\*Special jazz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to

register for appropriate courses . Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

#### Fall 2016: MUSI UN1515

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1515	001/68716		Michael Skelly	1	3/50
MUSI 1515	002/10474		Dmitry Alexeev	1	6/50
MUSI 1515	003/73315		Reiko Uchida	1	0/50

#### MUSI UN1517 Keyboard Harmony and Musicianship. 1 point.

Prerequisites: Instructor

Lessons emphasize the progressive development of a harmonic vocabulary representative of the techniques of the central tradition of 18th- and 19th-century music. \$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton ( \*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, **EVERY SEMESTER** during the registration period , in order to register for appropriate courses . Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

#### Fall 2016: MUSI UN1517

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1517	001/29952		Michael Skelly	1	2/50

#### MUSI UN1525 Instrumental Instruction I. 1 point.

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257. \$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton ( \*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, **EVERY SEMESTER** during the registration period , in order to register for appropriate courses . Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

#### Fall 2016: MUSI UN1525

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1525	001/61231		Marc Goldberg	1	1/25
MUSI 1525	002/70682		Eliot Bailen	1	1/25
MUSI 1525	003/14850		Yari Bond	1	2/25
MUSI 1525	004/73660		James Wilson	1	2/25
MUSI 1525	005/62977		Allen Blustine	1	0/25
MUSI 1525	006/72737		Jessica Rieske	1	0/25
MUSI 1525	007/16582		Sue Anne Kahn	1	0/25
MUSI 1525	008/70392		Susan Palma-Nidel	1	1/25
MUSI 1525	009/21135		Susan Rotholz	1	1/25
MUSI 1525	010/23635		Arthur Kampela	1	0/25
MUSI 1525	011/10308		Marco Cappelli	1	0/25
MUSI 1525	012/17235		James Kerr	1	0/25
MUSI 1525	013/18002		June Han	1	1/25
MUSI 1525	014/26970		Kenneth Cooper	1	0/25
MUSI 1525	015/24374		Vicki Bodner	1	1/25
MUSI 1525	016/64078		Michael Truesdell	1	1/25
MUSI 1525	017/23707		Paul Cohen	1	0/25
MUSI 1525	018/12167		Lou Kosma	1	0/25
MUSI 1525	019/73403		Michael Seltzer	1	0/25
MUSI 1525	020/14521		Gareth Flowers	1	0/25
MUSI 1525	021/23073		Raymond Stewart	1	0/25
MUSI 1525	022/24247		Sarah Adams	1	3/25
MUSI 1525	023/75965		Ah-ling Neu	1	2/25
MUSI 1525	024/20718		Jessica Thompson	1	0/25
MUSI 1525	025/15342		Rosamund Morley	1	0/25
MUSI 1525	026/16228		Cyrus Beroukhim	1	2/25
MUSI 1525	027/72595		David Fulmer	1	2/25
MUSI 1525	028/77242		Lisa Kim	1	0/25
MUSI 1525	029/18181		Muneko Otani	1	2/25
MUSI 1525	030/76964		Richard Rood	1	2/25
MUSI 1525	031/76217		Bradley Jones	1	0/25
MUSI 1525	032/72095		Ugonna Okegwo	1	3/25
MUSI 1525	033/10997		Leo Traversa	1	1/25
MUSI 1525	034/16769		Paul Bollenback	1	4/25

MUSI 1525 035/74884	Leo Traversa	1	0/25
MUSI 1525 036/28251	Anthony Moreno	1	0/25
MUSI 1525 037/18647	Vince Cherico	1	4/25
MUSI 1525 038/23976	Adriano dos Santos	1	0/25
MUSI 1525 039/13639	Andy Milne	1	0/25
MUSI 1525 040/71004	Bruce Barth	1	2/25
MUSI 1525 041/64870	Victor Lin	1	2/25
MUSI 1525 042/25472	Helen Sung	1	2/25
MUSI 1525 043/72238	Ole Mathisen	1	6/25
MUSI 1525 044/24469	John David Gibson	1	1/25
MUSI 1525 045/72094	Don Sickler	1	0/25
MUSI 1525 046/21226	Christine Correa	1	4/25
MUSI 1525 047/71770	Ole Mathisen	1	0/25
MUSI 1525 048/13662	Don Sickler	1	0/25
MUSI 1525 049/16104	Maja Cerar	1	1/25
MUSI 1525 050/28199	Brad Gemeinhardt	1	2/25
MUSI 1525 051/63024	Amir Elsaffar	1	0/25

### **MUSI UN1598 Chamber Ensemble. 1 point.**

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257. 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.music.columbia.edu](http://mpp.music.columbia.edu) for current list of Music Performance Associates.

#### **Fall 2016: MUSI UN1598**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1598 001/67211			Deborah Bradley-Kramer	1	3/50
MUSI 1598 002/64587			Arthur Kampela	1	5/50
MUSI 1598 003/21512			Marco Cappelli	1	0/50
MUSI 1598 004/68446			Sarah Adams	1	4/50
MUSI 1598 005/71086			Eliot Bailen	1	5/50
MUSI 1598 006/77439			Allen Blustine	1	6/50
MUSI 1598 007/74709			Yari Bond	1	2/50
MUSI 1598 008/11585			Sue Anne Kahn	1	3/50
MUSI 1598 009/19086			Ah-ling Neu	1	0/50
MUSI 1598 010/25013			Muneko Otani	1	8/50

MUSI 1598 011/10129			Susan Palma-Nidel	1	3/50
MUSI 1598 012/19992			Richard Rood	1	8/50
MUSI 1598 013/65227			Susan Rotholz	1	6/50
MUSI 1598 014/62154			Jessica Thompson	1	0/50
MUSI 1598 015/29496			James Wilson	1	6/50
MUSI 1598 016/63790			June Han	1	0/100
MUSI 1598 017/28651			Kenneth Cooper	1	5/100
MUSI 1598 018/69136			Vicki Bodner	1	2/100
MUSI 1598 019/12760			Maja Cerar	1	6/100
MUSI 1598 020/27790			David Fulmer	1	0/100
MUSI 1598 021/81770			Michael Truesdell	1	3/100

### **MUSI UN1618 Columbia University Jazz Ensemble. 1 point.**

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257. 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. Visit [mpp.music.columbia.edu](http://mpp.music.columbia.edu) for more information.

#### **Fall 2016: MUSI UN1618**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1618 001/74376			Christine Correa	1	13/50
MUSI 1618 002/62995			Victor Lin	1	14/50
MUSI 1618 003/70762			Ole Mathisen	1	19/50
MUSI 1618 004/68985			Don Sickler	1	17/50
MUSI 1618 005/70874			Vince Cherico	1	12/50
MUSI 1618 006/63643			Bruce Barth	1	11/50

### **MUSI UN1625 World Music Ensemble. 1 point.**

Prerequisites: Instructor Permission. Contact Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu). 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: Arab Music; Bluegrass; Japanese Gagaku; Japanese Hogaku; Klezmer; Latin Music. Visit [mpp.music.columbia.edu](http://mpp.music.columbia.edu) for more information.

#### **Fall 2016: MUSI UN1625**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1625 001/25746		W 7:45pm - 9:45pm 814 Dodge Building	James Kerr	1	4/50

MUSI 1625 002/69639	Th 6:00pm - 8:00pm 112 Dodge Building	Louise Sasaki	1	7/50
MUSI 1625 003/26264		Jeff Warschauer	1	0/50
MUSI 1625 004/27065	F 11:00am - 1:00pm 112 Dodge Building	Adriano dos Santos	1	7/50
MUSI 1625 005/23742	Th 4:00pm - 6:00pm 112 Dodge Building	James Schlefer	1	10/50
MUSI 1625 006/74895	F 10:00am - 12:00pm 801 Dodge Building	Taoufik Ben-Amor	1	10/50

### **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.

### **MUSI UN2024 Mozart. 3 points.**

Prerequisites: HUMA W1123 or the equivalent.

In this course we will study major works by Wolfgang Amadeus Mozart (1756-1791) in the context of Viennese classicism and its multiple audiences, the cultures of the Enlightenment, and the connections between biography and art. We will also consider Mozart's impact on later composers and publics, the changing approaches to performing his music, and his role in popular culture. Reading knowledge of music is NOT required in this course, nor is a background beyond Music Humanities.

#### **Fall 2016: MUSI UN2024**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2024 001/29581		T Th 4:10pm - 5:25pm 622 Dodge Building	Elaine Sisman	3	7/40

### **MUSI UN2030 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 2016: MUSI UN2030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2030 001/27227		T Th 11:40am - 12:55pm 716 Hamilton Hall	Tina Fruehauf	3	25

### **MUSI UN2205 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 2016: MUSI UN2205**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2205 001/18314		T Th 1:10pm - 2:25pm 320h Prentis Hall	Bradford Garton	3	15/16

### **MUSI UN2314 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 2016: MUSI UN2314**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314 001/75409		M W 12:10pm - 1:00pm 405 Dodge Building	Michael Joviala	1	8/12
MUSI 2314 002/63362		T Th 3:10pm - 4:00pm 803 Dodge Building	Ramin Amir Arjomand	1	10/12

#### **Spring 2017: MUSI UN2314**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314 001/61713		M W 12:10pm - 1:00pm 405 Dodge Building	Michael Joviala	1	8/12
MUSI 2314 002/12396		T Th 3:10pm - 4:00pm 803 Dodge Building	Ramin Amir Arjomand	1	11/12

### **MUSI UN2315 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 2016: MUSI UN2315**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315 001/65411		M W 3:10pm - 4:00pm 814 Dodge Building	Luke Schwartz	1	8/12



MUSI 2315 002/21651 T Th 12:10pm - Richard 1 11/12  
1:00pm Miller  
814 Dodge Building

**Spring 2017: MUSI UN2315**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/24560	M W 3:10pm - 4:00pm 814 Dodge Building	Michael Joviala	1	9/12
MUSI 2315	002/60568	T Th 12:10pm - 1:00pm 814 Dodge Building	Barami Waspe	1	9/12

**MUSI UN2318 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 2016: MUSI UN2318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/63360	M W 10:10am - 11:25am 622 Dodge Building	Mariusz Kozak	3	6/25
MUSI 2318	002/90896	T Th 1:10pm - 2:25pm 404 Dodge Building	Peter Susser	3	14/25

**Spring 2017: MUSI UN2318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/68588	M W 1:10pm - 2:25pm 405 Dodge Building	Benjamin Steege	3	24/24

**MUSI UN2319 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 2016: MUSI UN2319**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/73744	M W 1:10pm - 2:25pm 405 Dodge Building	Elizabeth Adams	3	8/25

**Spring 2017: MUSI UN2319**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/13937	M W 10:10am - 11:25am 814 Dodge Building	Carl Bettendorf	3	4/20

MUSI 2319 002/76606 T Th 1:10pm - Peter Susser 3 13/20  
2:25pm  
622 Dodge Building

**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.

**MUSI UN2515 Intermediate Piano Instruction I. 1 point.**

Prerequisites: Instructor permission

\$500 MUSIC LESSON FEE FOR NON-MAJORS/ CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton ( \*Special jazz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, **EVERY SEMESTER** during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

**Fall 2016: MUSI UN2515**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2515	001/60063		Michael Skelly	1	7/50
MUSI 2515	002/61429		Dmitry Alexeev	1	4/50
MUSI 2515	003/76998		Reiko Uchida	1	7/50

**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.

**MUSI UN3128 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 2016: MUSI UN3128**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3128	001/16281	T Th 2:40pm - 3:55pm 622 Dodge Building	Susan Boynton	3	28/35

**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.

**MUSI UN3129 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 2017: MUSI UN3129**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3129	001/18843	T Th 2:40pm - 3:55pm 622 Dodge Building	Walter Frisch	3	38/40

**MUSI UN3171 Paris for Romantics. 3 points.**

Prerequisites: Completion of Music Humanities (or the consent of the instructor) is a pre-requisite for this course.

This course explores Parisian musical life during the long nineteenth century, situating musical discourses, institutions, and forms within the broader landscapes of literary and artistic Romanticism. Topics to be considered include: the musical echoes of the Revolution; operatic genres and theaters; the music of the salons; cultures of consumerism and domestic performance; and issues of nationalism and historicism after 1870. Composers to be considered include: Berlioz, Chopin, Liszt, Gounod, Saint-Saëns, Franck, Massenet, and Debussy. Completion of Music Humanities (or the consent of the instructor) is a pre-requisite for this course.

**Fall 2016: MUSI UN3171**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3171	001/70944	M W 1:10pm - 2:25pm 404 Dodge Building	Julia Doe	3	11/40

**MUSI UN3241 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 2016: MUSI UN3241**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3241	001/16638	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."

**MUSI UN3316 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 2016: MUSI UN3316**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/61950	M W 12:10pm - 1:00pm 622 Dodge Building	Richard Miller	1	9/12
MUSI 3316	002/11918	T Th 12:10pm - 1:00pm 620 Dodge Building	Peter Susser	1	6/12

**Spring 2017: MUSI UN3316**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/23963	M W 12:10pm - 1:00pm 622 Dodge Building	Peter Susser	1	15/12
MUSI 3316	002/65627	T Th 12:10pm - 1:00pm 620 Dodge Building	Richard Miller	1	6/12

**MUSI UN3317 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 2016: MUSI UN3317**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/11840	M W 4:10pm - 5:00pm 814 Dodge Building	Luke Schwartz	1	11/12
MUSI 3317	002/76155	T Th 4:10pm - 5:00pm 803 Dodge Building	Ramin Amir Arjomand	1	10/12

**Spring 2017: MUSI UN3317**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/12368	M W 3:10pm - 4:00pm 803 Dodge Building	Peter Susser	1	3/12
MUSI 3317	002/64704	T Th 4:10pm - 5:00pm 803 Dodge Building	Ramin Amir 1 Arjomand	1	6/12

### MUSI UN3321 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 2016: MUSI UN3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/74969	M W 1:10pm - 2:25pm 620 Dodge Building	Ellie Hisama	3	12/25
MUSI 3321	002/25054	T Th 1:10pm - 2:25pm 622 Dodge Building	Joseph Dubiel	3	8/25

#### Spring 2017: MUSI UN3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/16908	M W 1:10pm - 2:25pm 814 Dodge Building	Elizabeth Adams	3	7/25

### MUSI UN3322 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 2016: MUSI UN3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/62269	T Th 1:10pm - 2:25pm 814 Dodge Building	Carl Bettendorf	3	9/25

#### Spring 2017: MUSI UN3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/68891	M W 1:10pm - 2:25pm 620 Dodge Building	Ellie Hisama	3	9/25
MUSI 3322	002/23830	T Th 1:10pm - 2:25pm 620 Dodge Building	Joseph Dubiel	3	11/25

### MUSI UN3337 Music and Multimedia. 3 points.

In this course, we explore the reciprocal relationships created between music and other artistic media such as text, images, dance, and film when combined in multimedia works.

"Multimedia" is defined broadly here, encompassing artworks that involve multiple artistic dimensions, including songs and program music as well as dance and film. Readings about music in songs and musical drama, dance, film, video games, and cartoons will facilitate class discussions in a seminar setting, involving compositional techniques and approaches, as well as issues of aesthetics, interpretation and analysis, and politics of race, gender, and society as demonstrated in the numerous multimedia works we will discuss. This course is open to all majors.

#### Fall 2016: MUSI UN3337

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3337	001/26397	T 10:10am - 12:00pm 814 Dodge Building	Orit Hilewicz	3	11/15

### 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.

### MUSI UN3515 Advanced Piano Instruction I. 1 point.

Prerequisites: Instructor Permission

\$500 MUSIC LESSON FEE FOR NON-MAJORS/ CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton ( \*Special j jazz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, **EVERY SEMESTER** during the registration period , in order to register for appropriate courses . Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program

deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

#### Fall 2016: MUSI UN3515

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3515	001/65844		Michael Skelly	1	1/50
MUSI 3515	002/75100		Dmitry Alexeev	1	0/50
MUSI 3515	003/77169		Reiko Uchida	1	1/50

#### MUSI UN3995 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.

#### Fall 2016: MUSI UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3995	001/67470			3	0/0

#### MUSI UN3998 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.

#### Fall 2016: MUSI UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3998	001/69659			3	0/0

#### MUSI GU4318 Ear Training, V. 1 point.

Advanced dictation, sight singing, and musicianship, with emphasis on 20th-century music.

#### Fall 2016: MUSI GU4318

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4318	001/12390	M W 12:10pm - 1:00pm 814 Dodge Building	Peter Susser	1	2/12

#### MUSI GU4401 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 2016: MUSI GU4401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4401	001/17297	Th 4:10pm - 6:00pm	Martha Newland	3	5/25

701c Dodge  
Building

#### 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.

#### MUSI GU4153 Bach: St. Matthew Passion. 3 points.

J. S. Bach's St. Matthew Passion as a starting point for the study of early eighteenth-century music. Topics

will include the work's text sources and libretto construction; musical sources and transmission; dating

and parody; the context of Bach's passion repertory; performing forces; the liturgical context; theological

and musical issues; ritornello forms and analytical issues; Felix Mendelssohn's performances; the history

of the passion's critical interpretation; and the work's reception, modern performance and recorded

legacy.

#### Fall 2016: MUSI GU4153

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4153	001/62248	M 4:10pm - 6:00pm 620 Dodge Building	Daniel Melamed	3	4/15

#### MUSI GU4525 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 2016: MUSI GU4525

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4525	001/14112	T Th 1:10pm - 2:25pm 701a Dodge Building	Jeffrey Milarsky	3	13

#### MUSI GU4540 Histories of Post-1960's Jazz. 3 points.

Prerequisites: *HUMA W1123* or the equivalent.

Historiographical issues surrounding the performance of jazz and improvised musics after 1960. Topics include genre and canon formation, gender, race, and cultural nationalisms, economics and infrastructure, debates around art and the vernacular, globalization, and media reception. Reading knowledge of music is not required.



**Fall 2016: MUSI GU4540**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4540	001/19697	T 10:10am - 12:00pm 701a Dodge Building	George Lewis	3	5

**MUSI UN1591 University Orchestra. 2 points.**

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257. The orchestra performs throughout the academic year in works spanning all periods of music including contemporary compositions. Distinguished guest soloists sometimes perform with the orchestra, and qualified student soloists may also have the opportunity either to perform or read concertos with the orchestra. Staff positions: a few persons interested in managerial work may gain experience as orchestra librarian and personnel manager.

**Fall 2016: MUSI UN1591**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1591	001/19714	T 6:30pm - 9:30pm 555 Alfred Lerner Hall	Jeffrey Milarsky	2	91/100

**MUSI UN1592 University Orchestra. 2 points.**

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257. The orchestra performs throughout the academic year in works spanning all periods of music including contemporary compositions. Distinguished guest soloists sometimes perform with the orchestra, and qualified student soloists may also have the opportunity either to perform or read concertos with the orchestra. Staff positions: a few persons interested in managerial work may gain experience as orchestra librarian and personnel manager.

**Spring 2017: MUSI UN1592**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1592	001/60070	T 6:30pm - 9:30pm 555 Alfred Lerner Hall	Jeffrey Milarsky	2	85/125

**MUSI UN1599 Chamber Ensemble. 1 point.**

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257. 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.music.columbia.edu](http://mpp.music.columbia.edu) for current list of Music Performance Associates.

**Spring 2017: MUSI UN1599**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1599	001/75063		Deborah Bradley-Kramer	1	3/50
MUSI 1599	002/61284		Arthur Kampela	1	5/50
MUSI 1599	003/20904		Marco Cappelli	1	0/50
MUSI 1599	004/66260		Sarah Adams	1	4/50
MUSI 1599	005/23477		Eliot Bailen	1	5/50
MUSI 1599	006/27044		Allen Blustine	1	3/50
MUSI 1599	007/29672		Yari Bond	1	2/50
MUSI 1599	008/24239		Sue Anne Kahn	1	3/50
MUSI 1599	009/66755		Ah-ling Neu	1	0/50
MUSI 1599	010/74177		Muneko Otani	1	6/50
MUSI 1599	011/61015		Susan Palma-Nidel	1	3/50
MUSI 1599	012/69445		Richard Rood	1	7/50
MUSI 1599	013/73357		Susan Rotholz	1	8/50
MUSI 1599	014/25075		Jessica Thompson	1	0/50
MUSI 1599	015/10391		James Wilson	1	6/50
MUSI 1599	016/14873		June Han	1	0/50
MUSI 1599	017/26206		Kenneth Cooper	1	5/50
MUSI 1599	018/74947		Vicki Bodner	1	2/50
MUSI 1599	019/26066		Maja Cerar	1	8/50
MUSI 1599	020/20563		David Fulmer	1	0/50
MUSI 1599	021/87348		Ian Sullivan	1	2/50

**MUSI UN1595 Barnard-Columbia Chamber Singers. 1 point.**

May be taken for Pass credit only.

Prerequisites: auditions by appointment made at first meeting. Contact Barnard College, Department of Music (854-5096). Membership in the chorus is open to all men and women in the University community. The chorus gives several public concerts each season, both on and off campus, often with other performing organizations. Sight-singing sessions offered. The repertoire includes works from all periods of music literature.

**Fall 2016: MUSI UN1595**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1595	001/07745	T Th 8:00pm - 9:30pm 405 Milbank Hall	Gail Archer	1	6

**MUSI UN1580 Collegium Musicum. 1 point.**

May be taken for Pass credit only.

Prerequisites: an audition to be held during the registration period. Contact the department for further details (854-3825). Performance of vocal and instrumental music from the medieval, Renaissance, and baroque periods. The Collegium usually gives one public concert each term.

**Fall 2016: MUSI UN1580**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1580	001/63084	M 7:30pm - 10:30pm 404 Dodge Building		1	0

**MUSI UN1581 Collegium Musicum. 1 point.**

May be taken for Pass credit only.

Prerequisites: an audition to be held during the registration period. Contact the department for further details (854-3825). Performance of vocal and instrumental music from the medieval, Renaissance, and baroque periods. The Collegium usually gives one public concert each term.

**Spring 2017: MUSI UN1581**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1581	001/13111	M 7:00pm - 9:00pm 405 Milbank Hall	Evelyn DeGraf	1	5/50

**MUSI UN1619 Columbia University Jazz Ensemble. 1 point.**

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257. 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. Visit [mpp.music.columbia.edu](http://mpp.music.columbia.edu) for more information.

**Spring 2017: MUSI UN1619**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1619	001/11056		Christine Correa	1	10/50
MUSI 1619	002/18474		Victor Lin	1	11/50
MUSI 1619	003/10179		Ole Mathisen	1	15/50
MUSI 1619	004/77668		Don Sickler	1	13/50
MUSI 1619	005/26558		Vince Cherico	1	10/50
MUSI 1619	006/62748		Bruce Barth	1	7/50

**MUSI UN1626 World Music Ensemble. 1 point.**

Prerequisites: Instructor permission. Contact Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu)

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: Arab Music; Bluegrass; Japanese Gagaku; Japanese Hogaku; Klezmer; Latin Music.

**Spring 2017: MUSI UN1626**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1626	001/27632		James Kerr	1	5/50
MUSI 1626	002/76277		Louise Sasaki	1	4/50
MUSI 1626	003/19656		Jeff Warschauer	1	3/50
MUSI 1626	004/23147		Sebastian Cruz	1	1/50
MUSI 1626	005/61479		James Schlefer	1	8/50
MUSI 1626	006/15624	F 9:00am - 11:00am 814 Dodge Building	Taoufik Ben-Amor	1	10/50

**SPRING 2017****MUSI UN3321 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 2016: MUSI UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/74969	M W 1:10pm - 2:25pm 620 Dodge Building	Ellie Hisama	3	12/25
MUSI 3321	002/25054	T Th 1:10pm - 2:25pm 622 Dodge Building	Joseph Dubiel	3	8/25

**Spring 2017: MUSI UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/16908	M W 1:10pm - 2:25pm 814 Dodge Building	Elizabeth Adams	3	7/25

**MUSI UN3322 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 2016: MUSI UN3322**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MUSI 3322	001/62269	T Th 1:10pm - 2:25pm 814 Dodge Building	Carl Bettendorf	3	9/25
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**Spring 2017: MUSI UN3322**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/68891	M W 1:10pm - 2:25pm 620 Dodge Building	Ellie Hisama	3	9/25
MUSI 3322	002/23830	T Th 1:10pm - 2:25pm 620 Dodge Building	Joseph Dubiel	3	11/25

**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.

**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. It's 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.

**MUSI W4151 New York Avant-Gardes: 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 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.

**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.

**MUSI UN1002 Fundamentals of Music. 3 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Corequisites: Introductory Ear-Training (VI312, 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 2016: MUSI UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/62655	M W 4:10pm - 5:25pm 622 Dodge Building	William Mason	3	14/30
MUSI 1002	002/71430	T Th 4:10pm - 5:25pm 814 Dodge Building	Eamonn Bell	3	18/30

**Spring 2017: MUSI UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/62928	M W 4:10pm - 5:25pm 622 Dodge Building	Orit Hilewicz	3	11/30

MUSI 1002 002/63777 T Th 4:10pm - Anthony 3 11/30  
5:25pm Fort  
814 Dodge Building

### **MUSI UN1312 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 2016: MUSI UN1312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/29609	M W 12:10pm - 1:00pm 404 Dodge Building	Michelle Painter	1	4/12
MUSI 1312	002/74238	T Th 3:10pm - 4:00pm 814 Dodge Building	Barami Waspe	1	12/12

#### **Spring 2017: MUSI UN1312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/77473	M W 12:10pm - 1:00pm 404 Dodge Building	Michelle Painter	1	13/12
MUSI 1312	002/26708	T Th 3:10pm - 4:00pm 814 Dodge Building	Barami Waspe	1	8/12

### **MUSI UN2025 The Opera. 3 points.**

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 2017: MUSI UN2025**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2025	001/71494	M W 1:10pm - 2:25pm 404 Dodge Building	Julia Doe	3	6/35

### **MUSI UN2206 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 2017: MUSI UN2206**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2206	001/22362	T Th 1:10pm - 2:25pm 320 Prentis Hall	Sky Macklay	3	14/18

### **MUSI UN2314 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 2016: MUSI UN2314**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/75409	M W 12:10pm - 1:00pm 405 Dodge Building	Michael Joviala	1	8/12
MUSI 2314	002/63362	T Th 3:10pm - 4:00pm 803 Dodge Building	Ramin Amir Arjomand	1	10/12

#### **Spring 2017: MUSI UN2314**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/61713	M W 12:10pm - 1:00pm 405 Dodge Building	Michael Joviala	1	8/12
MUSI 2314	002/12396	T Th 3:10pm - 4:00pm 803 Dodge Building	Ramin Amir Arjomand	1	11/12

### **MUSI UN2315 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 2016: MUSI UN2315**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/65411	M W 3:10pm - 4:00pm 814 Dodge Building	Luke Schwartz	1	8/12
MUSI 2315	002/21651	T Th 12:10pm - 1:00pm 814 Dodge Building	Richard Miller	1	11/12

#### **Spring 2017: MUSI UN2315**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/24560	M W 3:10pm - 4:00pm 814 Dodge Building	Michael Joviala	1	9/12
MUSI 2315	002/60568	T Th 12:10pm - 1:00pm 814 Dodge Building	Barami Waspe	1	9/12

### **MUSI UN2318 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 2016: MUSI UN2318**



Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/63360	M W 10:10am - 11:25am 622 Dodge Building	Mariusz Kozak	3	6/25
MUSI 2318	002/90896	T Th 1:10pm - 2:25pm 404 Dodge Building	Peter Susser	3	14/25

**Spring 2017: MUSI UN2318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/68588	M W 1:10pm - 2:25pm 405 Dodge Building	Benjamin Steege	3	24/24

**MUSI UN2319 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 2016: MUSI UN2319**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/73744	M W 1:10pm - 2:25pm 405 Dodge Building	Elizabeth Adams	3	8/25

**Spring 2017: MUSI UN2319**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/13937	M W 10:10am - 11:25am 814 Dodge Building	Carl Bettendorf	3	4/20
MUSI 2319	002/76606	T Th 1:10pm - 2:25pm 622 Dodge Building	Peter Susser	3	13/20

**MUSI UN2500 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 2017: MUSI UN2500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2500	001/67079	M W 2:40pm - 3:55pm 622 Dodge Building	Alessandra Ciucci	3	7/35

**MUSI UN3129 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 2017: MUSI UN3129**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3129	001/18843	T Th 2:40pm - 3:55pm 622 Dodge Building	Walter Frisch	3	38/40

**MUSI UN3239 Introduction to Composition. 3 points.**

Prerequisites: The prerequisites for this course are V1002

Fundamentals of Western Music and the instructor's permission. Permission of instructor. Music majors and concentrators have priority.

Composition in shorter forms. Basic issues of musical structure and expression are explored in traditional and contemporary repertory.

**Spring 2017: MUSI UN3239**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3239	001/15915	T Th 4:10pm - 5:25pm 620 Dodge Building	Georg Friedrich Haas	3	9/25

**MUSI UN3310 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.

**Fall 2016: MUSI UN3310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3310	001/24790	M W 10:10am - 11:25am 814 Dodge Building	Sophia Di Castri	3	11

**MUSI UN3316 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 2016: MUSI UN3316**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/61950	M W 12:10pm - 1:00pm 622 Dodge Building	Richard Miller	1	9/12
MUSI 3316	002/11918	T Th 12:10pm - 1:00pm 620 Dodge Building	Peter Susser	1	6/12

**Spring 2017: MUSI UN3316**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/23963	M W 12:10pm - 1:00pm 622 Dodge Building	Peter Susser	1	15/12
MUSI 3316	002/65627	T Th 12:10pm - 1:00pm	Richard Miller	1	6/12

620 Dodge Building

**MUSI UN3317 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 2016: MUSI UN3317**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/11840	M W 4:10pm - 5:00pm 814 Dodge Building	Luke Schwartz	1	11/12
MUSI 3317	002/76155	T Th 4:10pm - 5:00pm 803 Dodge Building	Ramin Amir Arjomand	1	10/12

**Spring 2017: MUSI UN3317**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/12368	M W 3:10pm - 4:00pm 803 Dodge Building	Peter Susser	1	3/12
MUSI 3317	002/64704	T Th 4:10pm - 5:00pm 803 Dodge Building	Ramin Amir Arjomand	1	6/12

**MUSI UN3321 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 2016: MUSI UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/74969	M W 1:10pm - 2:25pm 620 Dodge Building	Ellie Hisama	3	12/25
MUSI 3321	002/25054	T Th 1:10pm - 2:25pm 622 Dodge Building	Joseph Dubiel	3	8/25

**Spring 2017: MUSI UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/16908	M W 1:10pm - 2:25pm 814 Dodge Building	Elizabeth Adams	3	7/25

**MUSI UN3322 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 2016: MUSI UN3322**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/62269	T Th 1:10pm - 2:25pm 814 Dodge Building	Carl Bettendorf	3	9/25

**Spring 2017: MUSI UN3322**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/68891	M W 1:10pm - 2:25pm 620 Dodge Building	Ellie Hisama	3	9/25
MUSI 3322	002/23830	T Th 1:10pm - 2:25pm 620 Dodge Building	Joseph Dubiel	3	11/25

**HUMA UN1123 Masterpieces of Western Music. 3 points.**

Analysis and discussion of representative works from the Middle Ages to the present.

**Fall 2016: HUMA UN1123**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1123	001/10823	M W 8:40am - 9:55am 404 Dodge Building	Mahir Cetiz	3	23/25
HUMA 1123	002/68567	M W 8:40am - 9:55am 405 Dodge Building	Ruth Longobardi	3	25/25
HUMA 1123	003/66293	M W 8:40am - 9:55am 622 Dodge Building	Thomas Smith	3	24/25
HUMA 1123	004/24816	M W 8:40am - 9:55am 716 Hamilton Hall	Velia Ivanova	3	20/25
HUMA 1123	005/61981	M W 10:10am - 11:25am 404 Dodge Building	Mahir Cetiz	3	25/25
HUMA 1123	006/65562	M W 10:10am - 11:25am 405 Dodge Building	Elliott Cairns	3	22/25
HUMA 1123	007/22945	M W 10:10am - 11:25am 716 Hamilton Hall	Alexander Rothe	3	25/25
HUMA 1123	008/27735	M W 1:10pm - 2:25pm 622 Dodge Building	Anne Levitsky	3	25/25
HUMA 1123	009/72843	M W 1:10pm - 2:25pm 716 Hamilton Hall	Alexander Rothe	3	24/25
HUMA 1123	010/64024	M W 2:40pm - 3:55pm 404 Dodge Building	Rodolfo Toledo	3	25/25
HUMA 1123	011/61722	M W 4:10pm - 5:25pm 404 Dodge Building	Julia Doe	3	25/25
HUMA 1123	012/64289	M W 4:10pm - 5:25pm 405 Dodge Building	Russell O'Rourke	3	23/25
HUMA 1123	014/61953	M W 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	24/25

HUMA 1123	015/13306	M W 6:10pm - 7:25pm 405 Dodge Building	Thomas Fogg	3	23/25	HUMA 1123	005/12445	M W 10:10am - 11:25am 404 Dodge Building	Lucie Vagnerova	3	25/25
HUMA 1123	016/66584	M W 6:10pm - 7:25pm 716 Hamilton Hall	Lucie Vagnerova	3	25/25	HUMA 1123	006/24773	M W 10:10am - 11:25am 405 Dodge Building	John Rot	3	24/25
HUMA 1123	017/61317	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	25/25	HUMA 1123	007/64482	M W 10:10am - 11:25am 716 Hamilton Hall	Alexander Rothe	3	25/25
HUMA 1123	018/22615	T Th 8:40am - 9:55am 405 Dodge Building	John Rot	3	24/25	HUMA 1123	008/27707	M W 1:10pm - 2:25pm 622 Dodge Building	Sophia Di Castri	3	25/25
HUMA 1123	019/75054	T Th 8:40am - 9:55am 622 Dodge Building	Mark DeBellis	3	23/25	HUMA 1123	009/14813	M W 1:10pm - 2:25pm 716 Hamilton Hall	Susan Boynton	3	20/22
HUMA 1123	020/70275	T Th 8:40am - 9:55am 716 Hamilton Hall	William Dougherty	3	24/25	HUMA 1123	010/26138	M W 2:40pm - 3:55pm 404 Dodge Building	Eben Graves	3	23/25
HUMA 1123	021/12417	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	24/25	HUMA 1123	011/23964	M W 4:10pm - 5:25pm 404 Dodge Building	Carmel Raz	3	24/25
HUMA 1123	022/23502	T Th 10:10am - 11:25am 405 Dodge Building	Julia Hamilton	3	24/25	HUMA 1123	012/62881	M W 4:10pm - 5:25pm 405 Dodge Building	Mario Cancel-Bigay	3	24/25
HUMA 1123	024/10750	T Th 1:10pm - 2:25pm 405 Dodge Building	Marilyn McCoy	3	25/25	HUMA 1123	013/72705	M W 4:10pm - 5:25pm 716 Hamilton Hall	Mahir Cetiz	3	24/25
HUMA 1123	025/17926	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Maria Fantinato Geo de Siqueira	3	24/25	HUMA 1123	014/12848	M W 6:10pm - 7:25pm 404 Dodge Building	David Gutkin	3	25/25
HUMA 1123	026/18272	T Th 2:40pm - 3:55pm 404 Dodge Building	Matthew Goodheart	3	24/25	HUMA 1123	015/64782	M W 6:10pm - 7:25pm 405 Dodge Building	Russell O'Rourke	3	25/25
HUMA 1123	027/24192	T Th 2:40pm - 3:55pm 405 Dodge Building	Caleb Mutch	3	19/25	HUMA 1123	016/22519	M W 6:10pm - 7:25pm 716 Hamilton Hall	Julia Hamilton	3	24/25
HUMA 1123	029/26331	T Th 4:10pm - 5:25pm 404 Dodge Building	Edgardo Salinas	3	23/25	HUMA 1123	017/75893	T Th 8:40am - 9:55am 404 Dodge Building	Mario Diaz de Leon	3	25/25
HUMA 1123	030/63954	T Th 4:10pm - 5:25pm 405 Dodge Building	Caleb Mutch	3	19/25	HUMA 1123	018/28117	T Th 8:40am - 9:55am 405 Dodge Building	Deborah Bradley-Kramer	3	25/25
HUMA 1123	031/27222	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Brian Glasenapp	3	23/25	HUMA 1123	019/74216	T Th 8:40am - 9:55am 622 Dodge Building	Anne Levitsky	3	24/25
HUMA 1123	032/10726	T Th 6:10pm - 7:25pm 404 Dodge Building	Ryan Pratt	3	24/25	HUMA 1123	020/13874	T Th 8:40am - 9:55am 716 Hamilton Hall	Brian Glasenapp	3	19/25
HUMA 1123	033/17331	T Th 6:10pm - 7:25pm 716 Hamilton Hall	Mary Robb	3	22/25	HUMA 1123	021/71943	T Th 10:10am - 11:25am 404 Dodge Building	Mario Diaz de Leon	3	25/25
<b>Spring 2017: HUMA UN1123</b>						HUMA 1123	022/28847	T Th 10:10am - 11:25am 405 Dodge Building	Walter Frisch	3	25/25
<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>	HUMA 1123	023/71132	T Th 10:10am - 11:25am 716 Hamilton Hall	Elise Bonner	3	23/25
HUMA 1123	001/21225	M W 8:40am - 9:55am 404 Dodge Building	Lucie Vagnerova	3	25/25	HUMA 1123	024/19271	T Th 1:10pm - 2:25pm 404 Dodge Building	Elaine Sisman	3	25/25
HUMA 1123	002/27394	M W 8:40am - 9:55am 405 Dodge Building	Eamonn Bell	3	20/25	HUMA 1123	025/68309	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Bradford Garton	3	25/25
HUMA 1123	003/17437	M W 8:40am - 9:55am 622 Dodge Building	Thomas Smith	3	23/25	HUMA 1123	026/10525	T Th 2:40pm - 3:55pm 404 Dodge Building	Velia Ivanova	3	23/25
HUMA 1123	004/22266	M W 8:40am - 9:55am 716 Hamilton Hall	Alexander Rothe	3	24/25						

HUMA 1123	027/19461	T Th 2:40pm - 3:55pm 405 Dodge Building	Caleb Mutch	3	25/25
HUMA 1123	028/72146	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Martha Newland	3	25/25
HUMA 1123	029/25983	T Th 4:10pm - 5:25pm 404 Dodge Building	Elliott Cairns	3	25/25
HUMA 1123	030/60704	T Th 4:10pm - 5:25pm 405 Dodge Building	Caleb Mutch	3	21/25
HUMA 1123	031/17041	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Mariusz Kozak	3	18/25
HUMA 1123	032/24748	T Th 6:10pm - 7:25pm 404 Dodge Building	Kathryn Radishofski	3	24/25
HUMA 1123	033/17938	T Th 6:10pm - 7:25pm 716 Hamilton Hall	Cesar Colon-Montijo	3	25/25
HUMA 1123	034/27959	M W 2:40pm - 3:55pm 405 Dodge Building	John McWhorter	3	25/25
HUMA 1123	035/19814	M W 2:40pm - 3:55pm 716 Hamilton Hall	Mahir Cetiz	3	25/25

### AHMM UN3320 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 2017: AHMM UN3320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3320	001/76626	M W 6:10pm - 7:25pm 622 Dodge Building	Kevin Fellezs	3	16/25
AHMM 3320	002/13338	M W 6:10pm - 7:25pm 620 Dodge Building	Emily Clark	3	24/25
AHMM 3320	003/97251	M W 6:10pm - 7:25pm 814 Dodge Building	Shannon Garland	3	24/25

### AHMM UN3321 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 2016: AHMM UN3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AHMM 3321	001/24711	M W 6:10pm - 7:25pm 622 Dodge Building	Alessandra Ciucci	3	16/25
AHMM 3321	002/11355	M W 6:10pm - 7:25pm 620 Dodge Building	Eben Graves	3	15/25
AHMM 3321	003/19702	M W 6:10pm - 7:25pm 814 Dodge Building	Nandini Banerjee	3	21/25

### MUSI UN3172 The Great Keyboard Tradition. *3 points.*

Prerequisites: one year music theory or equivalent 3000 level course

This 3000 level course is open to undergraduate students who have completed one year of Music Theory or equivalent. The class is a chronological survey of music for the piano and its predecessors, from the Renaissance to the present. It consists of lectures, discussion, reading and listening, analysis and performance projects, exploration of period instruments, musical styles, and repertoire. Comparative listening of great performers and their legendary interpretations will aid the discussion of the piano idiom and performance practice. Attention will be given to elements of style and form, historical background, and issues of performance. There will be a class outing to the Metropolitan Museum's instrument collection. Please prepare for each session by completing the listening and reading assignments, in order to be able to participate in class discussion. All required readings are available in the Gabe M. Wiener Music Arts Library (call numbers provided in the bibliography section).

#### Spring 2017: MUSI UN3172

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3172	001/16596	M W 4:10pm - 5:25pm 814 Dodge Building	Magdalena Baczkowska	3	4/15

### MUSI UN3400 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.

#### Fall 2016: MUSI UN3400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3400	001/65053	T Th 11:40am - 12:55pm 404 Dodge Building	Martha Newland	3	23/35

#### Spring 2017: MUSI UN3400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3400	001/18062	T Th 11:40am - 12:55pm 404 Dodge Building	Martha Newland	3	24/25



**MUSI UN3630 Recorded Sound. 3 points.**

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 2017: MUSI UN3630**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3630	001/65556	M 1:10pm - 4:00pm 317 Prentis Hall	Terence Pender	3	8/18

**MUSI UN3996 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.

**Spring 2017: MUSI UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3996	001/17036			3	1/0

**MUSI UN3999 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.

**Spring 2017: MUSI UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3999	001/77075			3	0/0

**MUSI UN1501 Early Instruments. 1 point.**

Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at [mpp.music.columbia.edu](http://mpp.music.columbia.edu). Questions can be directed to the Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu) or 212-854-1257.

**Keyboards:** K. Cooper. **Strings:** R. Morley. **Wind instruments:**

TBA. \$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton ( \*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, **EVERY SEMESTER** during the registration period , in order to register for appropriate courses . Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

**MUSI UN1510 Organ Instruction II. 1 point.**

Prerequisites: Accepting NEW STUDENTS in FALL

semester ONLY. Contact Music Performance Program at [mpp@columbia.edu](mailto:mpp@columbia.edu)

\$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton ( \*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, **EVERY SEMESTER** during the registration period , in order to register for appropriate courses . Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

**Spring 2017: MUSI UN1510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1510	001/87204		Paul Martin Maki	1	0/10
MUSI 1510	101/23444		Paul Martin Maki	1	1/10

**MUSI UN1514 Introduction To Piano I. 1 point.**

Prerequisites: Instructor permission

\$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton ( \*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, **EVERY SEMESTER** during the registration period , in order to register for appropriate courses . Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

**Spring 2017: MUSI UN1514**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1514	001/63200		Michael Skelly	1	9/50
MUSI 1514	002/88792		Dmitry Alexeev	1	14/50
MUSI 1514	101/73516		Michael Skelly	1	9/50
MUSI 1514	102/61573		Dmitry Alexeev	1	2/50
MUSI 1514	103/64392		Reiko Uchida	1	1/50

**MUSI UN1516 Elementary Piano Instruction II. 1 point.**

Prerequisites: Instructor permission

\$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment

with Prof. Brad Garton ( \*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, **EVERY SEMESTER** during the registration period , in order to register for appropriate courses . Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

**Spring 2017: MUSI UN1516**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1516	001/76097		Michael Skelly	1	3/50
MUSI 1516	002/92049		Dmitry Alexeev	1	4/50
MUSI 1516	101/62650		Michael Skelly	1	4/50
MUSI 1516	102/62003		Dmitry Alexeev	1	2/50
MUSI 1516	103/72502		Reiko Uchida	1	0/50

**MUSI UN3516 Advanced Piano Instruction II. 1 point.**

Prerequisites: Instructor permission.

\$500 MUSIC LESSON FEE FOR NON-MAJORS/ CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton ( \*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, **EVERY SEMESTER** during the registration period , in order to register for appropriate courses . Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

**Spring 2017: MUSI UN3516**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3516	003/86790		Reiko Uchida	1	4/50
MUSI 3516	101/24764		Michael Skelly	1	1/50
MUSI 3516	102/64112		Dmitry Alexeev	1	1/50
MUSI 3516	103/16593		Reiko Uchida	1	2/50

**MUSI UN1580 Collegium Musicum. 1 point.**

May be taken for Pass credit only.

Prerequisites: an audition to be held during the registration period. Contact the department for further details (854-3825). Performance of vocal and instrumental music from the medieval, Renaissance, and baroque periods. The Collegium usually gives one public concert each term.

**Fall 2016: MUSI UN1580**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MUSI 1580	001/63084	M 7:30pm - 10:30pm 404 Dodge Building	1	0
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**MUSI UN1581 Collegium Musicum. 1 point.**

May be taken for Pass credit only.

Prerequisites: an audition to be held during the registration period. Contact the department for further details (854-3825). Performance of vocal and instrumental music from the medieval, Renaissance, and baroque periods. The Collegium usually gives one public concert each term.

**Spring 2017: MUSI UN1581**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1581	001/13111	M 7:00pm - 9:00pm 405 Milbank Hall	Evelyn DeGraf	1	5/50

**OF RELATED INTEREST**

# PHILOSOPHY

**Departmental Office:** 708 Philosophy; 212-854-3196  
www.philosophy.columbia.edu

**Director of Undergraduate Studies:** Philip Kitcher, 717  
Philosophy; 212-854-4884; psk16@columbia.edu

**Economics-Philosophy Adviser:** Philip Kitcher, 717 Philosophy;  
212-854-4884; psk16@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 (Barnard)
- Christopher Peacocke
- Carol Rovane
- Achille Varzi
- Katja Vogt

## ASSOCIATE PROFESSORS

- John Collins

## ASSISTANT PROFESSORS

- Justin Clarke-Doane
- Melissa Fusco
- 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 UN1010 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 UN2101	The History of Philosophy I: Presocratics to Augustine
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PHIL UN2201	History of Philosophy II: Aquinas to Kant
PHIL UN3411	Symbolic 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 UN2702	Marriage, Morals, and Law
PHIL UN3701	Ethics
PHIL V3751	Political Philosophy
A related course to be chosen in consultation with the director of undergraduate studies.	
PHIL UN3912	Seminar: Philosophy of Mind

## 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 UN1105	Principles of Economics
ECON UN3211	Intermediate Microeconomics
ECON UN3213	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 UN1010	Methods and Problems of Philosophical Thought
PHIL UN3411	Symbolic Logic
PHIL UN3701	Ethics
PHIL UN3551	Philosophy of Science
or PHIL UN3960	Epistemology
PHIL GR4561	Probability and Decision Theory

#### Seminar

ECPH W4950	(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 UN3412 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 2016

#### 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 2016: 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	David Friedell	3	44/70

PHIL 1001	002/03948	T Th 10:10am - 11:25am 323 Milbank Hall	Taylor Carman	3	64/105
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#### Spring 2017: PHIL BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1001	001/09632	M W 11:40am - 12:55pm 304 Barnard Hall	David Friedell	3	58
PHIL 1001	002/03579	M W 4:10pm - 5:25pm LI103 Diana Center	David Friedell	3	56

#### PHIL UN1010 Methods and Problems of Philosophical Thought. 3 points.

Critical introduction to philosophical problems, ideas and methods.

#### Fall 2016: PHIL UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1010	001/21868	M W 11:40am - 12:55pm 702 Hamilton Hall	Katja Vogt	3	82

#### Spring 2017: PHIL UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1010	001/76526	M W 1:10pm - 2:25pm 517 Hamilton Hall	Justin Clarke-Doane	3	64/86

#### PHIL UN2003 Philosophy of Art. 3 points.

This is an introductory course in the Philosophy of Art. We will consider questions including (but not limited to) the following: What is art? Should we try to define art? What is taste? What are the conditions for aesthetic judgement? What is an aesthetic experience? We shall also consider the topics of "public art", "fakes and forgeries," art and technology" and the philosophical implications of speaking of an "artworld."

#### Fall 2016: PHIL UN2003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2003	001/67041	M W 8:40am - 9:55am 602 Hamilton Hall	Lydia Goehr	3	64/85

#### PHIL UN2101 The History of Philosophy I: Presocratics to Augustine. 4 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., Recitation Section Required

Corequisites: *PHIL V2111* Required Discussion Section (0 points).

Exposition and analysis of the positions of the major philosophers from the pre-Socratics through Augustine. This course has unrestricted enrollment.

#### Fall 2016: PHIL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2101	001/13150	T Th 11:40am - 12:55pm	Wolfgang Mann	4	69/75

517 Hamilton Hall

**PHIL UN2110 Philosophy and Feminism. 3 points.**

Is there an essential difference between women and men? How do questions about race conflict or overlap with those about gender? Is there a "normal" way of being "queer"? Introduction to philosophy and feminism through a critical discussion of these and other questions using historical and contemporary texts, art, and public lectures. Focus includes essentialism, difference, identity, knowledge, objectivity, and queerness. This course will have unrestricted enrollment and no required discussion section.

**Fall 2016: PHIL UN2110**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2110	001/28635	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Christia Mercer	3	97/134

**PHIL UN2702 Marriage, Morals, and Law. 3 points.**

How specific historical, social, and psychological roots of Western-style marriage illuminate contemporary debates about marriage morals and marriage laws in the United States. Relations between couples and groups; the psychology of love in marriage; marriage, vows, and the logic of promises to love; monogamy, democracy, and the medieval church; monogamy vs. polygyny; pop evolutionary science and marriage; cousin marriage (consanguineous marriage); law and same-sex marriage; sexual morality in marriage; and related subjects. The course has a double goal: To understand both how to think about complex moral problems and how to think about marriage.

**Fall 2016: PHIL UN2702**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2702	002/75506	M W 10:10am - 11:25am 517 Hamilton Hall	Philip Kitcher	3	74/86

**PHIL V3264 Nineteenth Century Philosophy: Hegel. 3 points.**

Prerequisites: *PHIL V2201* or *PHIL W3251*.

An examination of major themes of Hegel's philosophy, emphasizing his social and political thought. Topics include Hegel's critique of Kant, the possibility of metaphysics, the master-slave dialectic and the role of freedom in rational social institutions.

**PHIL UN3411 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 2016: PHIL UN3411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHIL 3411	001/23508	M W 1:10pm - 2:25pm 602 Hamilton Hall	Tamar Lando	4	57/100
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**Spring 2017: PHIL UN3411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/83450	T Th 2:40pm - 3:55pm 614 Schermerhorn Hall	Achille Varzi	4	121/120

**PHIL UN3601 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.

**Fall 2016: PHIL UN3601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3601	001/61357	T Th 2:40pm - 3:55pm 602 Hamilton Hall	Achille Varzi	4	69/80

**PHIL UN3860 Contests Between Tragedy and Philosophy. 3 points.**

Prerequisites: Intended for students with some background in Philosophy

This course explores philosophical questions that lie at the heart of an 'ancient quarrel' between philosophy and tragedy. We will pursue some ways in which ancient and modern philosophers struggle with and against views in ancient tragedies of human nature, the significance of suffering, and the shape and limits of our ethical lives. Our guiding questions revolve around the themes of freedom and the emotions: what role does fate or chance play in shaping how our lives go? What sort of choice must we be able to make to act freely? Do emotions such as grief and anger disrupt or promote the integrity of our identities, relationships, and communities? How should we relate to forces - supernatural, natural, psychological - that are not up to us, above all the facts of suffering and death? Might the philosophical pursuit of freedom evade an inescapable tragic dimension of life? We will explore competing answers to, and different literary styles of reflecting on, these and other questions between philosophy and tragedy. Ancient authors include Plato, Aristotle, Epictetus, Seneca, Sophocles, and Euripides, before we examine some influential, more recent philosophical encounters with tragedy by Hegel, Nietzsche, Iris Murdoch, Martha Nussbaum, and Stanley Cavell.

**Fall 2016: PHIL UN3860**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3860	001/97196	Th 12:10pm - 2:00pm 309 Hamilton Hall	Jonathan Fine	3	11/15

**PHIL UN3912 Seminar: Philosophy of Mind. 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.  
Philosophy of Mind

**Fall 2016: PHIL UN3912**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	003/75847	T 2:10pm - 4:00pm 716 Philosophy Hall	Axel Honneth	3	19/20
PHIL 3912	004/73423	W 2:10pm - 4:00pm 402 Hamilton Hall	Christia Mercer	3	11/20
PHIL 3912	014/66147	T 11:00am - 12:50pm 716 Philosophy Hall	Akeel Bilgrami	3	19/20

**Spring 2017: PHIL UN3912**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	002/13552	M 4:10pm - 6:00pm 716 Philosophy Hall	Tamar Lando	3	14/20
PHIL 3912	010/63838	W 4:10pm - 6:00pm 509 Hamilton Hall	Christopher Peacocke	3	4/20

**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 GU4055 Aesthetics: Modern Survey II. 3 points.**

Open to senior undergraduates with previous work in the history of philosophy and to graduate students. Priority is given to students who have taken Aesthetics: Historical Survey I.

This course is a critical examination of the major texts in aesthetics including Dewey, Collingwood, Croce, Wittgenstein, Heidegger, Adorno, Benjamin, Merleau-Ponty, Sartre, Wollheim, Goodman, Cavell, and Danto. Aesthetics: Modern Survey I is not a pre-requisite, but preference is given to those students who have taken it.

**Fall 2016: PHIL GU4055**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4055	001/11051	T 6:10pm - 8:00pm 716 Philosophy Hall	Lydia Goehr	3	30/30

**PHIL GU4415 Symbolic Logic. 4 points.**

Discussion Section Required

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. Note: Due to significant overlap, students may receive credit for only one of the following three courses:  
*PHIL V3411, V3415, G4415.*

**Fall 2016: PHIL GU4415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4415	001/67191	M W 1:10pm - 2:25pm 602 Hamilton Hall	Tamar Lando	4	5/40

**PHIL GU4495 Perception. 3 points.**

This course addresses the fabulously rich range of issues about the nature of perception, including: perceptual mental representation and its content; computational explanation; justifying beliefs; knowledge and thought about perception; and perception of music. Perception is an interdisciplinary subject par excellence. Readings will be drawn from philosophy and psychology, aesthetics, and artificial intelligence.

**Fall 2016: PHIL GU4495**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4495	001/08292	Th 2:10pm - 4:00pm 716 Philosophy Hall	John Morrison	3	17/30

**SPRING 2017****PHIL UN1010 Methods and Problems of Philosophical Thought. 3 points.**

Critical introduction to philosophical problems, ideas and methods.

**Fall 2016: PHIL UN1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1010	001/21868	M W 11:40am - 12:55pm 702 Hamilton Hall	Katja Vogt	3	82

**Spring 2017: PHIL UN1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1010	001/76526	M W 1:10pm - 2:25pm 517 Hamilton Hall	Justin Clarke-Doane	3	64/86

**PHIL UN1401 Introduction to Logic. 3 points.**

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

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 2017: PHIL UN1401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1401	001/01435	T Th 1:10pm - 2:25pm 833 Seeley W. Mudd Building	John Morrison	3	76/100

**PHIL UN2201 History of Philosophy II: Aquinas to Kant. 4 points.**

Recitation Section Required

Corequisites: *PHIL V2211* Required Discussion Section (0 points).

*PHIL V2101* is not a prerequisite for this course. Exposition and analysis of the metaphysics, epistemology, and natural philosophy of the major philosophers from Aquinas through Kant. Authors include Aquinas, Galileo, Gassendi, Descartes,

Spinoza, Leibniz, Berkeley, Hume, and Kant. This course has unrestricted enrollment.

**Spring 2017: PHIL UN2201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2201	001/04794	T Th 10:10am - 11:25am 136 Thompson Hall (Tc)	John Morrison	4	81

**PHIL UN3248 Darwin. 3 points.**

Darwin's theory of evolution by natural selection has been revolutionary, not just for scientists but for everyone who reflects on human nature and human destiny. The first aim of this course is to separate Darwin's own theory from its scientific, religious, and cultural aftershocks, and to consider how its influence developed and changed over the century and a half since *On the Origin of Species* was published in 1859. After careful consideration of Darwin's own life and historical context, we will read our way through the *Origin*, and then consider reactions to it starting Darwin's own day, proceeding through the "Modern Synthesis," and ending in our present moment. The final sessions of the course will explore Darwin's impact on contemporary philosophical debates over faith, ethics, and scientific knowledge.

**Spring 2017: PHIL UN3248**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3248	001/93349	M W 4:10pm - 5:25pm 301m Fayerweather	Kathryn Tabb	3	33/38

**PHIL UN3251 Kant. 3 points.**

Explores the connections between theoretical and practical reason in Kant's thinking with special attention to the Critique of Pure Reason and the project of "transcendental" philosophy.

**Spring 2017: PHIL UN3251**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3251	001/16986	M W 11:40am - 12:55pm 702 Hamilton Hall	Patricia Kitcher	3	39/86

**PHIL UN3352 Twentieth Century European Philosophy. 3 points.**

Prerequisites: one prior philosophy course.

Reading and discussion of selected texts by central figures in phenomenology, existentialism, hermeneutics, critical theory, and recent Continental philosophy. Authors may include Heidegger, Sartre, Merleau-Ponty, Gadamer, Horkheimer, Adorno, Foucault, Bourdieu.

**Spring 2017: PHIL UN3352**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3352	001/04153	M W 10:10am - 11:25am 504 Diana Center	Taylor Carman	3	52/57

**PHIL UN3411 Symbolic Logic. 4 points.**

CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required

Corequisites: *PHILV3413* 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 2016: PHIL UN3411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/23508	M W 1:10pm - 2:25pm 602 Hamilton Hall	Tamar Lando	4	57/100

**Spring 2017: PHIL UN3411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/83450	T Th 2:40pm - 3:55pm 614 Schermerhorn Hall	Achille Varzi	4	121/120

**PHIL UN3551 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 2017: PHIL UN3551**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3551	001/10344	T Th 1:10pm - 2:25pm LI103 Diana Center	Daniel Cloud	3	26/86

**PHIL UN3685 Philosophy of Language. 3 points.**

An upper division course in analytic philosophy of language. We will examine sense and reference, Tarski's theory of truth, and readings in classical and contemporary pragmatics. In the final weeks we will focus on definite descriptions and a close reading of Naming and Necessity.

**Spring 2017: PHIL UN3685**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3685	001/65774	T Th 6:10pm - 7:25pm 520 Mathematics Building	Melissa Fusco	3	10/38

**PHIL UN3701 Ethics. 4 points.**

Prerequisites: one course in philosophy.



Corequisites: *PHIL V3711* Required Discussion Section (0 points).

This course is mainly an introduction to three influential approaches to normative ethics: utilitarianism, deontological views, and virtue ethics. We also consider the ethics of care, and selected topics in meta-ethics.

**Spring 2017: PHIL UN3701**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/63361	M W 2:40pm - 3:55pm 702 Hamilton Hall	Michele Moody-Adams	4	56/80

**PHIL UN3855 The Potential and Actual Infinite. 3 points.**

This course examines the concept of infinity throughout the history of western philosophy, looking at how the puzzles that surround the concept led to the construction and defense of many different philosophical positions on the infinite. In particular, we will examine how many different historical figures have attempted (in many different ways) to draw a distinction between what is potentially infinite and what is actually infinite, and further, how this distinction is used in attempts to solve puzzles of the infinite. We move chronologically, starting with Zeno and Aristotle, through the invention of calculi of infinitesimals, to the development of set theory, model theory, and modern mathematical logic. We will also use the tools we develop in our historical investigation to address modern discussions in philosophy about the infinite, such as the debates about supertasks and the limitations of computation. This course has no prerequisites (although having taken Symbolic Logic may be useful), and it serves well as an introduction to philosophy of mathematics because of its chronological presentation. It also intersects with a wide range of topics in other fields, such as mathematics, logic, physics, computer science, religion, and artificial intelligence, which should make it of interest even to those who may not have a strong formal background.

**PHIL UN3912 Seminar: Philosophy of Mind. 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.

Philosophy of Mind

**Fall 2016: PHIL UN3912**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	003/75847	T 2:10pm - 4:00pm 716 Philosophy Hall	Axel Honneth	3	19/20
PHIL 3912	004/73423	W 2:10pm - 4:00pm 402 Hamilton Hall	Christia Mercer	3	11/20
PHIL 3912	014/66147	T 11:00am - 12:50pm 716 Philosophy Hall	Akeel Bilgrami	3	19/20

**Spring 2017: PHIL UN3912**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	002/13552	M 4:10pm - 6:00pm 716 Philosophy Hall	Tamar Lando	3	14/20

PHIL 3912	010/63838	W 4:10pm - 6:00pm 509 Hamilton Hall	Christopher 3 Peacocke	4/20
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**PHIL UN3960 Epistemology. 4 points.**

Discussion Section Required

Corequisites: *PHIL W3963* Required Discussion Section (0 points).

What can we know? What is knowledge? What are the different kinds of knowledge? We will read classic and contemporary texts for insight into these questions.

**Spring 2017: PHIL UN3960**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3960	001/23976	M W 8:40am - 9:55am L1104 Diana Center	David Friedell	4	32/86

**PHIL UN3996 Supervised Senior Research. 3 points.**

Supervised research under the direction of individual members of the department.

**Fall 2016: PHIL UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3996	001/27118		David Albert	3	0
PHIL 3996	002/61643		Akeel Bilgrami	3	1
PHIL 3996	003/09118		Taylor Carman	3	0
PHIL 3996	004/13641		Justin Clarke-Doane	3	0
PHIL 3996	005/11037		John Collins	3	0
PHIL 3996	006/77591		Haim Gaifman	3	0
PHIL 3996	007/63888		Lydia Goehr	3	0
PHIL 3996	008/74685		Robert Gooding-Williams	3	0
PHIL 3996	009/71360		Axel Honneth	3	0
PHIL 3996	010/14856		Patricia Kitcher	3	0
PHIL 3996	011/12904		Philip Kitcher	3	1
PHIL 3996	012/20397		Tamar Lando	3	0
PHIL 3996	014/64814		Wolfgang Mann	3	0
PHIL 3996	015/63193		Christia Mercer	3	0
PHIL 3996	016/24619		Michele Moody-Adams	3	0
PHIL 3996	017/08657		John Morrison	3	0
PHIL 3996	019/07617		Elliot Paul	3	0
PHIL 3996	020/13113		Christopher Peacocke	3	0

PHIL 3996 021/68073	Carol Rovane	3	0
PHIL 3996 022/72616	Kathryn Tabb	3	0
PHIL 3996 023/26666	Achille Varzi	3	0
PHIL 3996 024/65877	Katja Vogt	3	0

**PHIL GU4455 Special Topics in Logic: Modal Logic. 3 points.**

A logical treatment of necessity, possibility, and other intentional operators.

**Spring 2017: PHIL GU4455**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4455	001/76180	T 2:10pm - 4:00pm 311 Fayerweather	Tamar Lando	3	6/30

**CSPH GU4802 Math Logic II: Incompleteness. 3 points.**

The course covers Godel's two theorems: (1) In any formal deductive system, which is adequate for doing a minimum of basic mathematics, there are statements that are neither provable nor disprovable. (2) The consistency of any minimally adequate system is not provable within the system itself. Those theorems are often regarded as the most philosophically significant results in mathematics, giving rise to foundational questions about human cognition. Besides their philosophical significance, Godel's technique involved basic notions of computability, leading to the standard impossibility results in theoretical computer science, and to counterparts in complexity theory. The course aims at presenting Godel's proof in a transparent intuitive way, while adhering to the usual standards of rigor. It also covers the basic notions of computable (or recursive) functions, and computably enumerable sets. The plan is to discuss some philosophical questions that emerge from the results. Also planned are undecidability results for some well-known systems - that is, the impossibility of deciding, by means of a computer algorithm whether a given sentence is a theorem. The course relies on detailed course notes developed over the years. It requires acquaintance with first-order logic, but will be technically self-contained; the required knowledge is provided as a chapter in the course notes. Students who are good at it can get it by themselves, but should consult the instructor and get the required approval.

# 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](mailto:al3524@columbia.edu)

**Departmental Administrative:** Belgica Ramirez,  
212-854-3439; [br12@columbia.edu](mailto: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. 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 Abbey Lade, 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 Abbey Lade, students may be instructed to contact Dr. Brenda Aiken, 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

Passing Physical Education C1001-C1002 is a requirement 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. A waiver of the swimming test requirement may be granted if a student has a disability certified by a medical authority that precludes swimming. Students may also request waivers and accommodations on the grounds of religious observance or gender identity/expression. All requests for waivers and accommodations are reviewed by Abbey Lade, Director of Physical Education.

## 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 UN1005 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

Matthew Aziz

Tracey Bartholomew

Debbie Bell

James Bolster

Christie Bonn

Samantha Carr

Diana Caskey

Michelle Chewens

Brian Chenoweth

Demerae Christianson

Andrea Cofrin

Elizabeth Grubb

Pete Cruz

Emerson Curry

Derek Davis

Nick Dawe

Danielle DiMeglio

Adriano Di Peco

Howard Endelman

Roman Fleszar

Emily Friedman

Jesse Foglia

Bid Goswami

Jumpie Harada

Matt Herhal

Colleen Irby

Daniel Ireland

Brian Jines

Lauren Kahn

Brie Katz

Luke Kelly

Faimie Kingsley

Amphone Keovongmanysar

Gustavo Leal

SeoungWoo Lee

Kelly McPartland

Gaurav Misra

Richard Mueller

Caroline Nichols

Ed Nickoloff

Joshua Osit

Alex Padron

Nich Lee Parker

Ken Pollard

Scott Ramsey

Joanne Schickerling

Anne Marie Skylis

Chris Smith

Jen Spicer

Marquise Stancil

Erik Supplee

Jennifer Teague

Dan Tischler



Jacques Swanepoel	PHED 1001	015/73296	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Yoichiro Matsumura, Abbey Lade	1	18/28
Sara Negrette						
Steve Santos	PHED 1001	016/87646	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	15/15
Cassie Vondrak						
Ilene Weintraub	PHED 1001	017/97696	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	22/20
Amy Weeks	PHED 1001	018/88029	M W 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	23/20
Ajaya William						
Riza Zalameda	PHED 1001	020/62646	M W 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Abbey Lade	1	23/20

## COURSES

### PHED UN1001 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 2016: PHED UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment				
PHED 1001	001/11996	M W 9:00am - 9:50am Room TBA	Belgica Ramirez, Richard Mueller, Abbey Lade	1	14/15	PHED 1001	024/93746	M W 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Abbey Lade
PHED 1001	002/26279	M W 9:00am - 9:50am Room TBA	James Bolster, Belgica Ramirez, Abbey Lade	1	25/17	PHED 1001	025/80279	M W 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Abbey Lade
PHED 1001	003/63146	M W 9:00am - 9:50am Room TBA	Belgica Ramirez, Abbey Lade	1	28/30	PHED 1001	027/12996	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Abbey Lade
PHED 1001	004/75796	M W 9:00am - 9:50am Room TBA	Belgica Ramirez, Abbey Lade	1	26/20	PHED 1001	028/20896	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Hugh Millard, Abbey Lade
PHED 1001	005/82496	M W 9:00am - 9:50am Room TBA	Belgica Ramirez, Brie Katz, Abbey Lade	1	23/25	PHED 1001	029/25779	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Peggy Levine, Abbey Lade
PHED 1001	007/98446	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	16/20	PHED 1001	030/86279	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Jacques Swanepoel, Abbey Lade
PHED 1001	008/89029	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Yoichiro Matsumura, Abbey Lade	1	19/28	PHED 1001	031/62796	M W 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Abbey Lade
PHED 1001	009/24691	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	29/25	PHED 1001	033/80779	M W 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Abbey Lade
PHED 1001	010/78441	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	16/15	PHED 1001	034/61779	M W 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Jessica Harrington, Abbey Lade
PHED 1001	011/19254	M W 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	15/15	PHED 1001	036/23316	T Th 8:00am - 8:50am Room TBA	Belgica Ramirez, Abbey Lade
						PHED 1001	037/66296	T Th 8:00am - 8:50am Room TBA	Belgica Ramirez, Abbey Lade

PHED 1001	039/77046	T Th 9:00am - 9:50am Room TBA	Belgica Ramirez, Dan Tischler, Abbey Lade	1	20/20	PHED 1001	062/61446	T Th 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	16/20
PHED 1001	040/78029	T Th 9:00am - 9:50am Room TBA	Belgica Ramirez, Abbey Lade	1	21/20	PHED 1001	064/80941	T Th 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Jesse Foglia, Abbey Lade	1	23/20
PHED 1001	041/13696	T Th 9:00am - 9:50am Room TBA	Belgica Ramirez, Riza Zalameda, Abbey Lade	1	15/15	PHED 1001	065/12696	T Th 3:10pm - 4:00pm Room TBA	Belgica Ramirez, Anastasia Kirtiklis, Abbey Lade	1	28/25
PHED 1001	043/25504	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Gustavo Leal, Abbey Lade	1	22/17	PHED 1001	067/23346	W 6:30pm - 10:30pm Room TBA	Belgica Ramirez, Peter McKay, Abbey Lade	1	10/15
PHED 1001	044/23317	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	19/25	PHED 1001	068/83029	Th 7:30pm - 10:30pm Room TBA	Belgica Ramirez, Peter McKay, Abbey Lade	1	11/15
PHED 1001	045/68146	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	23/20	PHED 1001	069/69254	Th 9:00pm - 11:30pm Room TBA	Belgica Ramirez, Andrew Laiosa, Abbey Lade	1	18/15
PHED 1001	046/77096	T Th 10:00am - 10:50am Room TBA	Belgica Ramirez, Abbey Lade	1	23/20	PHED 1001	070/76996	T Th 7:00pm - 9:30pm Room TBA	Belgica Ramirez, Abbey Lade	1	10/12
PHED 1001	048/85847	T Th 11:00am - 11:50am Room TBA	Belgica Ramirez, Abbey Lade	1	19/20	PHED 1001	071/78279	F 9:00am - 12:00pm Room TBA	Belgica Ramirez, Amy Weeks, Abbey Lade	1	11/10
PHED 1001	049/96296	T 11:00am - 12:30pm Room TBA	Belgica Ramirez, Abbey Lade	1	13/15	PHED 1001	072/29779	F 10:00am - 12:00pm Room TBA	Belgica Ramirez, Anne Skylis, Abbey Lade	1	18/25
PHED 1001	050/17196	T Th 11:00am - 11:50am Room TBA	Belgica Ramirez, Bonnie Baker, Abbey Lade	1	26/25	PHED 1001	073/78546	F 11:00am - 1:00pm Room TBA	Belgica Ramirez, Anne Skylis, Abbey Lade	1	5/25
PHED 1001	053/70846	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Michael Aufrichtig, Abbey Lade	1	21/18	PHED 1001	074/97146	F 10:00am - 12:00pm Room TBA	Belgica Ramirez, Kenneth Pollard, Abbey Lade	1	28/30
PHED 1001	054/87696	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Bonnie Baker, Abbey Lade	1	23/25	PHED 1001	075/88941	F 10:00am - 2:00pm Room TBA	Belgica Ramirez, Alexander Baum, Abbey Lade	1	34/25
PHED 1001	055/13441	T Th 12:00pm - 12:50pm Room TBA	Belgica Ramirez, Nick Dawe, Abbey Lade	1	20/18	PHED 1001	076/66397	F 10:00am - 2:00pm Room TBA	Belgica Ramirez, Alexander Baum, Abbey Lade	1	4/15
PHED 1001	057/13196	T Th 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Bonnie Baker, Abbey Lade	1	17/25	PHED 1001	077/87046	F 10:30am - 12:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	51/35
PHED 1001	058/21196	T Th 1:10pm - 2:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	26/20	PHED 1001	078/13446	F 11:00am - 1:00pm Room TBA	Gaurav Misra, Abbey Lade	1	25/15
PHED 1001	060/23441	T Th 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	21/20	PHED 1001	079/26196	Sa 8:00am - 4:00pm Room TBA	Belgica Ramirez, Anne Skylis, Abbey Lade	1	37/38
PHED 1001	061/87030	T Th 2:10pm - 3:00pm Room TBA	Belgica Ramirez, Joanne Schickerling, Abbey Lade	1	14/15						

PHED 1001	080/88004	Sa S 8:00am - 4:00pm Room TBA	Belgica Ramirez, Anne Skylis, Abbey Lade, James McDermott	1	38/38
PHED 1001	081/82346		Belgica Ramirez, Abbey Lade	1	10

**PHED OC1002 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 2017: PHED OC1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHED 1002	067/26602	S 9:00am - 12:00pm Room TBA	Belgica Ramirez, Caroline Nichols, Abbey Lade	1	37/35
PHED 1002	070/26600	F 10:00am - 2:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	33/30
PHED 1002	071/26601	F 10:00am - 2:00pm Room TBA	Belgica Ramirez, Abbey Lade	1	11/10
PHED 1002	074/26646	Sa 8:00am - 4:00pm Room TBA	Belgica Ramirez, Anne Skylis, Abbey Lade, Jessica De Palo	1	41/38
PHED 1002	075/26647	Sa S 8:00am - 4:00pm Room TBA	Belgica Ramirez, Anne Skylis, Abbey Lade, James McDermott	1	36/38

**PHED UN1005 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.

**Fall 2016: PHED UN1005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHED 1005	001/21546		Belgica Ramirez, Derek Davis, Abbey Lade	1	8

PHED 1005	002/28529	Belgica Ramirez, Brett Boretti, Abbey Lade	1	5
PHED 1005	003/25941	Belgica Ramirez, Megan Griffith, Abbey Lade	1	11
PHED 1005	004/88441	Belgica Ramirez, James Engles, Abbey Lade	1	10
PHED 1005	005/26029	Belgica Ramirez, Scott Ramsey, Abbey Lade	1	19
PHED 1005	006/88005	Belgica Ramirez, Nicholas Parker, Abbey Lade	1	0
PHED 1005	007/67947	Belgica Ramirez, Scott Alwin, Abbey Lade	1	4
PHED 1005	008/76997	Belgica Ramirez, Nicholas Parker, Abbey Lade	1	14
PHED 1005	009/82646	Belgica Ramirez, Scott Alwin, Abbey Lade	1	12
PHED 1005	010/86196	Belgica Ramirez, Michael Aufrechtig, Abbey Lade	1	8
PHED 1005	011/93146	Belgica Ramirez, Michael Aufrechtig, Abbey Lade	1	6
PHED 1005	012/96446	Belgica Ramirez, Caroline Nichols, Abbey Lade	1	18
PHED 1005	013/76529	Belgica Ramirez, Abbey Lade	1	79
PHED 1005	014/14691	Belgica Ramirez, Amy Weeks, Abbey Lade	1	5
PHED 1005	015/12346	Belgica Ramirez, Richard Mueller, Abbey Lade	1	4

PHED 1005	016/16596		Belgica Ramirez, Abbey Lade	1	16			Derek Davis, Abbey Lade		
PHED 1005	017/22746		Belgica Ramirez, Tracey Bartholomew, Abbey Lade	1	7	PHED 1005	002/26697	Belgica Ramirez, Brett Boretti, Abbey Lade	1	26
PHED 1005	018/12030		Belgica Ramirez, Kevin Anderson, Abbey Lade	1	26	PHED 1005	003/26699	Belgica Ramirez, Megan Griffith, Abbey Lade	1	8
PHED 1005	019/23318		Belgica Ramirez, Abbey Lade	1	3	PHED 1005	004/26746	Belgica Ramirez, Abbey Lade	1	6
PHED 1005	020/63746		Belgica Ramirez, Diana Caskey, Abbey Lade	1	17	PHED 1005	005/26747	Belgica Ramirez, Scott Ramsey, Abbey Lade	1	10
PHED 1005	021/71596		James Bolster, Belgica Ramirez, Abbey Lade	1	14	PHED 1005	006/26748	Belgica Ramirez, Nicholas Parker, Abbey Lade	1	0
PHED 1005	022/73596		Belgica Ramirez, Ilene Weintraub, Abbey Lade	1	7	PHED 1005	007/26798	Belgica Ramirez, Scott Alwin, Abbey Lade	1	3
PHED 1005	023/78246		Bidyut Goswami, Belgica Ramirez, Abbey Lade	1	10	PHED 1005	008/26799	Belgica Ramirez, Nicholas Parker, Abbey Lade	1	12
PHED 1005	024/87546		Belgica Ramirez, Daniel Ireland, Abbey Lade	1	11	PHED 1005	009/26800	Belgica Ramirez, Scott Alwin, Abbey Lade	1	8
PHED 1005	025/18446		Belgica Ramirez, Daniel Ireland, Abbey Lade	1	14	PHED 1005	010/26801	Belgica Ramirez, Michael Aufrechtig, Abbey Lade	1	2
PHED 1005	026/21096		Belgica Ramirez, Brie Katz, Abbey Lade	1	13	PHED 1005	011/26847	Belgica Ramirez, Michael Aufrechtig, Abbey Lade	1	3
PHED 1005	027/25946		Belgica Ramirez, Abbey Lade	1	22	PHED 1005	012/26848	Belgica Ramirez, Caroline Nichols, Abbey Lade	1	4
PHED 1005	028/28196		Belgica Ramirez, Jacques Swanepoel, Abbey Lade	1	4	PHED 1005	013/26849	Belgica Ramirez, Gregory Lamb, Abbey Lade	1	20
PHED 1005	029/20941		Belgica Ramirez, Jacques Swanepoel, Abbey Lade	1	7	PHED 1005	014/26896	Belgica Ramirez, Amy Weeks, Abbey Lade	1	4
<b>Spring 2017: PHED UN1005</b>						PHED 1005	015/26897	Belgica Ramirez, Richard	1	6/998
<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>					
PHED 1005	001/26696		Belgica Ramirez,	1	7					



		Mueller, Abbey Lade			Clark, Abbey Lade
PHED 1005	016/26898	Belgica Ramirez, Abbey Lade	1	16	
PHED 1005	017/26950	Belgica Ramirez, Tracey Bartholomew, Abbey Lade	1	6	
PHED 1005	018/26952	Belgica Ramirez, Kevin Anderson, Abbey Lade	1	6	
PHED 1005	019/26953	Belgica Ramirez, Abbey Lade	1	15	
PHED 1005	020/26954	Belgica Ramirez, Diana Caskey, Abbey Lade	1	17	
PHED 1005	021/26998	James Bolster, Belgica Ramirez, Abbey Lade	1	13	
PHED 1005	022/26999	Belgica Ramirez, Ilene Weintraub, Abbey Lade	1	2	
PHED 1005	023/27003	Bidyut Goswami, Belgica Ramirez, Abbey Lade	1	5	
PHED 1005	024/27047	Belgica Ramirez, Daniel Ireland, Abbey Lade	1	18	
PHED 1005	025/27048	Belgica Ramirez, Daniel Ireland, Abbey Lade	1	22	
PHED 1005	026/27049	Belgica Ramirez, Brie Katz, Abbey Lade	1	2	
PHED 1005	027/27050	Belgica Ramirez, Abbey Lade	1	16	
PHED 1005	028/27096	Belgica Ramirez, Jacques Swanepoel, Abbey Lade	1	2	
PHED 1005	029/27097	Belgica Ramirez, Jacques Swanepoel, Abbey Lade	1	10	
PHED 1005	030/27098	Belgica Ramirez, Cathleen	1	8	

# 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](mailto: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 UN1401 Introduction To Mechanics and Thermodynamics - PHYS UN1402 Introduction To Electricity, Magnetism, and Optics should take PHYS UN2601 Physics, III: Classical and Quantum Waves as the third-semester course.

## Introductory Sequences

### Nonscience Majors:

PHYS UN1001      Physics for Poets

### Preprofessional Students:

PHYS UN1201      General Physics I  
 - PHYS UN1202      and General Physics II

#### Accompanying laboratory course:

PHYS UN1291      General Physics Laboratory  
 - PHYS UN1292      and General Physics Laboratory II

### Engineering and Physical Science Majors:

Select one of the following sequences with accompanying laboratory course:

#### Sequence A:

PHYS UN1401      Introduction To Mechanics and  
 - PHYS UN1402      Thermodynamics  
 - PHYS UN1403      and Introduction To Electricity,  
                                  Magnetism, and Optics  
                                  and Introduction to Classical and  
                                  Quantum Waves

#### Sequence B:

PHYS UN1601      Physics, I: Mechanics and Relativity  
 - PHYS UN1602      and Physics, II: Thermodynamics,  
 - PHYS UN2601      Electricity, and Magnetism  
                                  and Physics, III: Classical and  
                                  Quantum Waves

#### Sequence C:

PHYS UN2801      Accelerated Physics I  
 - PHYS UN2802      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 UN1001, PHYS UN1201, PHYS UN1401 or PHYS UN1601.

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 UN1001, PHYS UN1202, PHYS UN1402 or PHYS UN1602.

## FACULTY PROFESSORS

- Igor Aleiner
- Boris Altshuler
- Elena Aprile
- Dmitri Bassov
- Andrei Beloborodov
- Allan Blaer (*emeritus*)
- Gustaaf Brooijmans
- Norman Christ
- Brian Cole
- Frederik Denef
- Richard Friedberg (*Barnard emeritus*)
- Brian Greene (Mathematics)
- Miklos Gyulassy (*emeritus*)
- Charles J. Hailey
- Timothy Halpin-Healy (Barnard)
- Sven Hartmann (*emeritus*)
- Emlyn Hughes
- Lam Hui
- Laura Kay (Barnard Astronomy)
- Tsung Dao Lee (*emeritus*)
- Szabolcs Marka
- Robert Mawhinney
- Andrew Millis
- Alfred H. Mueller
- Reshmi Mukherjee (Barnard)
- John Parsons
- Aron Pinczuk (Applied Physics)
- Malvin Ruderman
- Frank Sciulli (*emeritus*)
- Michael Shaevitz
- Michael Tuts (Chair)
- Yasutomo Uemura
- Erick Weinberg
- William Zajc

## ASSOCIATE PROFESSORS

- Janna Levin (Barnard)
- Alberto Nicolis
- Abhay Pasupathy
- Ozgur Sahin (Biology)
- Tanya Zelevinsky

## ASSISTANT PROFESSORS

- Cory Dean

- Brian Humensky
- Bradley Johnson
- Georgia Karagiorgi
- Brian Metzger
- Rachel Rosen
- Sebastian Will

## SENIOR LECTURER IN DISCIPLINE

- Jeremy Dodd

## ADJUNCT PROFESSOR

- Morgan May

## LECTURER

- Burton Budick
- Joel Gersten

## ON LEAVE

Tony Heinz

Amber Miller

## 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.

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## 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 UN1401	Introduction To Mechanics and
- PHYS UN1402	Thermodynamics
- PHYS UN2601	and Introduction To Electricity, Magnetism, and Optics and Physics, III: Classical and Quantum Waves

Sequence B:

PHYS UN1601	Physics, I: Mechanics and Relativity
- PHYS UN1602	and Physics, II: Thermodynamics, Electricity, and Magnetism
- PHYS UN2601	and Physics, III: Classical and Quantum Waves

Sequence C: Students with advanced preparation in both physics and mathematics may be eligible to take:

PHYS UN2801	Accelerated Physics I
- PHYS UN2802	and Accelerated Physics II

**Core Physics Courses**

PHYS UN3003	Mechanics
PHYS UN3007	Electricity and Magnetism
PHYS UN3008	Electromagnetic Waves and Optics
PHYS GU4021	Quantum Mechanics
PHYS GU4022	Quantum Mechanics II
PHYS GU4023	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 GU4003	Advanced Mechanics
PHYS W4011	Particle Astrophysics and Cosmology
PHYS GU4018	Solid-State Physics
PHYS GU4019	Mathematical Methods of Physics
PHYS GU4040	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 UN3081	Intermediate Laboratory Work (two semesters)
PHYS UN3083	Electronics Laboratory

Option 2:

PHYS UN3081	Intermediate Laboratory Work (three semesters)
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**Senior Seminar**

PHYS UN3072	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 UN1202 Calculus IV or MATH UN1208 Honors Mathematics B; and MATH UN3027 Ordinary Differential Equations or the equivalent.

Recommended cognate courses: MATH UN2010 Linear Algebra, MATH UN3007 Complex Variables, and MATH UN3028 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 UN1001 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 2017: PHYS UN1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1001	001/22892	M W 2:40pm - 3:55pm 428 Pupin Laboratories	Szabolcs Marka	3	128/140

**PHYS UN1018 Weapons of Mass Destruction. 3 points.**

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 2017: PHYS UN1018**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHYS 1018 001/76198 T Th 2:40pm - Szabolcs 3 155/140  
3:55pm Marka  
301 Pupin  
Laboratories

### PHYS UN1201 General Physics I. 3 points.

Prerequisites: some basic background in calculus or be concurrently taking *MATH V1101x* Calculus I. The accompanying laboratory is PHYS UN1291-UN1292. 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 2016: PHYS UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1201	001/67627	M W 10:10am - 11:25am 301 Pupin Laboratories	Michael Shaevitz	3	161/160
PHYS 1201	002/77017	M W 10:10am - 11:25am 428 Pupin Laboratories	Bradley Johnson	3	105/130
PHYS 1201	003/25267	T Th 6:10pm - 7:25pm 428 Pupin Laboratories	Burton Budick	3	74/130

#### Spring 2017: PHYS UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1201	001/18383	T Th 6:10pm - 7:25pm 301 Pupin Laboratories	Cory Dean	3	112/140

### PHYS UN1202 General Physics II. 3 points.

Prerequisites: This course will use elementary concepts from calculus. Students should therefore have had some high school calculus, or be concurrently enrolled in *MATH V1101*.

Corequisites: Taken with accompanying lab PHYS V1291-2, the sequence PHYS V1201-2 satisfies requirements for medical school.

Electricity, magnetism, optics, and modern physics.

#### Spring 2017: PHYS UN1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1202	001/60626	M W 10:10am - 11:25am 301 Pupin Laboratories	Michael Shaevitz	3	163/160
PHYS 1202	002/63885	M W 10:10am - 11:25am 428 Pupin Laboratories	Jeremy Dodd	3	99/130
PHYS 1202	003/25739	T Th 6:10pm - 7:25pm 428 Pupin Laboratories	Burton Budick	3	50/130

### PHYS UN1291 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 2016: PHYS UN1291

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1291	001/66270	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	002/24116	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	16/15
PHYS 1291	003/18100	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1291	004/62038	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	16/15
PHYS 1291	005/69864	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	8/15
PHYS 1291	007/72524	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	008/64506	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	009/12916	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1291	010/60285	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	15/15
PHYS 1291	011/70739	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	9/15
PHYS 1291	012/23962	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	7/15
PHYS 1291	013/74208	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	014/12033	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	15/15
PHYS 1291	015/22174	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	016/63269	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	15/15
PHYS 1291	017/11825	W 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	7/15
PHYS 1291	018/21879	W 7:30pm - 10:30pm	Giuseppina Cambareri	1	12/15

		5th Flr Pupin Laboratories			
PHYS 1291	019/19062	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	020/72768	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1291	021/20141	Th 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1291	022/15120	Th 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	023/26049	Th 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	024/26232	Th 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	8/15
PHYS 1291	025/12779	F 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1291	026/25096	F 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	11/15

**Spring 2017: PHYS UN1291**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1291	001/61966	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	002/76375	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	9/15
PHYS 1291	003/74858	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	004/64480	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	10/15
PHYS 1291	005/17809	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1291	006/64268	W 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	5/15
PHYS 1291	007/61869	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1291	008/74156	Th 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	10/15
PHYS 1291	009/67925	F 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	7/15

**PHYS UN1292 General Physics Laboratory II. 1 point.**Corequisites: *PHYS W1201x-W1202y*.This course is the laboratory for the corequisite lecture course (*PHYS W1201x-W1202y*) and can be taken only during the same term as the corresponding lecture.**Spring 2017: PHYS UN1292**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1292	001/25415	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1292	002/64628	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	15/15
PHYS 1292	003/74037	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1292	004/77349	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1292	005/64687	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1292	006/10789	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	7/15
PHYS 1292	007/26909	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	15/15
PHYS 1292	008/64016	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1292	009/21826	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	11/15
PHYS 1292	010/67061	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	11/15
PHYS 1292	011/75591	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1292	013/28570	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	15/15
PHYS 1292	014/28837	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	13/15
PHYS 1292	015/63092	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	16/15
PHYS 1292	016/70747	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	15/15
PHYS 1292	017/29301	W 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1292	018/66164	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	15/15

PHYS 1292	019/13901	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	12/15
PHYS 1292	020/67374	Th 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	15/15
PHYS 1292	022/16213	Th 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15
PHYS 1292	023/12305	F 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1	14/15

### PHYS UN1401 Introduction To Mechanics and Thermodynamics. 3 points.

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 2016: PHYS UN1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1401	001/66187	M W 1:10pm - 2:25pm 301 Pupin Laboratories	William Zajc	3	137/160
PHYS 1401	002/64909	T Th 10:10am - 11:25am 428 Pupin Laboratories	Tanya Zelevinsky	3	127/140

### 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 UN1403 Introduction to Classical and Quantum Waves. 3 points.

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 2016: PHYS UN1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1403	001/70598	M W 11:40am - 12:55pm 428 Pupin Laboratories	Gustaaf Brooijmans	3	100/130

### PHYS UN1493 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 2016: PHYS UN1493

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1493	001/14513	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	001/14513	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	002/75921	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	002/75921	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	003/18186	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	003/18186	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	004/71295	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	13/13
PHYS 1493	004/71295	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	13/13
PHYS 1493	005/61116	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13
PHYS 1493	005/61116	W 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13
PHYS 1493	006/66057	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	006/66057	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	007/65479	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	007/65479	Th 4:10pm - 7:10pm	Giuseppina Cambareri,	3	11/13

		5th Flr Pupin Laboratories	Angelo Esposito		
PHYS 1493	008/28795	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	4/13
PHYS 1493	008/28795	Th 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	4/13
PHYS 1493	009/25573	F 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13
PHYS 1493	009/25573	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13
PHYS 1493	010/70269	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	10/13
PHYS 1493	010/70269	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	10/13
PHYS 1493	011/29427	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	011/29427	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	11/13
PHYS 1493	012/65892	T 3:00pm - 3:50pm 301 Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13
PHYS 1493	012/65892	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Angelo Esposito	3	9/13

**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 UN1601 Physics, I: Mechanics and Relativity. 3.5 points.**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 2016: PHYS UN1601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1601	001/26908	T Th 10:10am - 11:25am	Thomas Humensky	3.5	186/200

301 Pupin  
Laboratories

**PHYS UN1602 Physics, II: Thermodynamics, Electricity, and Magnetism. 3.5 points.**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 2017: PHYS UN1602**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1602	001/10916	T Th 10:10am - 11:25am 428 Pupin Laboratories	Thomas Humensky	3.5	120/180

**PHYS W2001 Special Relativity. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

**Not offered during 2016-17 academic year.**

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  $E = mc^2$ .

**PHYS UN2601 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 2016: PHYS UN2601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2601	001/66441	T Th 2:40pm - 3:55pm 329 Pupin Laboratories	Jeremy Dodd	3.5	56

**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 UN2801 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 2016: PHYS UN2801**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2801	001/71180	T Th 10:10am - 12:00pm 329 Pupin Laboratories	Robert Mawhinney	4.5	42

### **PHYS UN2802 Accelerated Physics II. 4.5 points.**

Prerequisites: *PHYS W2801*.

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 2017: PHYS UN2802**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2802	001/14518	T Th 10:10am - 12:00pm 329 Pupin Laboratories	Robert Mawhinney	4.5	35/70

### **PHYS W3002 From Quarks To the Cosmos: Applications of Modern Physics. 3.5 points.**

**Not offered during 2016-17 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 UN3003 Mechanics. 3 points.**

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 2017: PHYS UN3003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3003	001/75008	M W 10:10am - 11:25am 329 Pupin Laboratories	John Parsons	3	47/70

### **PHYS UN3007 Electricity and Magnetism. 3 points.**

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 2016: PHYS UN3007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3007	001/28965	M W 11:40am - 12:55pm 329 Pupin Laboratories	Abhay Pasupathy	3	56

### **PHYS UN3008 Electromagnetic Waves and Optics. 3 points.**

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 2017: PHYS UN3008**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3008	001/20109	M W 2:40pm - 3:55pm 329 Pupin Laboratories	Bradley Johnson	3	45/70

### **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.

**PHYS UN3072 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 2017: PHYS UN3072**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3072	001/27725	M 5:30pm - 6:45pm 814 Pupin Laboratories	Alberto Nicolis	2	6/15
PHYS 3072	002/77416	M 5:30pm - 6:45pm 703 Northwest Corner	Georgia Karagiorgi	2	12/15

**PHYS UN3081 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 2016: PHYS UN3081**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3081	001/70071	M 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Elena Aprile	2	14/15
PHYS 3081	002/25382	Th 2:30pm - 6:20pm Room TBA	Cory Dean	2	2/15
PHYS 3081	003/21157	F 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Morgan May	2	17/15

**Spring 2017: PHYS UN3081**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3081	002/72661	Th 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Elena Aprile	2	11/15
PHYS 3081	003/68328	F 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Morgan May	2	14/15

**PHYS UN3083 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 2017: PHYS UN3083**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3083	001/23354	M W 1:10pm - 4:00pm 513 Pupin Laboratories	John Parsons	3	10/12

**PHYS UN3500 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.

**Fall 2016: PHYS UN3500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3500	001/63144		Jeremy Dodd	3	1

**PHYS UN3900 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.

**Fall 2016: PHYS UN3900**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3900	001/69389		Jeremy Dodd	1-5	14

**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 GU4003 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 2017: PHYS GU4003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4003	001/22513	M W 1:10pm - 2:25pm	Brian Cole	3	32/45

329 Pupin  
Laboratories

**PHYS W4011 Particle Astrophysics and Cosmology. 3 points.**  
**Not offered during 2016-17 academic year.**

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).

**PHYS GU4012 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 2017: PHYS GU4012**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4012	001/72877	M W 11:40am - 12:55pm 414 Pupin Laboratories	William Zajc	3	5/30

**PHYS GU4018 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 2017: PHYS GU4018**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4018	001/29128	T Th 2:40pm - 3:55pm 420 Pupin Laboratories	Aron Pinczuk	3	19/30

**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 GU4019 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 2016: PHYS GU4019**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4019	001/69902	M W 10:10am - 11:25am 420 Pupin Laboratories	Brian Metzger	3	18

**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 GU4021 Quantum Mechanics. 3 points.**

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 2016: PHYS GU4021**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4021	001/73832	T Th 8:40am - 9:55am 329 Pupin Laboratories	Emlyn Hughes	3	54

**PHYS GU4022 Quantum Mechanics II. 3 points.**

Prerequisites: *PHYS UN4021*. 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, and identical particles. Selected phenomena from atomic physics, nuclear

physics, and elementary particle physics are described and then interpreted using quantum mechanical models.

#### Spring 2017: PHYS GU4022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4022	001/64588	T Th 8:40am - 9:55am 329 Pupin Laboratories	Emlyn Hughes	3	53/60

#### 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 GU4023 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 2016: PHYS GU4023

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4023	001/12673	T Th 1:10pm - 2:25pm 329 Pupin Laboratories	Frederik Deneff	3	42

#### PHYS GU4040 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.

#### Fall 2016: PHYS GU4040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4040	001/97194	T Th 10:10am - 11:25am 420 Pupin Laboratories	Rachel Rosen	3	28

#### PHYS W4050 Introduction to Particle Physics. 3 points. Not offered during 2016-17 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 GU4051 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 2016: PHYS GU4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4051	001/76916	M 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Elena Aprile	2	0/0
PHYS 4051	002/12869	Th 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Cory Dean	2	0/0
PHYS 4051	003/75876	F 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Morgan May	2	0/0

#### Spring 2017: PHYS GU4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4051	002/69473	Th 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Elena Aprile	2	0/0
PHYS 4051	003/73559	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. Not offered during 2016-17 academic year.

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](mailto:ajn1@columbia.edu)

**Economics-Political Science Advisers:**

*Economics:* Prof. Susan Elmes, Director of Undergraduate Studies,  
1006 International Affairs Building; [se5@columbia.edu](mailto:se5@columbia.edu)

*Political Science:* Prof. Carlo Prato, 702 International Affairs  
Building; 212-854-3646; [cp2928@columbia.edu](mailto:cp2928@columbia.edu)

**Political Science-Statistics Advisers:**

*Political Science:* Prof. Robert Shapiro, 730 International Affairs  
Building; 212-854-3944; [rys3@columbia.edu](mailto:rys3@columbia.edu)

*Statistics:* Prof. Banu Baydil, 612 West 115th Street, Room  
611; 212-853-1397; [bb2717@columbia.edu](mailto:bb2717@columbia.edu)

*Statistics:* Prof. Ronald Neath, 612 West 115th Street, Room  
612; 212-853-1398; [rcn2112@columbia.edu](mailto:rcn2112@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 UN1201 Introduction To American Government and Politics or POLS UN1501 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](mailto: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 (Anthropology)
- Jean L. Cohen
- 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
- Timothy Frye (Chair)
- Ester Fuchs (School of International and Public Affairs)
- Andrew Gelman (also Statistics)
- Donald P. Green
- Bernard Harcourt (Law)
- Fredrick Harris
- Jeffrey Henig (Teachers College)
- John Huber
- Macartan Humphreys
- Robert Jervis
- David C. Johnston
- Ira Katznelson (also History)
- Sudipta Kaviraj (Middle Eastern, South Asian, and African Studies)
- Mahmood Mamdani (Anthropology)
- Isabela Mares
- 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 (School of International and Public Affairs)
- Robert Y. Shapiro
- Jack Snyder
- Michael Ting (also School of International and Public Affairs)
- Nadia Urbinati
- Gregory Wawro
- Andreas Wimmer (Sociology)
- 

## ASSOCIATE PROFESSORS

- Shigeo Hirano
- Kimuli Kasara
- Jeffrey Lax
- Justin Phillips
- Tonya Putnam
- Johannes Urpelainen

## ASSISTANT PROFESSORS

- Allison Carnegie
- Daniel Corstange (also School of International and Public Affairs)
- Turkuler Isiksel
- John Marshall
- Carlo Prato
- Joshua Simon

## LECTURERS

- Andreas Avgousti
- Kevin Elliott
- Jessica Kimpell Johnson
- Chiara Superti

## VISITING PROFESSORS

- Takako Kobori Hikotani (*2016-2017*)
- Ehud Sommer (*2016-2017*)
- Thomas Lindemann (Fall 2016)

## ON LEAVE

- Profs. Corstange, Doyle, Fortna and Mares (*2016-2017*)
- Profs. Huber and Isiksel (*Fall 2016*)
- Prof. Ting (*Spring 2017*)

## 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>.

#### Policy on Double-Counting Courses

- No course may double-count for two separate majors/concentrations or programs.

#### Policy on Counting Credits outside the Department of Political Science

- Courses taken at other institutions or other Columbia departments may not be used to meet the requirement of a major or concentration in political science without the approval of the Director of Undergraduate Studies or the department's undergraduate adviser. Students should secure such approval in advance of registration.

## Pass/D/Fail and Grading Policy

- A grade of "Pass" is acceptable only for the first course taken toward the major or concentration.
- Students must receive a grade of at least C- in order for a course to count towards the major or concentration.

## AP Credit Policy

- Students who receive transfer credit for one or more AP exams in political science may count a maximum of one AP course toward the major or concentration, contingent upon completing an upper-level (3000 or higher) course with a grade of C or higher in the subfield in which the AP exam was taken. All transfer credits must be approved by the Director of Undergraduate Studies or the undergraduate adviser (<http://bulletin.columbia.edu/columbia-college/departments-instruction/political-science/polisciadvicing@columbia.edu>).

## Transfer Credit Policy

- A maximum of three 3-point or 4-point courses in Political Science may be transferred from other institutions toward the major; a maximum of two courses in Political Science may be transferred toward the concentration and the two interdepartmental joint majors. This includes study abroad and AP credit. All transfer credits must be approved by the Director of Undergraduate Studies or the undergraduate adviser (<http://bulletin.columbia.edu/columbia-college/departments-instruction/political-science/polisciadvicing@columbia.edu>).
- Students wishing to count transfer credits toward the major or concentration should send the Director of Undergraduate Studies their transfer credit report, the syllabi of the courses they want to count toward departmental requirements, and a statement of how they want to apply the transfer credits to the requirements.

## Independent Study Policy

- Independent Study (POLS UN3901 Independent Reading and Research I in the fall or POLS UN3902 Independent Reading and Research II in the spring) taken in fulfillment of course requirements for the major/concentration must be taken for at least 3 points of credit.

## MAJOR IN POLITICAL SCIENCE

### Program of Study

To be planned with the department as soon as the student starts to register for courses toward the major. Students should not wait until they formally declare the major before meeting with an undergraduate adviser during the registration period to plan their programs for the major.

## Course Requirements

Students must choose a **Primary Subfield** and a **Secondary Subfield** to study. The subfields are as follows:

- American Politics (AP)
- Comparative Politics (CP)
- International Relations (IR)
- Political Theory (PT)

The major in political science requires a minimum of 9 courses in political science, to be distributed as follows:

### Introductory Courses

Students must take two of the following introductory courses:

POLS UN1201	Introduction To American Government and Politics
POLS UN1501	Introduction to Comparative Politics
POLS UN1601	Introduction to International Politics
POLS UN1101	Political Theory I

NOTE: Introductory courses taken that do not fit into the Primary or Secondary Subfield will be counted in the Political Science Elective category.

### Primary Subfield

Minimum three courses.

### Minor Subfield

Minimum two courses.

### Seminars

Two 4-point seminars, at least one of which is in the student's Primary Subfield.

(See "Seminars" section below for more information)

### Research Methods \*

Minimum one course in research methods. Courses that satisfy the research methods requirement are:

POLS UN3220	Logic of Collective Choice
POLS UN3704	Data Analysis and Statistics for Political Science Research
POLS W3708	Empirical Research Methods
POLS UN3720	Scope and Methods
POLS GU4710	Principles of Quantitative Political Research
POLS GU4712	Analysis of Political Data
POLS GU4714	Multivariate Political Analysis
POLS GU4730	Game Theory and Political Theory
POLS GU4732	Research Topics in Game Theory
POLS GU4764	Design and Analysis of Sample Surveys
POLS GU4768	Experimental Research: Design, Analysis and Interpretation
POLS GU4790	Advanced Topics in Quantitative Research
POLS GU4792	Advanced Topics in Quantitative Research: Models for Panel and Time-Series Cross-Section Data

### Political Science Electives

Minimum one course (in any subfield).

- \* A student may take another course inside or outside the department that provides relevant training in research methods to satisfy this requirement only with the written permission in advance of the Director of Undergraduate Studies or the department's undergraduate adviser. 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.

### 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 Primary 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

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.

### Course Requirements

For the political science part of the major, students must choose a **Primary Subfield** and a **Secondary Subfield** to study. The corresponding introductory courses in both subfields must be taken, plus two electives in the Primary Subfield and one in the Secondary Subfield. The subfields are as follows:

- American Politics (AP)
- Comparative Politics (CP)
- International Relations (IR)

The economics–political science major requires a minimum of 17 courses in economics, mathematics, statistics, and political science, to be distributed as follows:

#### Core Requirements in Economics

Students must take all of the following core economics courses:

ECON UN1105	Principles of Economics
ECON UN3211	Intermediate Microeconomics
ECON UN3213	Intermediate Macroeconomics
ECON UN3412	Introduction To Econometrics
ECON GU4370	Political Economy

#### Core Requirements in Mathematics and Statistics

Students must take all of the following core mathematics and statistics courses:

MATH UN1101	Calculus I
MATH UN1201	Calculus III
STAT UN1201	Calculus-Based Introduction to Statistics

#### Economics Electives

Students must take two electives at the 3000 level or higher in the Department of Economics.

#### Political Science Courses

Students must choose a Primary Subfield and a Secondary Subfield to study. The subfields are as follows: American Politics (AP), Comparative Politics (CP), International Relations (IR), and Political Theory (PT).

Primary Subfield: Minimum three courses, one of which must be the subfield's introductory course.

Secondary Subfield: Minimum two courses, one of which must be the subfield's introductory course.

#### Seminars

Students must take the following two seminars:

ECPS GU4921	Seminar In Political Economy
and a Political Science Department seminar, in the student's Primary Subfield. Please select one of the following: *	
POLS UN3911	Seminar in Political Theory
or POLS UN3912	Seminar in Political Theory
POLS UN3921	Seminar in American Politics
or POLS UN3922	Seminar in American Politics
POLS UN3951	Seminar in Comparative Politics
or POLS UN3952	Seminar in Comparative Politics
POLS UN3961	Seminar in International Politics
or POLS UN3962	Seminar in International Politics

- \* Students who wish to count toward the political science seminar requirement a course that is not in the above list of approved seminars must obtain permission from the political science Director of Undergraduate studies. Barnard colloquia can count for seminar credit only with the written permission of the Director of Undergraduate Studies. Note that admission to Barnard colloquia is by application to the Barnard political science department only.

## 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.

The political science–statistics major requires a minimum of 15 courses in political science, statistics, mathematics, and computer science, to be distributed as follows:

### POLITICAL SCIENCE

#### Primary Subfield

–Students must choose a Primary Subfield to study. Within the subfield, students must take a minimum of three courses, including the subfield's introductory course. The subfields and their corresponding introductory courses are as follows:

#### American Politics:

POLS UN1201	Introduction To American Government and Politics
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#### Comparative Politics:

POLS UN1501	Introduction to Comparative Politics
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#### International Relations:

POLS UN1601	Introduction to International Politics
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#### Political Theory:

POLS UN1101	Political Theory I
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–Additionally, students must take one 4-point seminar in their Primary Subfield.

#### Research Methods

–Students must take the following two research methods courses:

POLS GU4710	Principles of Quantitative Political Research
or POLS UN3704	Data Analysis and Statistics for Political Science Research
POLS GU4712	Analysis of Political Data

### STATISTICS

–Students must take one of the following sequences:

Sequence A — recommended for students preparing for graduate study in statistics <sup>1</sup>

MATH UN1101	Calculus I
MATH UN1102	Calculus II
MATH UN2010	Linear Algebra
STAT UN1201	Calculus-Based Introduction to Statistics
STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference
STAT GU4205	Linear Regression Models
STAT GU4206	Statistical Computing and Introduction to Data Science

or

Sequence B — recommended for students preparing to apply statistical methods to other fields

STAT UN1101	Introduction to Statistics
STAT UN2102	Applied Statistical Computing
STAT UN2103	Applied Linear Regression Analysis
STAT UN2104	Applied Categorical Data Analysis
STAT UN3105	Applied Statistical Methods
STAT UN3106	Applied Data Mining

#### Statistics Elective

–Students must take an approved elective in a statistics or a quantitatively oriented course in a social science.

- Students taking Statistics Sequence A may replace the mathematics requirements with both MATH UN1207 Honors Mathematics A and MATH UN1208 Honors Mathematics B.

## CONCENTRATION IN POLITICAL SCIENCE

### Program of Study

To be planned with the department as soon as the student starts to register for courses toward the concentration. Students should not wait until they formally declare the concentration before meeting with an undergraduate adviser during the registration period to plan their programs for the concentration.

### Concentration Requirements

Students must choose a **Primary Subfield** and a **Secondary Subfield** to study. The subfields are as follows:

- American Politics (AP)
- Comparative Politics (CP)
- International Relations (IR)
- Political Theory (PT)

The concentration in political science requires a minimum of 7 courses in political science, to be distributed as follows:

#### Introductory Courses

Students must take two of the following introductory courses:



POLS UN1201 Introduction To American Government and Politics

POLS UN1501 Introduction to Comparative Politics

POLS UN1601 Introduction to International Politics

POLS UN1101 Political Theory I

NOTE: Introductory courses taken that do not fit into the Primary or Secondary Subfield will be counted in the Political Science Elective category.

### Primary Subfield

Minimum two courses.

### Secondary Subfield

Minimum two courses.

### Research Methods \*

Minimum one course in research methods. Courses that satisfy the methods requirement are:

POLS UN3220 Logic of Collective Choice

POLS UN3704 Data Analysis and Statistics for Political Science Research

POLS W3708 Empirical Research Methods

POLS UN3720 Scope and Methods

POLS GU4710 Principles of Quantitative Political Research

POLS GU4712 Analysis of Political Data

POLS GU4714 Multivariate Political Analysis

POLS GU4730 Game Theory and Political Theory

POLS GU4732 Research Topics in Game Theory

POLS GU4764 Design and Analysis of Sample Surveys

POLS GU4768 Experimental Research: Design, Analysis and Interpretation

POLS GU4790 Advanced Topics in Quantitative Research

POLS GU4792 Advanced Topics in Quantitative Research: Models for Panel and Time-Series Cross-Section Data

### Political Science Electives

Minimum two courses (in any subfield).

\* A student may take another course inside or outside the department that provides relevant training in research methods to satisfy this requirement only with the written permission in advance of the Director of Undergraduate Studies or the department's undergraduate adviser. 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.

## 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 UN1201 Introduction To American Government and Politics. 4 points.

Lecture and 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 public opinion.

#### Fall 2016: POLS UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1201	001/02110	M W 11:40am - 12:55pm Room TBA	Michael Miller	4	351/380

#### POLS UN3210 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 2017: POLS UN3210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3210	001/11622	T Th 11:40am - 12:55pm 627 Seeley W. Mudd Building	Jeffrey Lax	3	35/40

#### POLS UN3213 American Urban Politics. 3 points.

This course examines the pattern of political development in urban America, as the country's population has grown in urbanized locations. It explores the process by which cities and suburbs are governed, how immigrants and migrants are incorporated, and how people of different races and ethnicities interact in urbanized settings as well as the institutional relations of cities and suburbs with other jurisdictions of government. The course focuses both on the historical as well the theoretical understandings of politics in urban areas.

#### Spring 2017: POLS UN3213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3213	001/73782	M W 6:10pm - 7:25pm 717 Hamilton Hall	Carlos Vargas-Ramos	3	69/70

#### POLS UN3220 Logic of Collective Choice. 3 points.

Much 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 2016: POLS UN3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3220	001/65705	T Th 11:40am - 12:55pm 602 Hamilton Hall	Jeffrey Lax	3	63/70

#### POLS UN3222 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 2016: POLS UN3222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3222	001/68407	T Th 2:40pm - 3:55pm 413 Kent Hall	Gregory Wawro	3	64/70

#### POLS UN3225 American Constitutional History. 3 points.

This course looks at key developments of American History through the prism of Supreme Court decisions and their aftermath. A. How did the Supreme Court reflect, and affect, and effect, historic patterns of U.S. growth, expansion and development? B. How did the Supreme Court respond to, or exacerbate, crises in U.S. history, and how did it impact the legal and economic framework that underpins what the U.S. has become, and is becoming? C. How did the perception of individual and collective rights and liberties, and of the function and role of governments -- both federal and state -- evolve over time?

#### Spring 2017: POLS UN3225

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3225	001/85784	T Th 1:10pm - 2:25pm 703 Hamilton Hall	Robert Tortoriello	3	23/30

#### POLS UN3235 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 2017: POLS UN3235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3235	001/71551	T Th 2:40pm - 3:55pm 313 Fayerweather	Irwin Gertzog	3	60/70

#### POLS UN3260 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 2016: POLS UN3260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3260	001/68061	M W 2:40pm - 3:55pm 516 Hamilton Hall	Vanessa Perez, Rodolfo de la Garza	3	27/30

#### POLS UN3285 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 2016: POLS UN3285

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3285	001/77383	M W 4:10pm - 5:25pm 501 Schermerhorn Hall	Lee Bollinger	3	98/135

#### POLS UN3290 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.

711 International  
Affairs Bldg

#### Fall 2016: POLS UN3290

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3290	001/66239	T Th 8:40am - 9:55am 407 International Affairs Bldg	Robert Erikson	3	56/64

#### POLS GU4240 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 2016: POLS GU4240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4240	001/12800	T 12:10pm - 2:00pm 711 International Affairs Bldg	Fredrick Harris	4	17/18

## AMERICAN POLITICS SEMINARS

#### POLS UN3921 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 2016: POLS UN3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3921	002/77688	T 10:10am - 12:00pm 711 International Affairs Bldg	Shigeo Hirano	4	12/18
POLS 3921	003/12168	T 6:10pm - 8:00pm 501 International Affairs Bldg	Martha Zebrowski	4	7/18
POLS 3921	004/16238	W 12:10pm - 2:00pm 711 International Affairs Bldg	Brigitte Nacos	4	25/18
POLS 3921	005/76806	Th 4:10pm - 6:00pm 317 Hamilton Hall	Robert Amdur	4	23/18
POLS 3921	006/10052	W 4:10pm - 6:00pm 711 International Affairs Bldg	Justin Phillips	4	15/18
POLS 3921	007/76596	M 12:10pm - 2:00pm	Judith Russell	4	19/18

#### POLS UN3922 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 2017: POLS UN3922

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3922	001/70087	Th 12:10pm - 2:00pm 711 International Affairs Bldg	Fredrick Harris	4	19/18
POLS 3922	002/25824	T 12:10pm - 2:00pm 418 International Affairs Bldg	Brigitte Nacos	4	28/18
POLS 3922	003/64572	Th 4:10pm - 6:00pm 317 Hamilton Hall	Robert Amdur	4	24/18
POLS 3922	004/71623	T 6:10pm - 8:00pm 711 International Affairs Bldg	Martha Zebrowski	4	8/18
POLS 3922	005/19072	Th 2:10pm - 4:00pm 711 International Affairs Bldg	John Sivoletta	4	17/18
POLS 3922	006/60039	M 12:10pm - 2:00pm 711 International Affairs Bldg	Judith Russell	4	16/18
POLS 3922	007/15421	W 10:10am - 12:00pm 270b International Affairs Bldg	Robert Erikson	4	16/18
POLS 3922	008/74094	W 2:10pm - 4:00pm 1302 International Affairs Bldg	Shigeo Hirano	4	9/18
POLS 3922	009/67835	T 2:10pm - 4:00pm 711 International Affairs Bldg	Robert Shapiro	4	17/18

#### POLS UN3930 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 2016: POLS UN3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3930	001/62640	Th 2:10pm - 4:00pm 711 International Affairs Bldg	Sidney Rosdeitcher	4	17/18

## COMPARATIVE POLITICS

### **POLS UN1501 Introduction to Comparative Politics. 4 points.**

This course provides a broad overview of the comparative politics subfield by focusing on important substantive questions about the world today. The course is organized around four questions. First, why can only some people depend upon the state to enforce order? Second, how can we account for the differences between autocracies and democracies? Third, what different institutional forms does democratic government take? Finally, are some institutions more likely than others to produce desirable social outcomes such as accountability, redistribution, and political stability?

#### Spring 2017: POLS UN1501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1501	001/18903	M W 10:10am - 11:25am Ren Kraft Center	Kimuli Kasara	4	117/140

### **POLS UN3528 New and Old Forms of Political Protest. 3 points.**

This course will introduce the students to the important topic of political protest. Each week we will address different aspects of the phenomenon: from the determinant to the actors and strategies of protest. We will discuss how the forms of protest have changed and the current role of the internet in general and social media in particular. Finally, we will discuss the role of the state and state repression, in particular censorship in the dynamics of protest. Since this is a comparative politics course, we will cover a range of different countries, including the United States, as well as both democratic and authoritarian regimes.

### **POLS UN3535 Comparative Political Economy. 3 points.**

This course aims to illuminate how political institutions and behavior shape economic outcomes, and vice versa, across the world today. Students will use economic modes of analysis to draw comparisons both within and across a diverse set of nations ranging from established democracies like the U.S. to nascent democracies like Afghanistan. The main focus will be on how the incentives facing individuals drive differences in economic development, democratic representation and voter participation in both developed and developing contexts. Starting at the level of national political systems, before analyzing the internal workings of institutions and the behavior of voters that

underpin democratic systems, students will grapple with major contemporary debates including. The course will familiarize students with central political economy concepts—such as credible commitment, rent-seeking, electoral accountability and the collective action problem—as well as frontier empirical findings and methods shaping how we think about the interrelation of politics and economics. These powerful concepts and tools will empower students to think analytically, analyze macro phenomena in terms of micro-level incentives, and apply theoretical frameworks to answer specific questions in this course and beyond. Familiarity with introductory economics and statistics are encouraged.

#### Fall 2016: POLS UN3535

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3535	001/72785	M W 4:10pm - 5:25pm 503 Hamilton Hall	John Marshall	3	30/40

### **POLS UN3545 Comparative Democratic Politics. 3 points.**

Prerequisites: a statistical methods course such as *POLS W3704*, *POLS W3720*, *POLS W3721*, *POLS W4710* 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.

#### Spring 2017: POLS UN3545

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3545	001/64783	M W 11:40am - 12:55pm 503 Hamilton Hall	Hande Mutlu-Eren	3	16/30

### **POLS GU4405 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 2017: POLS GU4405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4405	001/23960	M 6:10pm - 8:00pm 304 Hamilton Hall	Duncan McCargo	4	18/18

#### POLS GU4406 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 2017: POLS GU4406

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4406	001/22937	W 12:10pm - 2:00pm 413 International Affairs Bldg	Boshu Zhang	4	14/25

#### POLS GU4407 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 2016: POLS GU4407

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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POLS 4407	001/73883	W 12:10pm - 2:00pm 511 Hamilton Hall	Boshu Zhang	4	19/25
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#### POLS GU4433 Israel 20 Years After Rabin. 4 points.

20 years after the assassination of Prime Minister Rabin, democracy is still thriving in Israel. The more than six decades of Israel's democratic system of government, under intense external and internal pressures, have been facilitated by four major characteristics of its society and politics. First, a cultural aspect: a commitment to a national coalescent orientation on the part of the majority of Israeli population, stemming from sentiments of Jewish solidarity and from the tradition of multi party democratic politics inherited from the Yishuv, the Jewish community in Palestine prior to 1948. Second, a structural aspect: multiplicity of crosscutting social cleavages that provide for the diffusion of tensions stemming from internal social conflict. Third, an economic aspect: availability of external resources such as US foreign aid programs, German reparations and Jewish donations. Those made it possible to allocate resources beyond what was extracted from society. And, forth, a political aspect: oligarchic inclinations of political elites composed of professional politicians, whose common interests have been to avoid ideological controversies and political confrontations among themselves

#### Fall 2016: POLS GU4433

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4433	001/20847	M 10:10am - 12:00pm 501 International Affairs Bldg	Ehud Sommer	4	15/18

#### POLS GU4434 Ethnic Politics Across Post-Soviet 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 2017: POLS GU4434

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4434	001/66329	Th 2:10pm - 4:00pm 1219 International Affairs Bldg	Elise Giuliano	4	19/25

#### **POLS GU4449 Cleavages, Conflicts and Bridges in Israeli Politics and Foreign Policy. 4 points.**

Prerequisites: INSTRUCTOR PERMISSION REQUIRED  
Conflicts, cleavages and contentiousness are a common feature of a democratic system of government in general. In this respect Israel is no exception. Apart from being the Start Up

Nation and the Holy Land, in the minds of many around the world Israel is associated with conflict. Indeed, both internally and externally, Israeli politics is suffused with conflict and continuously has to live up to the challenge of preserving democracy in the presence of conflict. The achievements of Israel in the political, economic, international and social arenas were facilitated by the emergence of a pattern of politics, indeed, a political culture, that puts a strong emphasis on the pursuit of political accommodation among social groupings, political parties and

ideological strands even at the expense of compromising their respective manifest interests, aspirations and programs. Moreover, the mobilization capabilities of Israel's governments have been remarkable by any standard. They were capable of inducing the citizens to accept willingly such burdens as high taxation, harsh economic measures and long conscript and reserve military service. Israel has done all these without loss of public support for its central political and social institutions.

This class will focus on conflicts, external and internal. We will examine social, economic and political cleavages within the state of Israel. We will study the Arab-Israeli conflict and in particular the interaction of Israel with the Palestinians over the years. Finally, we will examine broader circles in which Israeli foreign policy applies and in particular in the context of US-Israel relations and in regional conflicts in the aftermath of the Arab Spring and the Iran Deal.

#### Spring 2017: POLS GU4449

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4449	001/11097	M 10:10am - 12:00pm 511 Hamilton Hall	Ehud Sommer	4	18/18

#### **POLS GU4461 Latin American Politics. 4 points.**

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., Discussion Section Required

This is a lecture class that seeks to introduce students to social scientific analysis while discuss the shifting dynamics of political representation in Latin America. In analyzing political representation in the region, it focuses on demands for political inclusion by different actors and how they were resisted or accepted by established elites in a process that moved from regime change to electoral rotation in power. The course covers these political dynamics and their institutional consequences since the onset of the twentieth century, starting with the Mexican Revolution, until the contemporary period where democracy is the predominant form of government and elections a crucial tool for social and political change. While analyzing the politics of Latin America, we will cover important political science concepts associated with democratic representation, social inclusion and the rule of the law, such as social movement mobilization, political regime change, presidentialism, political party systems, political identities, state capacity, and institutional weakness.

#### Fall 2016: POLS GU4461

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4461	001/68378	T Th 10:10am - 11:25am 601 Fairchild Life Sciences Bldg	Maria Victoria Murillo	4	66/70

#### **POLS GU4473 Political Transitions in Southeast Asia. 4 points.**

What political direction is Southeast Asia taking? Over the past two decades, Indonesia has been transformed from a military-dominated semi-authoritarian state to the region's most vigorous and open political order. Meanwhile Thailand has experienced two military coups since 2006, and early patterns of political liberalization seem to be unraveling. And Burma has gone from international pariah to prospective new democracy.

Is it possible to see any overall regional trends? Are teleological assumptions of the inexorable rise of democracy being vindicated – or does much of the evident point in just the opposite direction? The module will examine the nature of transitions (and attempted transitions) to more open political systems in Southeast Asia, with a primary focus on Burma, Indonesia, and Thailand. After a brief review of the three cases, the course will adopt a thematic approach, first reviewing the character of the state, including national mythologies, the military and the relations between capital city and provinces. It will then explore aspects of transition, including the changing political economy, the

rise of electoral politics, the role of religion and media, and the phenomenon of rally politics. Challenges to national elites from the regions will also be closely scrutinised. 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 2017: POLS GU4473

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4473	001/13282	M 12:10pm - 2:00pm 613 Hamilton Hall	Duncan McCargo	4	11/18

#### POLS GU4496 Contemporary African Politics. 3 points.

This course aims to teach students what, if any, answers social scientists have to the questions that concern anyone with an interest in African politics: 1) Why have democratic governments flourished in some countries and not others? 2) What institutions may enable Africans to hold their leaders accountable? 3) How do people participate in politics? 4) In what ways do aspiring African political leaders build public support? 5) To what extent does persistent poverty on the continent have political causes? and 6) Why is violence used to resolve some political disputes and not others?

#### Fall 2016: POLS GU4496

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4496	001/74983	M W 10:10am - 11:25am 1219 International Affairs Bldg	Kimuli Kasara	3	18/25

## COMPARATIVE POLITICS SEMINARS

#### POLS UN3951 Seminar in Comparative Politics. 4 points.

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: *POLS VI501* 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 2016: POLS UN3951

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3951	001/84033	Th 12:10pm - 2:00pm 501 International Affairs Bldg	Chiara Superti	4	5/18
POLS 3951	002/27194	T 12:10pm - 2:00pm 501 International Affairs Bldg	Dawn Brancati	4	9/18

#### POLS UN3952 Seminar in Comparative Politics. 4 points.

Seminar in Comparative Politics. Interested students must attend the first class meeting after which the instructor will decide whom to admit.

#### Spring 2017: POLS UN3952

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3952	001/72803	T 4:10pm - 6:00pm 418 International Affairs Bldg	John Marshall	4	19/18

## INTERNATIONAL RELATIONS

#### POLS UN1601 Introduction to International Politics. 4 points.

Discussion Section Required

Lecture and discussion. The basic setting and dynamics of global politics, with emphasis on contemporary problems and processes.

#### Fall 2016: POLS UN1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1601	001/04589	M W 2:40pm - 3:55pm 202 Altschul Hall	Kimberly Marten	4	164/175

#### Spring 2017: POLS UN1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1601	001/61729	M W 4:10pm - 5:25pm 417 International Affairs Bldg	Robert Jervis	4	197/300

#### POLS UN3625 Rising Great Powers in International Relations. 3 points.

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.

#### Spring 2017: POLS UN3625

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3625	001/28376	M W 10:10am - 11:25am 702 Hamilton Hall	Jack Snyder	3	64/70

#### POLS UN3630 Politics of International Economic Relations. 3 points.

Discussion Section Required

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 2016: POLS UN3630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3630	001/64283	T Th 11:40am - 12:55pm 702 Hamilton Hall	Jennifer Dwyer	3	54/70

#### POLS UN3645 ADV IN INT'L POLITICAL ECON. 3 points.

This course examines the relationship between domestic and international politics and economic relations between countries. It addresses questions such as: Why do some countries promote globalization while others resist it? Why do some countries adopt inefficient economic policies? We will explore these questions and others by focusing on topics such as international trade, foreign aid, investment, and the

environment. For each topic, we will explore a variety of theoretical lenses and then examine the evidence in favor of each. More generally, the course will consider the challenges of drawing causal inferences in the field of international political economy. There are no prerequisites for this course but an introductory economics course would be helpful. Students will write a short reading response each week and produce a research proposal for studying a topic related to political economy, though they do not need to actually conduct this research.

#### Fall 2016: POLS UN3645

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3645	001/88152	T Th 8:40am - 9:55am 1302 International Affairs Bldg	Allison Carnegie	3	10/30

#### POLS UN3680 Topics in International Security. 3 points.

This course explores how and why states and non-state actors use violent and non-violent strategies in international politics. While not all topics in international security can be covered thoroughly in one semester, this course will give a sampling of many of the topics, including military doctrines and strategies, diplomatic policies, social forces, civil wars, and roles of individuals. Though historical and current events will be used as examples to illustrate how various theories work, students should keep in mind that this is not a course on current events.

#### POLS UN3690 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 2017: POLS UN3690

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3690	001/72875	M W 8:40am - 9:55am 413 International Affairs Bldg	Tonya Putnam	4	42/60

#### POLS GU4845 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 2017: POLS GU4845

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4845	001/20024	M 10:10am - 12:00pm 253 Engineering Terrace	Charles Freilich	4	15/20

#### POLS GU4871 Chinese Foreign Policy. 4 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 2017: POLS GU4871

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4871	001/28140	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Andrew Nathan	4	160/170

#### POLS GU4895 War, Peace, and Strategy. 4 points.

Discussion Section Required

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 2016: POLS GU4895

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4895	001/15300	M W 11:40am - 12:55pm 417 International Affairs Bldg	Richard Betts	4	61

## INTERNATIONAL RELATIONS SEMINARS

#### POLS UN3961 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 2016: POLS UN3961

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3961	001/20570	T 4:10pm - 6:00pm 1302 International Affairs Bldg	Richard Betts	4	16/18
POLS 3961	002/66798	W 2:10pm - 4:00pm 501b International Affairs Bldg	Shahrough Akhavi	4	9/18
POLS 3961	003/94697	W 2:10pm - 4:00pm 1219 International Affairs Bldg	Rajan Menon	4	11/18
POLS 3961	004/13788	W 10:10am - 12:00pm 214 Zankel	Albert Bininachvili	4	17/18
POLS 3961	005/23248	F 12:10pm - 2:00pm 501 International Affairs Bldg	Andrew Cooper	4	12/18

POLS 3961	006/23901	T 2:10pm - 4:00pm 1302 International Affairs Bldg	Robert Jervis	4	15/18
POLS 3961	007/21748	Th 10:10am - 12:00pm 711 International Affairs Bldg	Jack Snyder	4	13/18

#### POLS UN3962 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 2017: POLS UN3962

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3962	001/23566	M 2:10pm - 4:00pm 1219 International Affairs Bldg	Johannes Urpelainen	4	11/18
POLS 3962	002/74671	W 12:10pm - 2:00pm 402b International Affairs Bldg	Dawn Brancati	4	18/18
POLS 3962	003/68867	Th 4:10pm - 6:00pm 711 International Affairs Bldg	Andrew Cooper	4	11/18
POLS 3962	004/60674	W 6:10pm - 8:00pm 711 International Affairs Bldg	Brooke Greene	4	23/18
POLS 3962	005/72729	W 12:10pm - 2:00pm 711 International Affairs Bldg	Jean Krasno	4	14/18
POLS 3962	006/71331	M 6:10pm - 8:00pm 711 International Affairs Bldg	Rebecca Murphy	4	19/18
POLS 3962	007/19213	M 12:10pm - 2:00pm 405 International Affairs Bldg	Linda Kirschke	4	10/18

## POLITICAL THEORY

#### POLS UN3100 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 2017: POLS UN3100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3100	001/16185	M W 2:40pm - 3:55pm 209 Havemeyer Hall	David Johnston	3	89/100

**POLS UN3122 Citizenship, Rights, and Immigration. 3 points.**

Our political discourse is inundated with talk of citizenship. In this course we will examine various theories of citizenship, paying particular attention to the way the increasing complexity and multiculturalism of societies have challenged our understanding of this concept. We will also consider how different conceptions of citizenship address the challenges raised by both global and local forces. After an overview of different theories of citizenship, we explore the debates about political rights and representation for oppressed groups and minorities and consider the nationalist and cosmopolitan understandings of civic identity. What should be the criteria for citizenship? What rights should citizens have? Does citizenship require boundaries? Does democratic citizenship demand a particular kind of patriotism? What rights should illegal immigrants have? What role does the court play in defining citizenship rights? Can there be global or transnational citizenship? Though the primary focus will be to explore normative theories of citizenship, we will briefly consider how the European Union and the United States are dealing with some of the pressing issues regarding citizenship: immigration and assimilation.

**Spring 2017: POLS UN3122**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3122	001/29703	T Th 11:40am - 12:55pm 516 Hamilton Hall	Maria Kowalski	3	24/30

**POLS UN3170 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.

**Spring 2017: POLS UN3170**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3170	001/17084	M W 10:10am - 11:25am 602 Northwest Corner	Jessica Kimpell	3	27/30

**POLS UN3190 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.

**Fall 2016: POLS UN3190**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3190	001/23861	T Th 6:10pm - 7:25pm 304 Hamilton Hall	Jessica Kimpell	3	24/30

**POLS GU4110 Recent Continental Political Thought. 4 points.**

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.

**Fall 2016: POLS GU4110**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4110	001/61416	W 2:10pm - 4:00pm 1201 International Affairs Bldg	Jean Cohen	4	11/18

**POLS GU4134 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 2017: POLS GU4134**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4134	001/18122	M W 2:40pm - 3:55pm 558 Ext Schermerhorn Hall	Nadia Urbinati	4	32/40

**POLITICAL THEORY SEMINARS****POLS UN3911 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 2016: POLS UN3911

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3911	001/26396	M 12:10pm - 2:00pm 501 International Affairs Bldg	Luise Papcke	4	9/18
POLS 3911	002/65045	M 4:10pm - 6:00pm 711 International Affairs Bldg	Jon Elster	4	14/18

#### POLS UN3912 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 2017: POLS UN3912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3912	001/12128	M 2:10pm - 4:00pm 711 International Affairs Bldg	Jean Cohen	4	8/18
POLS 3912	002/77011	W 2:10pm - 4:00pm 711 International Affairs Bldg	Jean Cohen	4	12/18

## METHODS

#### POLS UN3220 Logic of Collective Choice. 3 points.

Much 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 2016: POLS UN3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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POLS 3220	001/65705	T Th 11:40am - 12:55pm 602 Hamilton Hall	Jeffrey Lax	3	63/70
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#### POLS UN3704 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 2017: POLS UN3704

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3704	001/26964	T Th 8:40am - 9:55am 209 Havemeyer Hall	Robert Shapiro	3	102/100

#### POLS UN3720 Scope and Methods. 3 points.

This class introduces students to a variety of statistical methods used to investigate political phenomena. We will address the principles behind these methods, their application, and their limitations. The course aims to provide anyone interested in political science with a proficient understanding of the intuitions behind several of the methods most commonly used to analyze political data and identify causal paths. By the end of the course, students will have acquired important analytical and practical skills and will be able to evaluate the quality and reliability of scholarly and journalistic work done using quantitative methods. Students will also learn basic statistical software skills (R).

#### Spring 2017: POLS UN3720

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3720	001/20931	T Th 4:10pm - 5:25pm 703 Hamilton Hall	Chiara Superti	3	44/40

#### POLS GU4710 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 2016: POLS GU4710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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POLS 4710 001/23131 M W 8:40am - Mark 4 63/68  
9:55am Lindeman  
310 Fayerweather

### **POLS GU4712 Analysis of Political Data. 4 points.**

Prerequisites: *POLS W4710* 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 2017: POLS GU4712**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4712	001/23188	T Th 10:10am - 11:25am 420 Pupin Laboratories	Mark Lindeman	4	28/70

### **POLS GU4714 Multivariate Political Analysis. 4 points.**

Prerequisites: basic data analysis and knowledge of basic calculus and matrix algebra OR concurrent enrollment in *POLS W4760*. 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 W4710* and *W4712*.

#### **Fall 2016: POLS GU4714**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4714	001/78443	M W 11:40am - 12:55pm 603 Hamilton Hall	Benjamin Goodrich	4	13/40

### **POLS GU4730 Game Theory and Political Theory. 4 points.**

Prerequisites: *POLS W4760* 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 2017: POLS GU4730**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4730	001/28274	T Th 8:40am - 9:55am 304 Hamilton Hall	John Huber	4	19/40

### **POLS GU4732 Research Topics in Game Theory. 4 points.**

Discussion Section Required

Prerequisites: *POLS W4730* 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 2016: POLS GU4732**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4732	001/92346	M W 4:10pm - 5:25pm 404 International Affairs Bldg	Carlo Prato	4	14

### **POLS GU4764 Design and Analysis of Sample Surveys. 4 points.**

Prerequisites: basic statistics and regression analysis (for example: *POLS 4712*, *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.

### **POLS GU4768 Experimental Research: Design, Analysis and Interpretation. 4 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 2017: POLS GU4768**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4768	001/11156	T Th 7:40pm - 8:55pm 304 Hamilton Hall	Donald Green	4	19/40

### **POLS GU4790 Advanced Topics in Quantitative Research. 4 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.

### **POLS GU4792 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 2016: POLS GU4792**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4792	001/12762	T Th 10:10am - 11:25am	Gregory Wawro	4	22



327 Seeley W. Mudd  
Building

POLS 3902 010/63058

Sharyn 1-6 1  
O'Halloran

## SENIOR HONORS SEMINAR

### **POLS UN3998 Senior Honors Seminar. 4 points.**

Prerequisites: admission to the departmental honors program.  
A two-term seminar for students writing the senior honors thesis.

#### **Fall 2016: POLS UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3998	001/69969	F 9:00am - 10:50am 711 International Affairs Bldg	Macartan Humphreys	4	15/20

### **POLS UN3999 Senior Honors Seminar. 4 points.**

Prerequisites: admission to the departmental honors program.  
A two-term seminar for students writing the senior honors thesis.

#### **Spring 2017: POLS UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3999	001/71033	F 9:00am - 10:50am Room TBA	Macartan Humphreys	4	13/18

## INDEPENDENT READING AND RESEARCH

### **POLS UN3901 Independent Reading and Research I. 1-6 points.**

#### **Fall 2016: POLS UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3901	001/66081		Gregory Wawro	1-6	0
POLS 3901	002/68449		Andrew Nathan	1-6	3
POLS 3901	003/83100		Andrew Cooper	1-6	2

### **POLS UN3902 Independent Reading and Research II. 1-6 points.**

#### **Spring 2017: POLS UN3902**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3902	001/77027		Andrew Nathan	1-6	3/1
POLS 3902	002/10287		Andrew Cooper	1-6	2
POLS 3902	003/71351		Sudipta Kaviraj	1-6	1
POLS 3902	004/71396		Justin Phillips	1-6	1
POLS 3902	005/12402		Jon Elster	1-6	1
POLS 3902	006/28548		Bernard Harcourt	1-6	1
POLS 3902	007/29646		Carlos Vargas- Ramos	1-6	1
POLS 3902	008/28300		Brigitte Nacos	1-6	3
POLS 3902	009/76096		Paula Franzese	1-6	1

## OF RELATED INTEREST

### **Economics**

ECPS GU4921	Seminar In Political Economy
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### **Human Rights**

HRTS UN3001	Introduction to Human Rights
HRTS W3930	International Humanitarian Law and Human Rights

# PSYCHOLOGY

**Departmental Office:** 406 Schermerhorn; 212-854-3608  
<https://psychology.columbia.edu/>

## Directors of Undergraduate Studies:

### *Psychology Major and Concentration:*

Prof. Patricia Lindemann, 358E Schermerhorn Extension;  
 212-854-8285; pgl2@columbia.edu  
 Prof. Katherine Fox-Glassman, 314 Schermerhorn;  
 212-854-4550; kjt2111@columbia.edu  
 Prof. Nim Tottenham, 355D Schermerhorn Extension;  
 212-854-1925; nlt7@psych.columbia.edu (nlt7@columbia.edu)

### *Neuroscience and Behavior Major:*

*Psychology:* Prof. Carl Hart 401D Schermerhorn; 212-851-9421;  
 clh42@columbia.edu (fchampag@psych.columbia.edu)  
*Psychology:* Prof. James Curley, 317 Schermerhorn;  
 212-854-7033; jc3181@columbia.edu  
*Psychology:* Prof. Caroline Marvin, 355B Schermerhorn Extension;  
 212-851-2795; cbm2118@columbia.edu  
*Biology:* Prof. Jian Yang, 917A Fairchild; 212-854-6161;  
 jy160@columbia.edu  
*Biology:* Prof. Deborah Mowshowitz, 744 Mudd; 212-854-4497;  
 dbm2@columbia.edu

## Director of Instruction:

Prof. Lois Putnam, 314 Schermerhorn;  
 212-854-4550; putnam@psych.columbia.edu

## Directors of Psychology Honors Program:

Prof. Kevin Ochsner, 369 Schermerhorn Extension;  
 212-851-9348; ochsner@psych.columbia.edu  
 Prof. Nim Tottenham, 355D Schermerhorn Extension;  
 212-854-1925; nlt7@columbia.edu

**Preclinical Adviser:** Prof. E'mett McCaskill, 415O Milbank;  
 212-854-8601; emccaski@barnard.edu

**Administrative Coordinator:** Joanna Borchert-Kopczuk, 406  
 Schermerhorn; 212-854-3940; jb2330@columbia.edu

**Undergraduate Curriculum Assistant:** Kathe Blydenburgh, 406  
 Schermerhorn; 212-854-8859; uca@psych.columbia.edu

**Undergraduate InfoPack:** <http://dept.psych.columbia.edu/dept/ugrad/infopack.html>

The Department of Psychology (<https://psychology.columbia.edu>) offers students a balanced curriculum in psychological science, including research methods, cognition, neuroscience, developmental, social, 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 (<https://psychology.columbia.edu/content/psychology-program-goals>) 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 (<https://psychology.columbia.edu/content/psychology-program-goals>) are introduced in PSYC UN1001 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 (1600-level) 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 UN1001 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 (<https://psychology.columbia.edu/content/research-opportunities>) within the Department of Psychology. Students may volunteer to work in a lab, register for supervised individual research (PSYC UN3950 Supervised Individual Research), or participate in the department's two-year honors program. Information on faculty research (<https://psychology.columbia.edu/content/faculty>) is available on the departmental website. Students are advised to read about research laboratories on faculty lab sites (<https://psychology.columbia.edu/content/lab-websites>) and visit the professor's office hours 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 Program Planning Tips (<https://psychology.columbia.edu/content/program-planning-tips>).

All majors and concentrators in psychology and majors in neuroscience and behavior should complete a Major Requirement Checklist (<https://psychology.columbia.edu/content/major-concentration-requirement-checklists>) before consulting a program adviser to discuss program plans and must submit a Major Requirement Checklist (<https://psychology.columbia.edu/content/major-concentration-requirement-checklists>) 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://dept.psych.columbia.edu/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 (<https://psychology.columbia.edu/content/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://dept.psych.columbia.edu/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](mailto: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 UN1001 The Science of Psychology and PSYC UN1010 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 UN1001 The Science of Psychology first. The *1400s* contain the research methods laboratory courses, and the *1600s* contain statistics courses; these two course types are designed to prepare students for the types of research found in many psychology and neuroscience labs.

- The *2000*-level contains lecture courses that are introductions to areas within psychology; most require PSYC UN1001 The Science of Psychology or PSYC UN1010 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 *3900s* 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 (*2200s*, *3200s*, and *4200s*),
2. psychobiology and neuroscience (*2400s*, *3400s*, and *4400s*), and
3. social, personality, and abnormal (*2600s*, *3600s*, and *4600s*).

Note that Barnard psychology courses do not follow the same numbering scheme.

## HONORS PROGRAM

The department offers a two-year Honors Program (<https://psychology.columbia.edu/content/honors-program>), 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 UN3920 Honors Research and simultaneously participate in an honors research course (PSYC UN3920 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 *Honors Research* courses. Interested students should apply at the end of their sophomore year. Instructions and an application form ([https://docs.google.com/a/columbia.edu/forms/d/1FAIpQLScOHu4iU\\_rteilvUy7AfoseSk4EQ2PeSCt5Td6SoOj7QtPtZQ/viewform?c=0&w=1](https://docs.google.com/a/columbia.edu/forms/d/1FAIpQLScOHu4iU_rteilvUy7AfoseSk4EQ2PeSCt5Td6SoOj7QtPtZQ/viewform?c=0&w=1)) are available on the departmental website (<https://psychology.columbia.edu/content/honors-program>). 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 UN1001	The Science of Psychology
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A course in statistics such as one of the following:

PSYC UN1610	Introductory Statistics for Behavioral Scientists
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PSYC UN1660	Advanced Statistical Inference
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STAT UN1001	Introduction to Statistical Reasoning
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STAT UN1101	Introduction to Statistics
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STAT UN1201	Calculus-Based Introduction to Statistics
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A laboratory course in research methods such as one of the following:

PSYC UN1420	Experimental Psychology: Human Behavior
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PSYC UN1450	Experimental Psychology: Social Cognition and Emotion
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PSYC UN1455	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 UN3950 Supervised Individual Research. Students are encouraged to apply for the Psychology Honors Program at the end of their sophomore year.

Students interested in clinical psychology should obtain experience working in a community service program in addition to supervised individual research experience. Students should consult the department's pre-clinical adviser, Prof. E'mett McCaskill (<https://psychology.columbia.edu/content/emett-mccaskill>), 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://dept.psych.columbia.edu/dept/ugrad/curriculum.html#grad>).

## ON-LINE INFORMATION

The Department of Psychology maintains an active website (<https://psychology.columbia.edu>), in which the Undergraduate InfoPack for Current Students (<http://dept.psych.columbia.edu/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](mailto:uca@psych.columbia.edu)).

## SCIENCE REQUIREMENT

PSYC UN1001 The Science of Psychology, PSYC UN1010 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 UN1420 Experimental Psychology: Human Behavior and PSYC UN1450 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 course offered by the Psychology Department during the Summer Session is applicable toward the same major requirement(s) as the corresponding 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 UN1001 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)
- Norma Graham
- Carl Hart (Chair, effective July 1)
- Tory Higgins
- Donald C. Hood
- Sheena S. Iyengar (Business School)
- Leonard Matin
- Janet Metcalfe
- Walter Mischel
- Michael Morris (Business School)



- Kevin Ochsner
- Lois Putnam
- Rae Silver (Barnard)
- Ursula M. Staudinger (Mailman School of Public Health)
- Yaakov Stern (Neurology and Psychiatry)
- Herbert Terrace

## VISITING PROFESSOR

Ran Hassin

## ASSOCIATE PROFESSORS

- Frances Champagne
- Valerie Purdie-Vaughns
- Daphna Shohamy
- Nim Tottenham
- Sarah M.N. Woolley

## ASSISTANT PROFESSORS

- James Curley
- Yunglin Gazes (Neurology)
- Larisa Heiphetz
- Koleen McCrink (Barnard)
- Joshua New (Barnard)
- Julie Spicer (Psychiatry)

## ADJUNCT FACULTY

- Billur Avlar
- Helen Brew
- Ljubica Chatman
- Teal Eich
- Rebecca Franks
- David Friedman
- Karen Kelly
- Svetlana Komissarouk
- E'mett McCaskill
- Catherine Peña
- Svetlana Rosis
- Kathleen Taylor

## LECTURERS IN DISCIPLINE

- Katherine Fox-Glassman
- Greg Jensen
- Patricia Lindemann
- Caroline Marvin

## ON LEAVE

- Prof. Curley (*Fall 2016*)
- Profs. Graham, Hood, Purdie-Vaughns (*Spring 2017*)
- Profs. Matin, Mischel, Woolley (2016-17)

## 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 program. Generally speaking, a single course may not be counted twice. Students should consult with one of the directors of undergraduate studies (<https://psychology.columbia.edu/content/advisors>) or the undergraduate curriculum assistant ([uca@psych.columbia.edu](mailto:uca@psych.columbia.edu)) if they have questions. Note one exception: students attempting to complete two programs with a statistics requirement are able to use one course—e.g., STAT UN1201 Calculus-Based Introduction to Statistics (formerly *STAT W1211*)—to satisfy the requirement for both programs (i.e., the student does not need to take two different statistics courses).

#### Overlapping Courses

Students cannot receive credit for two courses—one completed at Columbia and one at another institution (including Barnard)—whose content largely overlaps. For example, PSYC UN1001 The Science of Psychology overlaps the content of introductory psychology courses offered at many other institutions, including Barnard; only one such course will receive credit. Similarly, PSYC UN2630 Social Psychology and PSYC BC1138 Social Psychology have overlapping content; only one will receive credit. Please refer to the table of Overlapping Courses ([http://dept.psych.columbia.edu/dept/ugrad/exceptions/bc\\_overlapping.pdf](http://dept.psych.columbia.edu/dept/ugrad/exceptions/bc_overlapping.pdf)) for a partial list of courses at Columbia and Barnard that are 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 credit towards the psychology major, psychology concentration, or neuroscience and behavior major. 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 Requirement Checklist

Prior to the start of their final semester, all seniors must submit a Major Requirement Checklist (<https://psychology.columbia.edu/content/major-concentration-requirement-checklists>) showing all major courses they have taken and those they plan to take. The psychology department evaluates each checklist to determine whether or not the course plan completes the major requirements

and then notifies the student accordingly. If the student's course plan changes, or if it does not satisfy the major requirements, a revised checklist must be submitted. Departmental approval of an accurate and up-to-date checklist will help ensure completion of all major requirements on time for graduation.

## MAJOR IN PSYCHOLOGY

Please read *Guidelines for all Psychology Majors, Concentrators, and Interdepartmental Majors* (p. 680) above.

Thirty or more points are needed to complete the major (<https://psychology.columbia.edu/content/psychology-major>) and must include:

### The Introductory Psychology Course

- PSYC UN1001 The Science of Psychology

### A Statistics Course

Select one of the following:

- PSYC UN1610 Introductory Statistics for Behavioral Scientists
- PSYC UN1660 Advanced Statistical Inference
- STAT UN1001 Introduction to Statistical Reasoning
- STAT UN1101 Introduction to Statistics (formerly *STAT W1111*)
- STAT UN1201 Calculus-Based Introduction to Statistics (formerly *STAT W1211*)

### A Laboratory Course

Select one of the following:

- PSYC UN1420 Experimental Psychology: Human Behavior
- PSYC UN1450 Experimental Psychology: Social Cognition and Emotion
- PSYC UN1455 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 UN1420 Experimental Psychology: Human Behavior.

- Group II—Psychobiology and neuroscience: courses numbered in the 2400s, 3400s, or 4400s. Also PSYC UN1010 Mind, Brain and Behavior.
- Group III—Social, personality, and abnormal: courses numbered in the 2600s, 3600s, or 4600s. Also PSYC UN1450 Experimental Psychology: Social Cognition and Emotion and PSYC UN1455 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. Enrollment in seminar courses requires the instructor's permission; students are advised to contact instructors at least one month prior to registration to request seminar admission. Note that honors and supervised individual research courses (PSYC UN3910 Honors Seminar, PSYC UN3920 Honors Research, and PSYC UN3950 Supervised Individual Research) 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 UN3950 Supervised Individual Research or PSYC UN3920 Honors Research may be taken in any one term, and no more than 8 points total of research and field work courses (PSYC UN3950 Supervised Individual Research, PSYC BC3366 Eating Disorders, 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 (minus any transfer credits) from Barnard psychology courses may be applied as credit toward the major. The table of approved Barnard psychology courses (<http://dept.psych.columbia.edu/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 (or combination of transfer and Barnard credits) will be 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. Students must apply for written approval of transfer credit towards the major by submitting the Major Requirement Substitution Form (<http://dept.psych.columbia.edu/dept/ugrad/exceptions/exceptions.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. As noted above, if two courses overlap in content, only one will be applied towards the major. With the exception of approved Barnard courses, students should consult with one of the directors of undergraduate studies (<https://psychology.columbia.edu/content/advisors>) before registering for psychology courses offered 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 (<https://psychology.columbia.edu/content/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 UN1001 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 UN1001 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. 680) 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 (<https://psychology.columbia.edu/content/program-planning-tips>) and use the appropriate major requirement checklist (<https://psychology.columbia.edu/content/major-concentration-requirement-checklists>).

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 UN2005 Introductory Biology I: Biochemistry, Genetics Molecular Biology
2. BIOL UN2006 Introductory Biology II: Cell Biology, Development Physiology
3. BIOL UN3004 Neurobiology I: Cellular and Molecular Neurobiology
4. BIOL UN3005 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 UN1001 The Science of Psychology
2. PSYC UN1010 Mind, Brain and Behavior or PSYC UN2450 Behavioral Neuroscience
3. One statistics or lab course from the following:
  - PSYC UN1420 Experimental Psychology: Human Behavior
  - PSYC UN1450 Experimental Psychology: Social Cognition and Emotion
  - PSYC UN1610 Introductory Statistics for Behavioral Scientists
  - PSYC UN1660 Advanced Statistical Inference
  - STAT UN1101 Introduction to Statistics (formerly *STAT W1111*)
  - STAT UN1201 Calculus-Based Introduction to Statistics (formerly *STAT W1211*)
4. One additional 2000- or 3000-level psychology lecture course from a list approved by the psychology adviser ([https://psychology.columbia.edu/content/neuroscience-behavior-major/#/cu\\_accordion\\_item-1255](https://psychology.columbia.edu/content/neuroscience-behavior-major/#/cu_accordion_item-1255)) to the program.
5. One advanced psychology seminar from a list approved by the psychology adviser ([https://psychology.columbia.edu/content/neuroscience-behavior-major/#/cu\\_accordion\\_item-1257](https://psychology.columbia.edu/content/neuroscience-behavior-major/#/cu_accordion_item-1257)) to the program.

## Transfer Credit for Psychology Courses Taken Elsewhere

Students should consult 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://dept.psych.columbia.edu/dept/ugrad/exceptions/exceptions.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 UN1001 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. 680) above.

A concentration in psychology (<https://psychology.columbia.edu/content/psychology-concentration>) requires a minimum of 18 points, including PSYC UN1001 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 may be applied toward the concentration from research or field-work courses, including: PSYC UN3950 Supervised Individual Research, PSYC UN3920 Honors 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) may be applied toward the concentration.
3. Only 5 points total (including any Barnard points) from approved 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 UN1001 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 2016: PSYC UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1001	001/66886	T Th 1:10pm - 2:25pm 501 Schermerhorn Hall	Patricia Lindemann	3	198/189
PSYC 1001	002/18201	M W 1:10pm - 2:25pm 501 Schermerhorn Hall	Gregory Jensen	3	176/189

#### Spring 2017: PSYC UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1001	001/69472	T Th 1:10pm - 2:25pm 501 Schermerhorn Hall	Patricia Lindemann	3	187/189
PSYC 1001	002/77588	M W 1:10pm - 2:25pm 501 Schermerhorn Hall	Gregory Jensen	3	162/189

### PSYC UN1010 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 2016: PSYC UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1010	001/19945	M W 7:40pm - 8:55pm 501 Schermerhorn Hall	Kathleen Taylor	3	113/150

#### Spring 2017: PSYC UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1010	001/64756	M W 2:40pm - 3:55pm	Caroline Marvin	3	132/130



501 Schermerhorn  
Hall

**PSYC UN1420 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 2017: PSYC UN1420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1420	001/15236	M 4:10pm - 6:00pm 614 Schermerhorn Hall	Patricia Lindemann	4	66/72

**PSYC UN1421 Experimental Psychology: Human Behavior (Lab). 0 points.**

Limited enrollment in each section.

Corequisites: *PSYC W1420*.

Required lab section for *PSYC W1420*.

**Spring 2017: PSYC UN1421**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1421	001/29185	M 6:10pm - 8:00pm 200b Schermerhorn Hall	Patricia Lindemann	0	18/18
PSYC 1421	002/14330	M 6:10pm - 8:00pm 200c Schermerhorn Hall	Patricia Lindemann	0	18/18
PSYC 1421	003/72651	M 8:10pm - 10:00pm 200b Schermerhorn Hall	Patricia Lindemann	0	14/18
PSYC 1421	004/13441	T 6:10pm - 8:00pm 200b Schermerhorn Hall	Patricia Lindemann	0	16/18
PSYC 1421	005/76662	W 6:10pm - 8:00pm 200b Schermerhorn Hall	Patricia Lindemann	0	0/15

**PSYC UN1450 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 2016: PSYC UN1450**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1450	001/23245	M 4:10pm - 6:00pm 614 Schermerhorn Hall	Kevin Ochsner	4	84/90

**PSYC UN1451 Experimental Psychology: Social Cognition and Emotion (Lab). 0 points.**

Limited enrollment in each section.

Corequisites: *PSYC W1450*.

Required Lab for *PSYC W1450*.

**Fall 2016: PSYC UN1451**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1451	001/68956	M 6:10pm - 8:00pm 200b Schermerhorn Hall	Kevin Ochsner	0	16/18
PSYC 1451	002/75011	M 6:10pm - 8:00pm 200c Schermerhorn Hall	Kevin Ochsner	0	18/18
PSYC 1451	003/29919	M 8:10pm - 10:00pm 200b Schermerhorn Hall	Kevin Ochsner	0	17/18
PSYC 1451	004/74802	T 6:10pm - 8:00pm 200c Schermerhorn Hall	Kevin Ochsner	0	17/18
PSYC 1451	005/76612	W 12:10pm - 2:00pm 200b Schermerhorn Hall	Kevin Ochsner	0	17/18

**PSYC UN1455 Experimental Psychology: Social and Personality. 4 points.**

Lab Required

Fee: \$70.

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.

**Spring 2017: PSYC UN1455**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1455	001/20495	M 10:10am - 12:00pm 200b Schermerhorn Hall	Niall Bolger	4	34/36

**PSYC UN1456 Experimental Psychology: Social and Personality (Lab). 0 points.**

Limited enrollment in each section.

Required lab for *PSYC W1455*.

**Spring 2017: PSYC UN1456**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1456	001/66408	W 10:10am - 12:00pm 200b Schermerhorn Hall	Niall Bolger	0	21/18
PSYC 1456	002/15845	W 2:10pm - 4:00pm 200b Schermerhorn Hall	Niall Bolger	0	13/18

**PSYC UN1610 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 2016: PSYC UN1610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/74438	T Th 4:10pm - 5:25pm 200b Schermerhorn Hall	Gregory Jensen	4	36/45

**Spring 2017: PSYC UN1610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/26335	T Th 4:10pm - 5:25pm 200b Schermerhorn Hall	Gregory Jensen	4	37/40

**PSYC UN1611 Introductory Statistics for Behavioral Scientists (Lab). 0 points.**

Limited enrollment in each section.

Corequisites: *PSYC W1610*.

Required lab section for *PSYC W1610*.

**Fall 2016: PSYC UN1611**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1611	001/19718	Th 6:10pm - 8:00pm 200b Schermerhorn Hall	Gregory Jensen	0	13/15
PSYC 1611	002/74467	Th 8:10pm - 10:00pm 200b Schermerhorn Hall	Gregory Jensen	0	12/15
PSYC 1611	003/12000	F 10:10am - 12:00pm	Gregory Jensen	0	12/15

200b Schermerhorn Hall

PSYC 1611	004/73954	F 12:10pm - 2:00pm 200b Schermerhorn Hall	Gregory Jensen	0	0/0
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**Spring 2017: PSYC UN1611**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1611	001/66874	Th 6:10pm - 8:00pm 200b Schermerhorn Hall	Gregory Jensen	0	18/18
PSYC 1611	002/21578	Th 6:10pm - 8:00pm 200c Schermerhorn Hall	Gregory Jensen	0	18/15
PSYC 1611	003/16070	F 10:10am - 12:00pm 200b Schermerhorn Hall	Gregory Jensen	0	0/15
PSYC 1611	004/75627	F 12:10pm - 2:00pm 200b Schermerhorn Hall	Gregory Jensen	0	0/15

**PSYC UN1660 Advanced Statistical Inference. 3 points.**

Prerequisites: PSYC 1610 (or the equivalent) plus instructor's permission

This course outlines elements of statistical inference. Students will receive training in the use of software to evaluate both experimental data and psychological theory. In doing so, students will construct models that can both describe scientific results and also predict future outcomes.

**Fall 2016: PSYC UN1660**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1660	001/96796	T Th 1:10pm - 2:25pm 200b Schermerhorn Hall	Gregory Jensen	3	15/25

**PSYC UN2220 Cognition: Memory and Stress. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Attendance at the first class is mandatory.

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Memory, attention, and stress in human cognition.

**Fall 2016: PSYC UN2220**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2220	001/28157	M W 2:40pm - 3:55pm 517 Hamilton Hall	Janet Metcalfe	3	33/95

**PSYC UN2235 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 2017: PSYC UN2235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2235	001/73766	T Th 2:40pm - 3:55pm 309 Havemeyer Hall	Katherine Fox-Glassman	3	172/180

#### PSYC UN2250 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 2017: PSYC UN2250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2250	001/13147	T Th 11:40am - 12:55pm 200b Schermerhorn Hall	Herbert Terrace	3	46/95

#### PSYC UN2280 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 2016: PSYC UN2280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2280	001/72834	T Th 10:10am - 11:25am 312 Mathematics Building	Nim Tottenham	3	93/95

#### PSYC UN2420 Animal Behavior. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PSYC W1001* or *PSYC W1010*, or a college-level biology course, or the instructor's permission.

Introduction to behavioral systems, evolution of behavioral traits, and analysis of behavior. Topics include reproductive and social behavior, mating systems, competition, cooperation, communication, learning, development and the interplay of genes and environment.

#### Spring 2017: PSYC UN2420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2420	001/29291	T Th 10:10am - 11:25am 614 Schermerhorn Hall	Gregory Jensen	3	61/80

#### PSYC UN2450 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 2017: PSYC UN2450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2450	001/13295	M W 6:10pm - 7:25pm 209 Havemeyer Hall	Kathleen Taylor	3	72/95

#### PSYC UN2460 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.

#### Fall 2016: PSYC UN2460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2460	001/19112	M W 8:40am - 9:55am 501 Schermerhorn Hall	Carl Hart	3	145/189

#### PSYC UN2480 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 2016: PSYC UN2480

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2480	001/22037	M W 10:10am - 11:25am 200b Schermerhorn Hall	Frances Champagne	3	48/60

#### PSYC UN2620 Abnormal Behavior. 3 points.

Prerequisites: An introductory psychology course.

Examines definitions, theories, and treatments of abnormal behavior.

#### Fall 2016: PSYC UN2620

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PSYC 2620 001/28865 T Th 6:10pm - E'mett 3 136/170  
7:25pm McCaskill  
501 Schermerhorn  
Hall

### PSYC UN2630 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 2016: PSYC UN2630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2630	001/62348	T Th 2:40pm - 3:55pm 501 Schermerhorn Hall	Tory Higgins	3	124/150

### PSYC UN2640 Introduction to Social Cognition. 3 points.

Prerequisites: an introductory course in psychology or the instructor's permission.

An introduction to basic concepts in social cognition. Topics include attribution theory (how we explain our own and other's behavior), social categories and schema (social perception and stereotyping), the social self (the development and maintenance of a self-concept), attention and consciousness, person memory, affect and cognition, and social inference, among others.

#### Spring 2017: PSYC UN2640

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2640	001/18047	M W 10:10am - 11:25am 614 Schermerhorn Hall	Larisa Heiphetz	3	93/100

### PSYC UN2670 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 2017: PSYC UN2670

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2670	001/64819	T Th 8:40am - 9:55am 614 Schermerhorn Hall	James Curley	3	78/95

### PSYC UN3270 Computational Approaches to Human Vision (Seminar). 3 points.

This course will be offered in Fall 2016.

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.

#### Fall 2016: PSYC UN3270

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3270	001/20951		Norma Graham	3	3/12

### PSYC UN3450 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 2016: PSYC UN3450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3450	001/22794	W 10:10am - 12:00pm 200c Schermerhorn Hall	Herbert Terrace	3	7/12

### PSYC UN3484 Life Span Development: Theory and Methods. 4 points.

Prerequisites: Science of Psychology (PSYC 1001), Mind, Brain, & Behavior (PSYC 1010), or an equivalent Introductory Psychology course is required, plus permission of the instructor. This course will explore the theory and methods underlying lifespan development: the cognitive and neural changes that we undergo from even before birth until the end of life. Each week will focus on a different broad time period in the life of a person, and introduce a major research method used in the study of human development. Topics will range from prenatal development and epigenetics to late-life brain changes and neuroimaging.

#### Fall 2016: PSYC UN3484

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3484	001/26030	Th 4:10pm - 6:00pm 200c Schermerhorn Hall	Daniel Barulli	4	8/12

### PSYC UN3496 Neuroscience and Society. 3 points.

Prerequisites: Science of Psychology (PSYC 1001) or Mind, Brain, & Behavior (PSYC 1010), or equivalent introductory psychology course. Students who have not taken one of these courses may also be admitted with instructor permission.

This course investigates the ways in which research in human neuroscience both reflects and informs societal issues. Topics include how neuroscience research is interpreted and applied in areas such as healthcare, education, law, consumer behavior, and public policy.

#### Fall 2016: PSYC UN3496



Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3496	001/78096	T 12:10pm - 2:00pm 405 Schermerhorn Hall	Caroline Marvin	3	11/12

**PSYC UN3615 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 2016: PSYC UN3615**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3615	001/20794	T Th 10:10am - 12:00pm 200b Schermerhorn Hall	Geraldine Downey	4	12/40

**Spring 2017: PSYC UN3615**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3615	001/83501			4	0/40

**PSYC UN3625 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 2017: PSYC UN3625**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3625	001/67629	T 6:10pm - 8:00pm 200c Schermerhorn Hall	E'mett McCaskill	3	18/12

**PSYC UN3690 The Self in Social Context (Seminar). 4 points.**

Prerequisites: *PSYC W1001* or *W1010*, or the equivalent, and the instructor's permission.

This course centers on understanding the self embedded in the social context. We will integrate knowledge from various areas of psychology (developmental, cognitive, social cognition) with a main focus in social psychology. This course will provide the opportunity to gain an understanding of research in the following areas: the development of self in a social context, the relationship between the self and the broader socio-cultural context, the impact of self-involvement on social/cognitive processes, and contemporary research on individual differences.

**Fall 2016: PSYC UN3690**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3690	001/73446	W 6:10pm - 8:00pm 405 Schermerhorn Hall	Ljubica Chatman	4	13/12

**PSYC UN3910 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 2016: PSYC UN3910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3910	001/75588	W 4:10pm - 6:00pm 405 Schermerhorn Hall	Nim Tottenham	1	18

**Spring 2017: PSYC UN3910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3910	001/70493	W 4:10pm - 6:00pm 405 Schermerhorn Hall	Kevin Ochsner	1	18/18

**PSYC UN3920 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.

**Fall 2016: PSYC UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3920	001/16828		Nim Tottenham	1-4	17

**Spring 2017: PSYC UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3920	001/64124		Kevin Ochsner	1-4	18

**PSYC UN3950 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.

**Fall 2016: PSYC UN3950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3950	001/61957		Niall Bolger	1-4	2

PSYC 3950 002/15547	Frances Champagne	1-4	0
PSYC 3950 003/76984	James Curley	1-4	5
PSYC 3950 004/68791	Geraldine Downey	1-4	1
PSYC 3950 005/27262	Norma Graham	1-4	0
PSYC 3950 006/60172	Carl Hart	1-4	2
PSYC 3950 007/19314	Larisa Heiphetz	1-4	0
PSYC 3950 008/18851	Tory Higgins	1-4	4
PSYC 3950 009/76261	Donald Hood	1-4	1
PSYC 3950 010/23175	Sheena Iyengar	1-4	1
PSYC 3950 011/72676	Leonard Matin	1-4	0
PSYC 3950 012/25149	Janet Metcalfe	1-4	0
PSYC 3950 013/27311	Walter Mischel	1-4	0
PSYC 3950 014/71246	Michael Morris	1-4	0
PSYC 3950 015/16570	Kevin Ochsner	1-4	1
PSYC 3950 016/69321	Valerie Purdie-Vaughns	1-4	5
PSYC 3950 017/22668	Lois Putnam	1-4	0
PSYC 3950 018/71067	Daphna Shohamy	1-4	0
PSYC 3950 019/64468	Rae Silver	1-4	0
PSYC 3950 020/66364	Ursula Staudinger	1-4	0
PSYC 3950 021/19285	Yaakov Stern	1-4	0
PSYC 3950 022/29634	Kathleen Taylor	1-4	0
PSYC 3950 023/18505	Herbert Terrace	1-4	0
PSYC 3950 024/14915	Nim Tottenham	1-4	1
PSYC 3950 025/72613	Elke Weber	1-4	0
PSYC 3950 026/12812	Sarah Woolley	1-4	1

**Spring 2017: PSYC UN3950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3950	001/26782		Niall Bolger	1-4	3
PSYC 3950	002/21616		Frances Champagne	1-4	0
PSYC 3950	003/66740		James Curley	1-4	4
PSYC 3950	004/13224		Geraldine Downey	1-4	1
PSYC 3950	005/61010		Norma Graham	1-4	1
PSYC 3950	006/73935		Carl Hart	1-4	0
PSYC 3950	007/20428		Larisa Heiphetz	1-4	0

PSYC 3950 008/68351	Tory Higgins	1-4	0
PSYC 3950 009/73554	Donald Hood	1-4	1
PSYC 3950 010/24616	Sheena Iyengar	1-4	3
PSYC 3950 011/16151	Leonard Matin	1-4	0
PSYC 3950 012/25826	Janet Metcalfe	1-4	0
PSYC 3950 013/22802	Walter Mischel	1-4	0
PSYC 3950 014/28489	Michael Morris	1-4	1
PSYC 3950 015/68991	Kevin Ochsner	1-4	1
PSYC 3950 016/27579	Valerie Purdie-Vaughns	1-4	4
PSYC 3950 017/22762	Lois Putnam	1-4	0
PSYC 3950 018/11768	Daphna Shohamy	1-4	0
PSYC 3950 019/70614	Rae Silver	1-4	0
PSYC 3950 020/73679	Ursula Staudinger	1-4	0
PSYC 3950 021/72149	Yaakov Stern	1-4	1
PSYC 3950 022/22110	Kathleen Taylor	1-4	0
PSYC 3950 023/64635	Herbert Terrace	1-4	3
PSYC 3950 024/65692	Nim Tottenham	1-4	2
PSYC 3950 025/18935	Elke Weber	1-4	0
PSYC 3950 026/68473	Sarah Woolley	1-4	2
PSYC 3950 027/64494	Caroline Marvin	1-4	1
PSYC 3950 028/98445	Katherine Fox-Glassman	1-4	1

**PSYC GU4222 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 2016: PSYC GU4222**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4222	001/28281	M 10:10am - 12:00pm 200c Schermerhorn Hall	Teal Eich, Yunglin Gazes	4	6/12

**PSYC GU4223 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 2017: PSYC GU4223**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4223	001/19487	W 12:10pm - 2:00pm 200c Schermerhorn Hall	David Friedman	4	9/12

**PSYC GU4235 Special Topics in Vision (Seminar). 3 points.**

This course will be offered in Fall 2016. 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.

**Fall 2016: PSYC GU4235**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4235	001/11509		Norma Graham	3	1/12

**PSYC GU4250 Evolution of Intelligence, Cognition, and Language (Seminar). 3 points.**

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.

**Spring 2017: PSYC GU4250**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4250	001/66949	M 2:10pm - 4:00pm 405 Schermerhorn Hall	Joshua New	3	10/12

**PSYC GU4265 Auditory Perception. 4 points.**

Prerequisites: PSYC UN1010 or equivalent; background in statistics/research methods recommended

How does the human brain make sense of the acoustic world? What aspects of auditory perception do humans share with other animals? How does the brain perform the computations necessary for skills such as sound

localization? How do we focus our auditory attention on one voice in a crowd? What acoustic cues are important for speech perception? How is music perceived? These are the types of questions we will address by studying the basics of auditory perception from textbook readings and reviews, and reading classic and current literature to understand scientific progress in the field today.

**Spring 2017: PSYC GU4265**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4265	001/27748	M 4:10pm - 6:00pm 405 Schermerhorn Hall	Helen Brew	4	8/12

**PSYC GU4270 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.

**Spring 2017: PSYC GU4270**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4270	001/13050	T 12:10pm - 2:00pm 405 Schermerhorn Hall	Janet Metcalfe	3	14/12

**PSYC GU4280 Core Knowledge (Seminar). 4 points.**

Prerequisites: For undergraduates: courses in introductory psychology, cognitive or developmental psychology, and the instructor's permission.

Core Knowledge explores the origins and development of knowledge in infants and children, with an additional emphasis on evolutionary cognition. In this course, we will examine evidence from cognitive psychology, developmental psychology, comparative psychology, neuroscience, and linguistics to look at the child's conception of objects, number, space, language, agency, morality and the social world. We will look at which aspects of knowledge are uniquely human, which are shared with other animals, and how this knowledge changes as children develop.

**Fall 2016: PSYC GU4280**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4280	001/04090	W 12:10pm - 2:00pm	Koleen McCrink	4	12/12

200c Schermerhorn  
Hall

**PSYC GU4285 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.

**Fall 2016: PSYC GU4285**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4285	001/15673	M 2:10pm - 4:00pm 405 Schermerhorn Hall	Katherine Fox-Glassman	1-3	13/12

**PSYC GU4420 Animal Cognition (Seminar). 3 points.**

Prerequisites: For undergraduates: the instructor's permission.

Seminar concerning a nonverbal animal's use of internal representations of past experience as a basis for action. Topics include how representations are formed, what aspects of experience are encoded, how information is stored, and how it is used later to guide behavior.

**Spring 2017: PSYC GU4420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4420	001/14537	W 2:10pm - 4:00pm 200c Schermerhorn Hall	Herbert Terrace	3	3/12

**PSYC GU4430 Learning and the Brain (Seminar). 4 points.**

Prerequisites: courses in introductory psychology and/or neuroscience, and the instructor's permission.

What are the neural mechanisms that support learning, memory, and choices? We will review current theories in the cognitive neuroscience of human learning, discuss how learning and decision making interact, and consider the strengths and weaknesses of two influential methods in the study of human brain and behavior--functional imaging and patient studies.

**Spring 2017: PSYC GU4430**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4430	001/64870	T 2:10pm - 4:00pm 200c Schermerhorn Hall	Daphna Shohamy	4	15/12

**PSYC GU4440 Topics in Neurobiology and Behavior (Seminar). 3 points.**

Prerequisites: the instructor's permission.

Examines current topics in neurobiology and behavior.

**Fall 2016: PSYC GU4440**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4440	001/25766	Th 12:10pm - 2:00pm 200c Schermerhorn Hall	Svetlana Rosis	3	10/12

PSYC 4440	002/26664	Th 2:10pm - 4:00pm 405 Schermerhorn Hall	Julie Spicer	3	7/12
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**Spring 2017: PSYC GU4440**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4440	001/13619	Th 2:10pm - 4:00pm 200c Schermerhorn Hall	Svetlana Rosis	3	10/12

**PSYC GU4460 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 2016: PSYC GU4460**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4460	001/10929	W 2:10pm - 4:00pm 200c Schermerhorn Hall	Daphna Shohamy	4	12/12

**PSYC GU4480 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 2017: PSYC GU4480**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4480	001/60089	T 4:10pm - 6:00pm 200c Schermerhorn Hall	William Fifer	4	15/12

**PSYC GU4486 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 2017: PSYC GU4486

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4486	001/60990	T 10:10am - 12:00pm 405 Schermerhorn Hall	Nim Tottenham	4	19/12

#### PSYC GU4490 Inheritance (Seminar). 4 points.

Prerequisites: basic knowledge of biology and neuroscience recommended; the instructor's permission required. Explores the concept of inheritance and the mechanisms through which inheritance is mediated. Will focus on the generational transmission of physiology and behavior, but will also consider the inheritance of culture and language.

#### Spring 2017: PSYC GU4490

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4490	001/64524	W 10:10am - 12:00pm 405 Schermerhorn Hall	Frances Champagne	4	10/12

#### PSYC GU4498 Behavioral Epigenetics. 4 points.

Prerequisites: basic background in neurobiology (for instance *PSYC W1010*, *W2450*, *W2460*, *W2480*, and *G4499*) and the instructor's permission.

This course will provide an overview of the field of epigenetics, with an emphasis on epigenetic phenomena related to neurodevelopment, behavior and mental disorders. We will explore how epigenetic mechanisms can be mediators of environmental exposures and, as such, contribute to psychopathology throughout the life course. We will also discuss the implications of behavioral epigenetic research for the development of substantially novel pharmacotherapeutic approaches and preventive measures in psychiatry.

#### Fall 2016: PSYC GU4498

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4498	001/91896	F 2:10pm - 4:00pm 405 Schermerhorn Hall	Catherine Pena	4	7/12

#### PSYC GU4615 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 2016: PSYC GU4615

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4615	001/88781	T 2:10pm - 4:00pm 405 Schermerhorn Hall	Valerie Purdie-Vaughns	4	14/12

#### PSYC GU4635 The Unconscious Mind (Seminar). 4 points.

Prerequisites: the instructor's permission; some basic knowledge of social psychology is desirable.

Discussion of the unconscious mind from the perspective of social cognition, with an emphasis on both theoretical and empirical background, as well as current issues in measuring automatic processing. Topics include: implicit memory systems; unconscious attitudes, goals and behavior, emotions, and decision making; the activation and deactivation of knowledge systems; and priming.

#### Fall 2016: PSYC GU4635

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4635	001/10998	Th 4:10pm - 6:00pm 405 Schermerhorn Hall	Ran Hassin	4	6/12

#### Spring 2017: PSYC GU4635

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4635	001/61232	Th 2:10pm - 4:00pm 405 Schermerhorn Hall	Ran Hassin	4	12/12

#### PSYC GU4645 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.

#### Fall 2016: PSYC GU4645

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4645	001/77491	W 2:10pm - 4:00pm 405 Schermerhorn Hall	Svetlana Komissarouk	4	8/12

#### Spring 2017: PSYC GU4645

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4645	001/16037	W 6:10pm - 8:00pm 405 Schermerhorn Hall	Svetlana Komissarouk	4	10/12

#### PSYC GU4670 Theories in Social and Personality Psychology (Seminar). 3 points.

Prerequisites: the instructor's permission.

Comparison of major theoretical perspectives on social behavior. The nature of theory construction and theory testing in psychology generally. Exercises comparing the predictions of different theories for the same study are designed to acquire

an appreciation of how to operationalize theories and an understanding of the various features of a good theory.

**Fall 2016: PSYC GU4670**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4670	001/82779	Th 12:10pm - 2:00pm 405 Schermerhorn Hall	Tory Higgins	3	14/12

**PSYC GU4672 Moral Psychology. 4 points.**

Prerequisites: Two courses in psychology, including at least one course with a focus on social and/or developmental psychology, and permission of the instructor.

Review of theories and current research on moral cognition and behavior. Topics include definitions of morality, the development of moral cognition, the role that other aspects of human experience (e.g., emotion, intentions) play in moral judgments, and the relationship between moral psychology and other areas of study (e.g., religious cognition, prejudice and stereotyping, the criminal justice system).

**Fall 2016: PSYC GU4672**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4672	001/64692	T 10:10am - 12:00pm 405 Schermerhorn Hall	Larisa Heiphetz	4	11/12

**PSYC GU4685 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).

**Spring 2017: PSYC GU4685**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4685	001/74351	T 2:10pm - 4:00pm 405 Schermerhorn Hall	Kevin Ochsner	3	12/12

**PSYC GU4690 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 2017: PSYC GU4690**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4690	001/60635	M 2:10pm - 4:00pm 200b Schermerhorn Hall	Geraldine Downey	3	37/30

# REGIONAL STUDIES

## EAST CENTRAL EUROPEAN CENTER

<http://ece.columbia.edu/>

**Director:** Prof. Alan Timberlake, 1228 International Affairs Building; 212-854-8488; [at2205@columbia.edu](mailto: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](mailto:ga152@columbia.edu)

**Director of Academic Administration and Finance:**  
 Meryl Marcus, Room 103B, 80 Claremont; 212-851-4124;  
[mm3039@columbia.edu](mailto: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.

Students are also encouraged to conduct their studies by exploring one or more zone of inquiry. These are focus areas that integrated in the departmental curriculum and complement the tradition-based approaches. They provide broad and alternative frames that aim to identify problems, chart trajectories cutting across different field specialties, and set parameters for theoretical and methodological questions. The zones are: *Time* (History, Modernity), *Transmission* (Tradition, Memory, Institutions), *Space* (Place, Geography, Virtual Space), *Body* (Materiality, Mind, Bio-ethics), and *Media* (Transportation, Information, Communication).

Majors and concentrators in religion gain both a foundation in the study of religious traditions in historical contexts and zones of inquiry, all grounded 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 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.

## GUIDELINES FOR ALL RELIGION MAJORS AND CONCENTRATORS

### 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. The program should include courses in a variety of religious traditions. Students who write a senior thesis may include a term of individually supervised research as one of the courses for their major.

### Courses

For the major the following 9 courses are required:

- 1 gateway course (1000 level)
- 2 introductory courses (2000 level).
- 2 intermediate courses (3000 level).
- 1 additional course at any level.

RELI UN3199 / V3799 Theory (formerly Juniors Colloquium)

### Concentration in Religion

To 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 a breadth of religious traditions.

### Courses

For the concentration the following 7 courses are required:

- 1 gateway course (1000 level)
- 2 introductory courses (2000 level).
- 2 intermediate courses (3000 level).
- 1 seminar (4000 level).
- RELI UN3199 / V3799 Theory



## 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.

## COURSE NUMBERING

Courses are numbered by level and type:

2000-level: Introductory and “traditions” lectures

3000-level: Intermediate lecture

4000-level: Undergraduate seminar

and Zone:

x100-199: Theory (RELI UN3199/V3799)

x200-299: Time (zone)

x300-399: Transmission (zone)

x400-499: Space (zone)

x500-599: Body (zone)

x600-699: Media (zone)

## 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)
- Josef Sorett

### ASSISTANT PROFESSORS

- Clémence Boulouque
- Najam Haider (Barnard)
- Katharina Ivanyi
- Gale Kenny (Barnard)
- Zhaohua Yang

## VISITING SCHOLAR

- Obery Hendricks

## ADJUNCT FACULTY

- David Kittay
- Thomas Yarnall

## POSTDOCTORAL FELLOWS

- Marion Dapsance
- Isabelle Levy (IIJS)
- Robban Toleno (EALAC)

## ON LEAVE

- Prof. Anidjar (Spring 2017)
- Prof. Faure (Spring 2017)
- Prof. Hawley (2016-17)
- Prof. Moerman (2016-17)
- Prof. Wayne Proudfoot (2016-17)
- Prof. Somerville (Fall 2016)
- Prof. Sorett (2016-17)
- Prof. Taylor (Spring 2017)
- Prof. Thurman (Spring 2017)

## 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 a variety of 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 UN3199	Theory
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## CONCENTRATION IN RELIGION

To 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 a breadth of 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 UN3199	Theory
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## COURSES

### SPRING 2017

#### RELI UN1610 Religion and Popular Culture. 3 points.

When we hear "pop culture," we often think of it in comparison to a "high culture." In reality, popular culture is something that everyone has easy access to, and represents a common language of the people. religion permeates American popular culture in surprising ways, and is part of national vocabulary. In addition, religious communities turn to popular culture as a way to preserve their own identities and uniqueness in the face of homogenization and assimilation.....

#### Spring 2017: RELI UN1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1610	001/01337	M W 4:10pm - 5:25pm 405 Milbank Hall	Hussein Rashid	3	50/75

#### RELI UN2304 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 2017: RELI UN2304

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2304	001/13013	M W 4:10pm - 5:25pm 403 International Affairs Bldg	Robert Somerville	3	30/60

#### RELI UN2307 Chinese Religious Traditions. 3 points.

Historical survey highlighting major developments in Chinese religion: includes selections from the "Warring States" classics, developments in popular Daoism, and an overview of the golden age of Chinese Buddhism. Touches on "Neo-Confucianism," popular literature of the late imperial period, and the impact of Western ideas.

#### Spring 2017: RELI UN2307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2307	001/16106	T Th 11:40am - 12:55pm 702 Hamilton Hall	Robban Toleno	3	57/60

#### RELI UN3199 Theory. 3 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 2016: RELI UN3199

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/70888	T 10:10am - 12:00pm 201 80 Claremont	Mark Taylor	3	9/25

**Spring 2017: RELI UN3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/03887	W 2:10pm - 4:00pm 227 Milbank Hall	Elizabeth Castelli	3	16/20

**RELI V3203 Religion in America II. 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 an emphasis on the ways religion has shaped American history, culture, and identity.

**RELI V3301 Hebrew Bible. 3 points.**

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Introduction to the literature of ancient Israel against the background of the ancient Near East.

**RELI UN3303 Judaism and Translation in the Medieval and Early Modern Mediterranean. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The course explores both the practice of translation (the rendering of texts from one language to another) and the idea of translation (as a medium of cultural transmission) in the medieval and early modern Mediterranean.

**Spring 2017: RELI UN3303**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3303	001/77283	M W 10:10am - 11:25am 628 Kent Hall	Isabelle Levy	3	23/25

**RELI UN3311 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 2017: RELI UN3311**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3311	001/02984	M W 10:10am - 11:25am 202 Milbank Hall	Hussein Rashid	3	29/40

**RELI UN3511 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 UN3575 Evangelicalism: Sex, Media, and Religion in America. 3 points.**

Crossing denominations and encompassing a range of theological commitments, evangelical Christianity can be described as a theological disposition, a mode of hermeneutical practice, a theological-aesthetic sensibility, a mass spiritual movement, a practice of cultivating sacred affect, an errand to the world, and a genre of revivalism. This multidisciplinary seminar will emphasize the role of popular media in constituting an evangelical public, the gendered nature of evangelical subjectivity, the role of sex and sexuality in evangelical self-definition, and the ways that evangelical theological categories have shaped what we think of as "the secular" in the United States.

**Spring 2017: RELI UN3575**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3575	001/78096	T 10:10am - 12:00pm 101 80 Claremont	Elizabeth Dolfi	3	13/15

**RELI GU4212 Modern Buddhism. 4 points.**

What most Americans and Europeans call 'Buddhism' today is in fact a hybrid tradition dating back to the 19th century. It owes as much to European philosophy and esoteric thought as to Asian traditions themselves and appeared in the context of decolonization. This course will survey the history of this recent tradition, identifying cultural and political trends that contributed to its creation in various geographical areas. Readings include several primary texts by important proponents of Modern Buddhism. The texts should also be read in comparison with the appropriate scholarly works on the Asian traditions they supposedly draw on. One course on Buddhism or East Asian Religions is recommended, but not required, as background.

**RELI GU4305 Secular and Spiritual America. 4 points.**

Prerequisites: Majors and concentrators receive first priority. 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 2017: RELI GU4305**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4305	001/68575	W 4:10pm - 6:00pm 201 80 Claremont	Courtney Bender	4	9/20

**RELI GU4308 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.

**Spring 2017: RELI GU4308**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4308	001/21783	T 2:10pm - 4:00pm 201 80 Claremont	Clemence Boulouque	4	10/25

**RELI GU4315 Sufis and the Qur'an. 4 points.**

This course is a seminar for advanced undergraduates and graduate students who wish to gain an understanding of the complexity and richness of the Sufi exegetical tradition. the Qur'an has been the main source of of inspiration and contemplation for Sufis for centuries....

**Spring 2017: RELI GU4315**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4315	001/26281	T 2:10pm - 4:00pm 101 80 Claremont	Katharina Ivanyi	4	9/20

**RELI GU4365 Revolutionary Women and Political Islam. 4 points.**

Muslim female reformers and revolutionaries were at the forefront of many of the 20th and early 21st centuries' historic socio-political and religious movements across the Global South. Members of diverse classes, families, and ethnic communities, many worked within the tenets of Islam in multiple ways to construct religious identity and work towards achieving and demanding civil and political rights. Yet the myriad theoretical and popular discourses underpinning emergent and longstanding women's movements within revolutionary contexts are frequently overlooked. Moreover, representations of Muslim women too often rely on essentialist, ahistorical, static, victim-centered, and Orientalist descriptions and analyses. As a result, shades of difference in interpretation, ideology, practice, and culture are minimized. This course situates Muslim women as complex, multidimensional actors engaged in knowledge production and political and feminist struggles. We will read key texts and analyses from scholars and activists writing on religion, gender, sexuality, family planning, and women's status in the contemporary Global South. The following questions will emerge in our discussions: "When is a hejab just a hejab?", "Do Muslim Women Really Need Saving?", and "What is an 'Islamic Feminist' and Should We Care?" Readings include memoirs, editorials, ethnographies, and political treatises, as well as historical

scholarship from North Africa, the Gulf, the Levant, and Southeast Asia.

**Spring 2017: RELI GU4365**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4365	001/73698	M 2:10pm - 4:00pm 101 80 Claremont	Kristin Batmanghelichi	4	8/18

**RELI GU4514 Defining Marriage. 4 points.**

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.

**Spring 2017: RELI GU4514**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4514	001/05390	T 4:10pm - 6:00pm 502 Diana Center	Gale Kenny	4	15/24

**RELI GU4615 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 2016: RELI GU4615**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4615	001/66497	M 10:10am - 12:00pm 201 80 Claremont	Mark Taylor	4	17/25

**RELI W4525 Religion, Gender, and Violence. 4 points.**

Investigates relations among religion, gender, and violence in the world today. Focuses on specific traditions with emphasis on historical change, variation, and differences in geopolitical location within each tradition, as well as among them at given historical moments.

**RELI GU4535 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.



**Spring 2017: RELI GU4535**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4535	001/82396	Th 2:10pm - 4:00pm 201 80 Claremont	Thomas Yarnall	4	20/25

**RELI GU4616 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.

**RELI GU4637 Talmudic Narrative. 4 points.**

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?

**Spring 2017: RELI GU4637**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4637	001/08735	Th 2:10pm - 4:00pm 406 Barnard Hall	Beth Berkowitz	4	14/20

**FALL 2016****RELI UN1615 Vampires. 3 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 2016: RELI UN1615**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1615	001/82033	M W 11:40am - 12:55pm	Gil Anidjar	3	79/150

203 Mathematics Building

**RELI UN1620 Religion and the Movies. 3 points.**

This class is an introduction to both film and religious studies and aims to explore their interaction. Ranging from auteurs to blockbusters, the course will analyze movies that make use of the sacred and of religious themes, figures or metaphors. The course will probe the definitions and boundaries of religion — as theology, myth, ideology — and will show students how religion remains a critical presence in the arts, even in a secular guise. We will look at the ways in which popular culture can serve religious functions in contemporary society and examine how faith is represented in popular culture.

**Fall 2016: RELI UN1620**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1620	001/92847	T Th 2:40pm - 3:55pm 644 Seeley W. Mudd Building	Clemence Boulouque	3	26/60

**RELI UN2205 Buddhism: Indo-Tibetan. 4 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 2016: RELI UN2205**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2205	001/85529	T Th 4:10pm - 5:25pm 313 Fayerweather	Robert Thurman	4	24/120

**RELI UN2305 Islam. 4 points.**

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 2016: RELI UN2305**

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	4	37/60

**RELI UN2308 Buddhism: East Asian. 3 points.**

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 2016: RELI UN2308**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2308	001/22003	M W 10:10am - 11:25am 501 Northwest Corner	Michael Como	3	159/160

**RELI UN3199 Theory. 3 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 2016: RELI UN3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/70888	T 10:10am - 12:00pm 201 80 Claremont	Mark Taylor	3	9/25

**Spring 2017: RELI UN3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/03887	W 2:10pm - 4:00pm 227 Milbank Hall	Elizabeth Castelli	3	16/20

**RELI UN3202 Religion in America I. 3 points.**

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 2016: RELI UN3202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3202	001/06273	M W 1:10pm - 2:25pm 903 Altschul Hall	Gale Kenny	3	22

**RELI UN3260 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 2016: RELI UN3260**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3260	001/18950	M W 4:10pm - 5:25pm 201 80 Claremont	Courtney Bender	3	16/30

**RELI UN3340 Early Christianity. 3 points.**

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Examines the competing currents within early Christianity, with emphasis placed on the literary and social expressions of Christian belief and identity. Topics to be covered include persecution and martyrdom, debates over authority and religious experience, orthodoxy and heresy, and asceticism and monasticism, among others.

**Fall 2016: RELI UN3340**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3340	001/02033	M W 10:10am - 11:25am 327 Milbank Hall	Elizabeth Castelli	3	20

**RELI UN3357 I and We in the Christian East: The Making of Identity. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course will provide a survey of Christian history in the eastern Mediterranean and Near East from roughly the fourth to the eleventh centuries with particular attention to religion and identity. How would the various Christians in this era answer the questions: "Who am I?" "Who are we?" How did their understanding of the divine influence their understanding of themselves and how was this identity enacted through writing and ritual? Though our focus will be on this period, we will also consider the framing of the history of "Eastern" Christianity into the modern period. No prerequisites.

**Fall 2016: RELI UN3357**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3357	001/23496	M W 1:10pm - 2:25pm C01 80 Claremont	Zachary Ugolnik	3	12/15

**RELI UN3407 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

**Fall 2016: RELI UN3407**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3407	001/92068	T Th 10:10am - 11:25am 207 Mathematics Building	Hussein Rashid	4	52/70

**RELI UN3425 Judaism and Courtly Literature in Medieval and Early Modern Iberia and Italy. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The course explores secular Jewish literature composed in the medieval and Early Modern Mediterranean in the context of its Arabic and Romance-language counterparts. After examining the literary, linguistic and philosophical backdrop of Jews in the Islamic Empire, we will focus on poetry and prose of al-Andalus, Christian Spain and Italy. We will look at examples of how Jews depicted themselves and how Christian and *converso* thinkers portrayed Jews. In addition, we will consider two crossover writers, one Jew in Spain and one in Italy, whose compositions in Castilian and Italian were accepted and integrated into Christian society. Historical materials will accompany textual examples, which span the eleventh through sixteenth centuries.

**Fall 2016: RELI UN3425**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3425	001/80798	M W 10:10am - 11:25am 628 Kent Hall	Isabelle Levy	3	23/25

**RELI UN3901 Guided Reading and Research. 1-4 points.**

Prerequisites: the instructor's permission.

**Fall 2016: RELI UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3901	001/75010		Katharina Ivanyi	1-4	0
RELI 3901	002/29428		Peter Awn	1-4	2
RELI 3901	003/14374		Euan Cameron	1-4	0
RELI 3901	004/18231		Michael Como	1-4	1
RELI 3901	005/66646		Gary Dorrien	1-4	0
RELI 3901	006/24362		Gil Anidjar	1-4	1
RELI 3901	007/24978		Robert Somerville	1-4	0
RELI 3901	008/25842		John McGuckin	1-4	0
RELI 3901	009/28533		Mark Taylor	1-4	0
RELI 3901	010/22216		Josef Sorett	1-4	0
RELI 3901	011/69303		Courtney Bender	1-4	0
RELI 3901	012/28993		Clemence Boulouque	1-4	1
RELI 3901	013/70933		Katherine Pratt Ewing	1-4	0
RELI 3901	014/12697		Bernard Faure	1-4	0
RELI 3901	015/17816		Robert Thurman	1-4	0
RELI 3901	016/17494		Thomas Yarnall	1-4	0
RELI 3901	017/64422		Zhaohua Yang	1-4	0
RELI 3901	018/06011		Elizabeth Castelli	1-4	0
RELI 3901	019/02673		Gale Kenny	1-4	0
RELI 3901	020/03612		Rachel McDermott	1-4	0

RELI 3901 021/03779

Najam Haider 1-4 0

RELI 3901 022/05677

Beth Berkowitz 1-4 0

**RELI GU4105 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 2016: RELI GU4105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4105	001/03701	T 4:10pm - 6:00pm 214 Milbank Hall	Gale Kenny	4	6/14

**RELI GU4307 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 2016: RELI GU4307**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/73478	T 4:10pm - 6:00pm 201 80 Claremont	Zhaohua Yang	4	8/25

**RELI GU4318 Interpreting Buddhist Yoga: Hermeneutics East West Quantum. 4 points.**

A seminar exploring the meanings of Buddhist Tantra and being, time, space, gender, technology, and mysticism through traditional religious, modern, post-modern, digital, quantum, and Buddhist "hermeneutics," the science and art of interpretation. We will read ancient and modern classics on hermeneutics, by Schleiermacher, Gadamer, Heidegger, Barthes, and Ricoeur; Indian and Tibetan works on their systems of interpretation, at least as sophisticated as anything from Europe; and contemporary works on how digital technology brings us into a world of new meaning for everything, including Buddhist yoga.

**Fall 2016: RELI GU4318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RELI 4318	001/16745	Th 2:10pm - 4:00pm	David Kittay	4	13/30
201 80 Claremont					

**RELI GU4325 Sufism. 4 points.**

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

**Fall 2016: RELI GU4325**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4325	001/12354	T 2:10pm - 4:00pm	Katharina Ivanyi	4	9/20
201 80 Claremont					

**RELI GU4355 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.

**Fall 2016: RELI GU4355**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4355	001/20695	W 12:10pm - 2:00pm	Obery Hendricks	4	8/15
101 80 Claremont					

**RELI GU4509 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.

**Fall 2016: RELI GU4509**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4509	001/07147	Th 10:10am - 12:00pm	Beth Berkowitz	4	17
105 Elliot Hall					

**RELI GU4513 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.

**Fall 2016: RELI GU4513**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4513	001/92192	W 2:10pm - 4:00pm	Bernard Faure	4	19/30
201 80 Claremont					

**RELI GU4615 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 2016: RELI GU4615**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4615	001/66497	M 10:10am - 12:00pm	Mark Taylor	4	17/25
201 80 Claremont					

**ALL COURSES (INCLUDING THOSE NOT OFFERED IN ACADEMIC YEAR 2016-2017)****RELI UN1615 Vampires. 3 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 2016: RELI UN1615**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1615	001/82033	M W 11:40am - 12:55pm	Gil Anidjar	3	79/150
203 Mathematics Building					

**RELI UN1620 Religion and the Movies. 3 points.**

This class is an introduction to both film and religious studies and aims to explore their interaction. Ranging from auteurs to blockbusters, the course will analyze movies that make use of the sacred and of religious themes, figures or metaphors. The course will probe the definitions and boundaries of religion -as theology,



myth, ideology- and will show students how religion remains a critical presence in the arts, even in a secular guise. We will look at the ways in which popular culture can serve religious functions in contemporary society and examine how faith is represented in popular culture.

#### Fall 2016: RELI UN1620

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1620	001/92847	T Th 2:40pm - 3:55pm 644 Seeley W. Mudd Building	Clemence Boulouque	3	26/60

#### RELI UN2205 Buddhism: Indo-Tibetan. 4 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 2016: RELI UN2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2205	001/85529	T Th 4:10pm - 5:25pm 313 Fayerweather	Robert Thurman	4	24/120

#### RELI UN2305 Islam. 4 points.

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 2016: RELI UN2305

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	4	37/60

#### RELI UN2308 Buddhism: East Asian. 3 points.

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 2016: RELI UN2308

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2308	001/22003	M W 10:10am - 11:25am 501 Northwest Corner	Michael Como	3	159/160

#### RELI UN3199 Theory. 3 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 2016: RELI UN3199

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/70888	T 10:10am - 12:00pm 201 80 Claremont	Mark Taylor	3	9/25

#### Spring 2017: RELI UN3199

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/03887	W 2:10pm - 4:00pm 227 Milbank Hall	Elizabeth Castelli	3	16/20

#### RELI UN3202 Religion in America I. 3 points.

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 2016: RELI UN3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3202	001/06273	M W 1:10pm - 2:25pm 903 Altschul Hall	Gale Kenny	3	22

#### RELI UN3260 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 2016: RELI UN3260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3260	001/18950	M W 4:10pm - 5:25pm 201 80 Claremont	Courtney Bender	3	16/30

#### RELI UN3340 Early Christianity. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Examines the competing currents within early Christianity, with emphasis placed on the literary and social expressions of Christian belief and identity. Topics to be covered include persecution and martyrdom, debates over authority and religious experience, orthodoxy and heresy, and asceticism and monasticism, among others.

**Fall 2016: RELI UN3340**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3340	001/02033	M W 10:10am - 11:25am 327 Milbank Hall	Elizabeth Castelli	3	20

**RELI UN3357 I and We in the Christian East: The Making of Identity. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course will provide a survey of Christian history in the eastern Mediterranean and Near East from roughly the fourth to the eleventh centuries with particular attention to religion and identity. How would the various Christians in this era answer the questions: "Who am I?" "Who are we?" How did their understanding of the divine influence their understanding of themselves and how was this identity enacted through writing and ritual? Though our focus will be on this period, we will also consider the framing of the history of "Eastern" Christianity into the modern period. No prerequisites.

**Fall 2016: RELI UN3357**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3357	001/23496	M W 1:10pm - 2:25pm C01 80 Claremont	Zachary Ugolnik	3	12/15

**RELI UN3407 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

**Fall 2016: RELI UN3407**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3407	001/92068	T Th 10:10am - 11:25am 207 Mathematics Building	Hussein Rashid	4	52/70

**RELI UN3425 Judaism and Courtly Literature in Medieval and Early Modern Iberia and Italy. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The course explores secular Jewish literature composed in the medieval and Early Modern Mediterranean in the context of its Arabic and Romance-language counterparts. After examining the literary, linguistic and philosophical backdrop of Jews in the Islamic Empire, we will focus on poetry and prose of al-Andalus, Christian Spain and Italy. We will look at examples of how Jews depicted themselves and how Christian and *converso* thinkers portrayed Jews. In addition, we will consider two crossover writers, one Jew in Spain and one in Italy, whose compositions in Castilian and Italian were accepted and integrated into Christian

society. Historical materials will accompany textual examples, which span the eleventh through sixteenth centuries.

**Fall 2016: RELI UN3425**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3425	001/80798	M W 10:10am - 11:25am 628 Kent Hall	Isabelle Levy	3	23/25

**RELI UN3901 Guided Reading and Research. 1-4 points.**

Prerequisites: the instructor's permission.

**Fall 2016: RELI UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3901	001/75010		Katharina Ivanyi	1-4	0
RELI 3901	002/29428		Peter Awn	1-4	2
RELI 3901	003/14374		Euan Cameron	1-4	0
RELI 3901	004/18231		Michael Como	1-4	1
RELI 3901	005/66646		Gary Dorrien	1-4	0
RELI 3901	006/24362		Gil Anidjar	1-4	1
RELI 3901	007/24978		Robert Somerville	1-4	0
RELI 3901	008/25842		John McGuckin	1-4	0
RELI 3901	009/28533		Mark Taylor	1-4	0
RELI 3901	010/22216		Josef Sorett	1-4	0
RELI 3901	011/69303		Courtney Bender	1-4	0
RELI 3901	012/28993		Clemence Boulouque	1-4	1
RELI 3901	013/70933		Katherine Pratt Ewing	1-4	0
RELI 3901	014/12697		Bernard Faure	1-4	0
RELI 3901	015/17816		Robert Thurman	1-4	0
RELI 3901	016/17494		Thomas Yarnall	1-4	0
RELI 3901	017/64422		Zhaohua Yang	1-4	0
RELI 3901	018/06011		Elizabeth Castelli	1-4	0
RELI 3901	019/02673		Gale Kenny	1-4	0
RELI 3901	020/03612		Rachel McDermott	1-4	0
RELI 3901	021/03779		Najam Haider	1-4	0
RELI 3901	022/05677		Beth Berkowitz	1-4	0

**RELI GU4105 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 2016: RELI GU4105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4105	001/03701	T 4:10pm - 6:00pm 214 Milbank Hall	Gale Kenny	4	6/14

**RELI GU4307 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 religious-historical circumstances. The course is designed for advanced undergraduate and graduate students in East Asian religion, literature, history, art history and anthropology.

**Fall 2016: RELI GU4307**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/73478	T 4:10pm - 6:00pm 201 80 Claremont	Zhaohua Yang	4	8/25

**RELI GU4318 Interpreting Buddhist Yoga: Hermeneutics East West Quantum. 4 points.**

A seminar exploring the meanings of Buddhist Tantra and being, time, space, gender, technology, and mysticism through traditional religious, modern, post-modern, digital, quantum, and Buddhist "hermeneutics," the science and art of interpretation. We will read ancient and modern classics on hermeneutics, by Schleiermacher, Gadamer, Heidegger, Barthes, and Ricoeur; Indian and Tibetan works on their systems of interpretation, at least as sophisticated as anything from Europe; and contemporary works on how digital technology brings us into a world of new meaning for everything, including Buddhist yoga.

**Fall 2016: RELI GU4318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4318	001/16745	Th 2:10pm - 4:00pm 201 80 Claremont	David Kittay	4	13/30

**RELI GU4325 Sufism. 4 points.**

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

**Fall 2016: RELI GU4325**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4325	001/12354	T 2:10pm - 4:00pm 201 80 Claremont	Katharina Ivanyi	4	9/20

**RELI GU4355 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.

**Fall 2016: RELI GU4355**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4355	001/20695	W 12:10pm - 2:00pm 101 80 Claremont	Obery Hendricks	4	8/15

**RELI GU4509 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.

**Fall 2016: RELI GU4509**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4509	001/07147	Th 10:10am - 12:00pm 105 Elliot Hall	Beth Berkowitz	4	17

**RELI GU4513 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.

**Fall 2016: RELI GU4513**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4513	001/92192	W 2:10pm - 4:00pm 201 80 Claremont	Bernard Faure	4	19/30

**RELI GU4615 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 2016: RELI GU4615**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4615	001/66497	M 10:10am - 12:00pm 201 80 Claremont	Mark Taylor	4	17/25

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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 2016-17 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 2016-17 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.

**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

**RELI V3308 Origins of Judaism. 3 points.**

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

**Not offered during 2016-17 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 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 2016-17 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 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 fo 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.

**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.

**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.

**RELI V3604 Religion in the City. 3 points.**

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

**Not offered during 2016-17 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.

**RELI V3650 Religion and the Civil Rights Movement. 3 points.**

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

**Not offered during 2016-17 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 2016-17 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.

**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.

**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)

**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.

**RELI V3811 The Holocaust I. 4 points.**

**Not offered during 2016-17 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.

**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 Judeoconvertos, Moriscos, Afroiberians, magical practitioners; normativization and control of sexuality; historical ethnography; and the anthropology and/or sociology of institutions.

**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.

**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.

**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.



**RELI W4018 Interpreting Buddhist Yoga: Hermeneutics East West Quantum. 4 points.**

**Not offered during 2016-17 academic year.**

A seminar exploring the meanings of Buddhist Tantra and being, time, space, gender, technology, and mysticism through traditional religious, modern, post-modern, digital, quantum, and Buddhist "hermeneutics," the science and art of interpretation. We will read ancient and modern classics on hermeneutics, by Schleiermacher, Gadamer, Heidegger, Barthes, and Ricouer; Indian and Tibetan works on their systems of interpretation, at least as sophisticated as anything from Europe; and contemporary works on how digital technology brings us into a world of new meaning for everything, including Buddhist yoga.

**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.

**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.

**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.

**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 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 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.

**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 texts 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-cycles 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.

**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 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.

**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.

**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 2016-17 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 The Lotus Sutra in East Asian Buddhism. 4 points.**

**Not offered during 2016-17 academic year.**

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.

**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 2016-17 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.



**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.

**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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 2016-17 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.

**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.

**RELI W4721 Religion and Social Justice. 4 points.**  
**Not offered during 2016-17 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.

**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.

**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 on religion and vice versa before bringing into focus the main event: religion today and in the future. We'll bring thinkers such as E.M. Forster, Mircea Eliade, and Marshall McLuhan into dialogue with the writings of Arthur Clarke, Ray Kurzweil, and Jaron Lanier, and look at 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; what will become of karma when carbon-based persons merge with silicon-based entities and other advanced technologies; and the ramifications of immortality, now imaginable through technology, even for materialists.

**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 2016-17 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.

**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.

**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).



# SLAVIC LANGUAGES

**Departmental Office:** 708 Hamilton; 212-854-3941  
<http://www.columbia.edu/cu/slavic/>

**Director of Undergraduate Studies:**

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 lk2180@columbia.edu

**Language Coordinator:**

Prof. Alla Smyslova, 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
- Valentina Izmirlieva (Chair)

- Liza Knapp

## ASSISTANT PROFESSORS

Adam Leeds

Jessica Merrill

## VISITING ASSISTANT PROFESSORS

- Edward Tyerman (Barnard)

## SENIOR LECTURERS

- Alla Smyslova

## LECTURERS

- Aleksandar Boskovic
- Christopher Caes
- Christopher Harwood
- Nataliya Kun
- Yuri Shevchuk

## ON LEAVE

- Prof. Gasparov (*Spring 2017*)
- Prof. Leeds (*Fall 2016, Spring 2017*)

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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 UN3595 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 UN3998 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 UN3220	Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]
RUSS UN3221	Literature Revolution [In English]
RUSS UN3223	Magical Mystery Tour: The Legacy of Old Rus'
SLCL UN3001	Slavic Cultures
RUSS GU4006	Russian Religious Thought, Praxis, and Literature
CLRS GU4022	Russia and Asia: Orientalism, Eurasianism, Internationalism
RUSS GU4107	Russian Literature and Culture in the New Millennium

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 UN3220	Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]
RUSS UN3221	Literature Revolution [In English]
RUSS UN3223	Magical Mystery Tour: The Legacy of Old Rus'
SLCL UN3001	Slavic Cultures
RUSS GU4006	Russian Religious Thought, Praxis, and Literature

CLRS GU4022	Russia and Asia: Orientalism, Eurasianism, Internationalism
RUSS GU4107	Russian Literature and Culture in the New Millennium

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 UN3223      Magical Mystery Tour: The Legacy of Old Rus'

SLCL UN3001      Slavic Cultures

CLRS GU4022      Russia and Asia: Orientalism, Eurasianism, Internationalism

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 UN3220	Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]
RUSS UN3221	Literature Revolution [In English]
RUSS UN3223	Magical Mystery Tour: The Legacy of Old Rus'
RUSS GU4006	Russian Religious Thought, Praxis, and Literature
SLCL UN3001	Slavic Cultures
CLRS GU4022	Russia and Asia: Orientalism, Eurasianism, Internationalism
RUSS GU4107	Russian Literature and Culture in the New Millennium

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 UN3220	Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]
RUSS UN3221	Literature Revolution [In English]

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 UN1101 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 2016: BCRS UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 1101	001/60639	M W F 10:10am - 11:25am 352c International Affairs Bldg	Aleksandar Boskovic	4	9

#### BCRS UN1102 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 2017: BCRS UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 1102	001/28675	M W F 10:10am - 11:25am 352c International Affairs Bldg	Aleksandar Boskovic	4	8/12

#### BCRS UN2101 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 2016: BCRS UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 2101	001/71598	M W F 11:40am - 12:55pm	Aleksandar Boskovic	3	5



352b International  
Affairs Bldg

### BCRS UN2102 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. This course number has been changed to BCRS 2102

#### Spring 2017: BCRS UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 2102	001/86347	M W F 11:40am - 12:55pm 352b International Affairs Bldg	Aleksandar Boskovic	3	6/12

### BCRS W4002 (Dis)integration in Frames: Race, Ethnicity and gender Issues in Yugoslav and Post Yugoslav Cinemas. 3 points.

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 GU4331 Advanced Bosnian/Croatian/Serbian I. 3 points.

Prerequisites: *BCRS W2102*.

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 2016: BCRS GU4331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 4331	001/25526	M W F 1:10pm - 2:25pm 352b International Affairs Bldg	Aleksandar Boskovic	3	1

### BCRS GU4332 Advanced Bosnian/Croatian/Serbian II. 3 points.

Prerequisites: *BCRS W2102*.

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 2017: BCRS GU4332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 4332	001/11029	M W 1:10pm - 2:25pm 718 Hamilton Hall	Aleksandar Boskovic	3	1/12

## COMPARATIVE LITERATURE - CZECH

### CLCZ W4020 Czech Culture Before Czechoslovakia. 3 points. Not offered during 2016-17 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. Not offered during 2016-17 academic year.

A survey of postwar Czech fiction and drama. Knowledge of Czech not necessary. Parallel reading lists available in translation and in the original.

### CLCZ GU4035 The Writers of Prague. 3 points.

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.

#### Fall 2016: CLCZ GU4035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCZ 4035	001/66375	T Th 2:40pm - 3:55pm 522d Kent Hall	Christopher Harwood	3	2

### CLCZ GU4038 Prague Spring of '68 in Film and Literature [In English]. 3 points.

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.

#### Spring 2017: CLCZ GU4038

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCZ 4038	001/12870	T Th 2:40pm - 3:55pm 613 Hamilton Hall	Christopher Harwood	3	6/25

## COMPARATIVE LITERATURE - POLISH

### CLPL V3235 Imagining the Self. 3 points. Not offered during 2016-17 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 2016-17 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 2016-17 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 G4042 Bestsellers of Polish Literature. 4 points.**

**Not offered during 2016-17 academic year.**

A study of the 20th-century Polish novel during its most invigorated, innovative inter-war period. A close study of the major works of Kuncewiczowa, Choromanski, Wittlin, Unilowski, Kurek, Iwaszkiewicz, Gombrowicz, and Schulz. The development of the Polish novel will be examined against the background of new trends in European literature, with emphasis on the usage of various narrative devices. Reading knowledge of Polish desirable but not required. Parallel reading lists are available in the original and in translation.

**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 2016-17 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 Maslowska, Andrzej Stasiuk, Pawel Huelle, Olga Tokarczuk, Magdalena Tulli and others will be read and discussed. Knowledge of Polish not required.

## COMPARATIVE LITERATURE - SLAVIC

**CLSL GU4003 Central European Drama in the Twentieth Century. 3 points.**

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.

**Spring 2017: CLSL GU4003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4003	001/22296	T Th 6:10pm - 7:25pm 613 Hamilton Hall	Ivan Sanders	3	4/8

**CLSL W4004 Introduction to Twentieth-Century Central European Fiction. 3 points.**

**Not offered during 2016-17 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.**

**Not offered during 2016-17 academic year.**

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, cinemopoetry, 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, Miciński, Vučko, Matijević. Each session will include a lecture followed by discussion.

### **CLSL GU4075 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.

Spring 2017: CLSL GU4075

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4075	001/79782	T 6:10pm - 10:00pm 407 Hamilton Hall	Yuri Shevchuk	3	5/18

### **CLSL GU4995 Central European Jewish Literature: Assimilation and Its Discontents. 3 points.**

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.

Fall 2016: CLSL GU4995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4995	001/73320	T Th 6:10pm - 7:25pm 408 Hamilton Hall	Ivan Sanders	3	7

### **CLSL G6200 Muslim and Christian in Balkan Narratives. 4 points.**

**Not offered during 2016-17 academic year.**

This course explores the tangled relations of Muslims and Christians in the Balkans through the stories they tell of each other and the foreign narratives about themselves that they import, absorb, and resist. The course defines “narrative” broadly and probes creative storytelling across media and genres, asking methodological questions about narration and narrative inquiry and developing students’ skills for reading both narrative texts and the complex social contexts that produce and sustain them. Its introductory part, “Cities of the Book: Geographies of Conflict and Coexistence,” will familiarize students with the region through case studies of three cities that have served as symbols of Balkan conflict and *convivencia*: Sarajevo, Thessaloniki, and Istanbul. The second part, “(Broken) Mirrors and Bridges (to Nowhere),” focuses on four novels by highly visible fiction writers from the region (Pamuk, Pavić, Andrić, and Kadare). In the third part, “My Neighbor, My Enemy,” students—drawing from a range of heterogeneous narratives—are invited to consider whether Muslim-Christian violence is indeed inevitable, how interreligious hatred can be countered, and what effective strategies exist for cultivating “neighborliness” in multi-religious societies. No knowledge of Balkan languages required.

## **COMPARATIVE LITERATURE - RUSSIAN**

### **CLRS UN3307 (Russian) Literary Playgrounds: Adventures in Textual Paichnidology. 3 points.**

There's a lot to be said for the virtues of play! This course proceeds from the notion that while we may be accustomed to considering it as little more than frivolous activity, play is a serious business with great potential for enriching our social, creative, and scholarly lives. Over the course of the semester we will read a number of theorists and authors who suggest that play has profound aesthetic, ethical, and epistemological dimensions while we blur the lines between literature and philosophy, science and the arts, the serious and the absurd....

Spring 2017: CLRS UN3307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 3307	001/80796	M W 4:10pm - 5:25pm 315 Hamilton Hall	Benjamin Lussier	3	6/20

### **CLRS UN3308 RUSSIAN LITERATURE: A TRAVEL GUIDE. 3 points.**

This course is designed as a journey through twentieth century Russian literature outside the borders of Russia/the USSR itself. Starting in London, the students will travel south through Western European cities and later on to North America. The students will spend between one and three weeks in each location and learn about the history of Russian exiles, émigrés and travelers in that particular city or country. Each week will be focused on a particular period or theme in this Russian literature from abroad. Through novels, short stories, letters, websites, films and images,

the students will explore each place in the minds of Russian writers and artists. The course will furthermore emphasize the relationship between city and text. Students will be encouraged to draw maps, describe architecture and analyze urban phenomena such as the museum as they are represented by the materials we study in class.

**CLRS V3224 Nabokov. 3 points.**

**Not offered during 2016-17 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.**

**Not offered during 2016-17 academic year.**

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.)

**CLRS GU4011 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.

Fall 2016: CLRS GU4011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4011	001/63300	M W 10:10am - 11:25am 702 Hamilton Hall	Liza Knapp	3	52/86

**CLRS W4022 Russia and Asia: Orientalism, Eurasianism, Internationalism. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

**Not offered during 2016-17 academic year.**

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, Aitimatov, 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.

**CLRS W4016 Petersburg Texts. 3 points.**

**Not offered during 2016-17 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.**

**Not offered during 2016-17 academic year.**

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.

**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 2016-17 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 Rytkeu as well as less-known texts, both "official" and censored.

## CZECH LANGUAGE AND LITERATURE

### **CZCH UN1101 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 2016: CZCH UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1101	001/27171	T Th F 10:10am - 11:25am 406 Hamilton Hall	Christopher Harwood	4	1/18

### **CZCH UN1102 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 2017: CZCH UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1102	001/60303	T Th F 10:10am - 11:25am 406 Hamilton Hall	Christopher Harwood	4	1/20

### **CZCH W2101 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.

### **CZCH W2102 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.

### **CZCH GU4333 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.

#### **Fall 2016: CZCH GU4333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 4333	001/17177	T Th 1:10pm - 2:25pm 315 Hamilton Hall	Christopher Harwood	3	2

### **CZCH GU4334 Readings in Czech Literature, II. 3 points.**

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.

#### **Spring 2017: CZCH GU4334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 4334	001/67008	T Th 1:10pm - 2:25pm 408 Hamilton Hall	Christopher Harwood	3	0/10

## HISTORY - SLAVIC

### **HSSL W3224 Cities and Civilizations: an Introduction To Eurasian Studies. 3 points.**

**Not offered during 2016-17 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 W3860 Post-Socialist Cities of Eurasia. 4 points.**

**Not offered during 2016-17 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.

### **HSSL W4860 Post-Socialist Cities of Eurasia. 4 points.**

**Not offered during 2016-17 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 UN1101 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 2016: POLI UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 1101	001/72965	M W F 10:10am - 11:25am 408 Hamilton Hall	Christopher Caes	4	8/18

### POLI UN1102 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 2017: POLI UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 1102	001/24236	M W F 10:10am - 11:25am 255 International Affairs Bldg	Christopher Caes	4	8/15

### POLI W2101 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.

### POLI W2102 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.

### POLI GU4101 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 2016: POLI GU4101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 4101	001/65916	M W F 2:40pm - 3:55pm 716a Hamilton Hall	Christopher Caes	4	2/18

### POLI GU4102 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 2017: POLI GU4102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 4102	001/65624	M W F 2:40pm - 3:55pm 716a Hamilton Hall	Christopher Caes	4	4/18

### POLI W4050 Contemporary Polish Poetry. 3 points. Not offered during 2016-17 academic year.

Prerequisites: A knowledge of Polish is not required.

### POLI W3997 Supervised Individual Research. 2-4 points. Not offered during 2016-17 academic year.

Prerequisites: the department's permission.

## ROMANIAN LANGUAGE AND LITERATURE RUSSIAN LANGUAGE

### RUSS UN1101 First-year Russian I. 5 points.

Grammar, reading, composition, and conversation.

#### Fall 2016: RUSS UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1101	001/65419	M T W Th 8:50am - 9:55am 709 Hamilton Hall	Erica Drennan	5	10/12
RUSS 1101	002/17487	M T W Th 10:10am - 11:15am 709 Hamilton Hall	Nataliya Kun	5	8/12
RUSS 1101	004/61994	M T W Th 1:10pm - 2:15pm 709 Hamilton Hall	Benjamin Lussier	5	7/12
RUSS 1101	005/75915	M T W Th 2:40pm - 3:45pm 709 Hamilton Hall	Vera Senina	5	7/12
RUSS 1101	006/27884	M T W Th 6:10pm - 7:15pm 709 Hamilton Hall	Michael Gluck	5	7/12

### RUSS UN1102 First-year Russian II. 5 points.

Grammar, reading, composition, and conversation.

**Spring 2017: RUSS UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1102	001/75241	M T W Th 8:50am - 9:55am 709 Hamilton Hall	Erica Drennan	5	11/12
RUSS 1102	002/63835	M T W Th 10:10am - 11:15am 709 Hamilton Hall	Nataliya Kun	5	9/12
RUSS 1102	004/28894	M T W Th 2:40pm - 3:45pm 709 Hamilton Hall	Vera Senina	5	6/12
RUSS 1102	005/29945	M T W Th 6:10pm - 7:15pm 408 Hamilton Hall	Michael Gluck	5	3/12

**RUSS UN3101 Third-year Russian I. 4 points.**

Limited enrollment.

Prerequisites: *RUSS 2102* 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 2016: RUSS UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3101	001/67905	M W F 1:10pm - 2:25pm 116 Knox Hall	Nataliya Kun	4	8/12
RUSS 3101	002/19400	M W F 10:10am - 11:25am 707 Hamilton Hall	Alla Smyslova	4	7/12

**RUSS UN3102 Third-Year Russian II. 4 points.**

Prerequisites: Prerequisites: RUSS V3331:RUSS 1202 or the equivalent and the instructor's permission.

Prerequisite for V3332: Russian V3331 or the equivalent. Enrollment limited. 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 2017: RUSS UN3102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3102	001/60636	M W F 1:10pm - 2:25pm 406 Hamilton Hall	Nataliya Kun	4	8/12
RUSS 3102	002/73456	M W F 10:10am - 11:25am 707 Hamilton Hall	Alla Smyslova	4	9/12

**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 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.**

**Not offered during 2016-17 academic year.**

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.

**RUSS W4432 Contrastive Phonetics and Grammar of Russian and English. 3 points.**

**Not offered during 2016-17 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.**

**Not offered during 2016-17 academic year.**

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.

**RUSSIAN LITERATURE (IN ENGLISH)****RUSS UN3221 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 2017: RUSS UN3221**

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	16

**RUSS UN3222 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 2017: RUSS UN3222**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3222	001/11037	M W 10:10am - 11:25am 703 Hamilton Hall	Liza Knapp	3	33/86

**RUSS V3223 Magical Mystery Tour: The Legacy of Old Rus'. 3 points.**

**Not offered during 2016-17 academic year.**

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.**

**Not offered during 2016-17 academic year.**

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 through 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.

**RUSS W4006 Russian Religious Thought, Praxis, and Literature. 3 points.**

This course examines the interaction of religious thought, praxis, and literature in the nineteenth and early twentieth centuries. As the Russian Empire sought to define its place in the world, many Russian writers and thinkers turned to religious experience as a source of meaning. A varied body of work emerged as they responded to the tradition of Russian Orthodoxy. The goals of this course are to acquaint students with key texts of Russian religious thought and to give students the knowledge and tools required for critical inquiry into the religious dimension of Russian literature and culture.

**RUSS GU4013 Late Tolstoy (Beyond Anna Karenina): Thinker, Writer, Activist, Pacifist, Humanitarian, and Mortal. 4 points.**

The focus of the course is Tolstoy's work in the last 35 years of his life. On finishing War and Peace and Anna Karenina, Tolstoy swore off the kind of literature and decided to devote himself to what he believed would be more meaningful work. This work included confessions, letters, tracts, critiques, proclamations, invectives, exposes, meditations, and gospel, and as more fiction, some of which is overly didactic and some which is, like his earlier fiction, more covertly so.

**Fall 2016: RUSS GU4013**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4013	001/86783	M W 2:40pm - 3:55pm 511 Hamilton Hall	Liza Knapp	4	11/28

**RUSS G4104 Behind the Nylon Curtain: Space Race, Architecture and Cinematography During the Cold War. 0 points.**

**Not offered during 2016-17 academic year.**

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 W4108 The Great Experiment: Russian Media in the Long 20th Century. 3 points.**  
**Not offered during 2016-17 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 GU4109 Russia's Self Image in Music. 3 points.**

A snapshot of Russian cultural history, from the age of Romanticism and realism to early twentieth-century modernism, to the Soviet time, made through the lens of most notable musical events of that epoch. The course follows highlights of the history of Russian music, from Glinka and the popular "romance" of Pushkin's time to Schnittke and Gubaidullina. Knowledge of Russian not required.

Fall 2016: RUSS GU4109

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4109	001/87533	T Th 11:40am - 12:55pm 703 Hamilton Hall	Boris Gasparov	3	2/40

**RUSS W4451 The Cultural Cold War. 3 points.**  
**Not offered during 2016-17 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 Sergi 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 2016-17 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 2016-17 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 2016-17 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 V3333 Vvedenie v russkuiu literaturu: Poor Liza, Poor Olga, Poor Me. 3 points.**

For non-native speakers of Russian. **Not offered during 2016-17 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. 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.

**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 2016-17 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 2016-17 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 2016-17 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 2016-17 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 W4339 Chteniia po russkoi literature: Pushkin. 3 points.**

**Not offered during 2016-17 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.**

**Not offered during 2016-17 academic year.**

The purpose of this course is to acquaint students 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 2016-17 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 2016-17 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.**

**Not offered during 2016-17 academic year.**

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 2016-17 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 2016-17 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 2016-17 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

**HNGR W4050 The Hungarian New Wave: Cinema in Kadarist Hungary [In English]. 3 points.**

**Not offered during 2016-17 academic year.**

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.

**HNGR W4028 Modern Hungarian Prose in Translation: Exposing Naked Reality. 3 points.**

**Not offered during 2016-17 academic year.**

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.

## SLAVIC LITERATURES

**SLLT GU4000 EURASIAN EXILES & LIT IN N.Y.. 3 points.**

Eurasian Exiles and Literature in New York examines Eurasian exile literature in the United States and especially New York over the course of four emigration waves: so called Second Wave writers who fled the Russian Revolution (Vladimir Nabokov), the Third Wave exiles, who came after World War II (Joseph Brodsky and Sergei Dovlatov), the exile literature of the last Soviet generation who came as refugees in the late 1970s and early 1980s (Gary Shteyngart, Irina Reyn), and the perestroika and post-Soviet diaspora, who came to New York after 1991. All four waves drew upon a rich Russian cultural heritage and influences that they encountered abroad to create innovative work: new topoi and urban fiction as well as unique images of New York. All four have complicated and fascinating engagements with American society and the cultures of New York City, and also with the Russian and Eurasian émigré communities, vibrant worlds unto themselves. The initial waves drew mainly on East European themes and were still attached to Russia while the latter were increasingly concerned with non-Russian nationalities like Bukharan Jews, Georgians, and Tajiks. The course looks closely and critically at the meanings of "exile" and "Eurasia," as well as the poetics of exilic and urban writing; it asks whether we can still speak of exiles and exile fiction in the postSoviet age of globalization, social media, and unprecedented migration.

**SLLT W4015 Ideology, History, Identity: South Slavic Writers from Modernism to Postmodernism and Beyond. 3 points.**

**Not offered during 2016-17 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 UN1101 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 2016: UKRN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1101	001/18427	M W F 8:40am - 9:55am 352b International Affairs Bldg	Yuri Shevchuk	3	1/18

### UKRN UN1102 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 2017: UKRN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1102	001/12392	M W F 8:40am - 9:55am 351a International Affairs Bldg	Yuri Shevchuk	3	2/15

### UKRN UN2101 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 2016: UKRN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 2101	001/96999	M W F 10:10am - 11:25am 352b International Affairs Bldg	Yuri Shevchuk	3	0/18

### UKRN UN2102 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 2017: UKRN UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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UKRN 2102	001/96946	M W F 10:10am - 11:25am 351a International Affairs Bldg	Yuri Shevchuk	3	0/20
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### UKRN UN4001 Advanced Ukrainian I. 3 points.

Prerequisites: *UKRN W2102* 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 2016: UKRN UN4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 4001	001/19102	M W 1:10pm - 2:25pm Room TBA	Yuri Shevchuk	3	2/18

### UKRN GU4002 Advanced Ukrainian II. 3 points.

Prerequisites: *UKRN W2102* 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 2017: UKRN GU4002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 4002	001/21528	M W 1:10pm - 2:25pm 709 Hamilton Hall	Yuri Shevchuk	3	0/20

### UKRN W4021 Introduction to Ukrainian Literature and Culture: Beginnings Through the 19th Century. 3 points. Not offered during 2016-17 academic year.

Prerequisites: Some familiarity with at least one Slavic language.

### UKRN W4033 Early Modernism in Ukrainian Literature. 3 points. Not offered during 2016-17 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 W4040 Twentieth Century Ukrainian Prose. 3 points.**  
**Not offered during 2016-17 academic year.**

Prerequisites: A reading knowledge of Ukrainian or fluency in another Slavic language.

# SOCIOLOGY

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**Director of Undergraduate Studies:** Prof. Josh Whitford, 618 Knox; 212-854-3593; [jw2212@columbia.edu](mailto:jw2212@columbia.edu)

**Director of Academic Administration and Finance:** Jacqueline Pineda-Vega, 501B Knox; 212-854-9890; [jp2280@columbia.edu](mailto:jp2280@columbia.edu)

**Undergraduate Program Assistant:** Dora Arenas, 501A Knox; 212-854-4226; [da9@columbia.edu](mailto: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 UN3995-SOCI UN3996 Senior Seminar).

In order to register for the *Senior Seminar*, students must have completed SOCI UN3010 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)
- Mignon Moore (Barnard)
- 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, Prof. Wimmer (2016-2017)
- Prof. Khan, Prof. Sassen (Fall 2016)
- Prof. Spilerman, Prof. Stark, Prof. Tran (Spring 2017)

## 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 UN1000	The Social World
SOCI UN3000	Social Theory
SOCI UN3010	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 UN3020	Social Statistics
SOCI UN3213	Sociology of African American Life
SOCI UN3235	Social Movements: Collective Action
SOCI UN3490	Mistake, Misconduct, Disaster
SOCI UN3285	Israeli Society and the Israeli-Palestinian Conflict
SOCI UN3264	The Changing American Family
SOCI UN3675	Organizing Innovation
SOCI UN3900	Societal Adaptations to Terrorism
SOCI UN3914	Seminar in Inequality, Poverty, and Mobility
SOCI UN3920	Social Networks
SOCI UN3931	Sociology of the Body
SOCI UN3974	Sociology of Schools, Teaching and Learning
SOCI UN3980	Immigrant New York: The Changing American City
SOCI UN3980	Immigrant New York: The Changing American City
SOCI UN3995	Senior Seminar
SOCI UN3996	Senior Seminar

\* These may include the two-semester *Senior Seminar* (SOCI UN3995-SOCI UN3996).

## 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 UN1000	The Social World
SOCI UN3000	Social Theory
SOCI UN3010	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 UN3900	Societal Adaptations to Terrorism
SOCI UN3914	Seminar in Inequality, Poverty, and Mobility
SOCI UN3915	Stigma and Discrimination
SOCI UN3920	Social Networks
SOCI UN3931	Sociology of the Body
SOCI UN3974	Sociology of Schools, Teaching and Learning
SOCI UN3980	Immigrant New York: The Changing American City
SOCI UN3985	Queer Practice
SOCI UN3995	Senior Seminar
SOCI UN3996	Senior Seminar

## COURSES

### FALL 2016

#### SOCI UN1000 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 2016: SOCI UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/61513	M W 10:10am - 11:25am 501 Schermerhorn Hall	Gil Eyal	3	127/150

#### Spring 2017: SOCI UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/71003	T Th 11:40am - 12:55pm 417 International Affairs Bldg	Teresa Sharpe	3	158/180

#### SOCI UN3000 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 2016: SOCI UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/05710	M W 11:40am - 12:55pm 504 Diana Center	Deborah Becher	3	64/70

#### Spring 2017: SOCI UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/19008	M W 10:10am - 11:25am 717 Hamilton Hall	Gil Eyal	3	51/60

#### SOCI UN3010 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 2016: SOCI UN3010

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	41

#### Spring 2017: SOCI UN3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/74470	T Th 1:10pm - 2:25pm 310 Fayerweather	Jacob Boersema	4	63/75

#### SOCI W3020 Social Statistics. 3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

This course introduces methods of empirical social research for describing and drawing inferences from quantitative data. Emphasis is on basic but very serviceable methods of statistical analysis for information drawn from surveys or archives. The course includes several exercises in analysis of sample survey data.

#### SOCI UN3264 The Changing American Family. 3 points.

Worries and debates about the family are in the news daily. But how in fact is "the family" changing? And why? This course will study the family from a sociological perspective with primary emphasis on continuity and change and variation across different historical eras. We'll examine how the diversity of family life and constellations of intimacy and care are shaped by gender, race, ethnicity, socioeconomic status, and sexuality. Discussion section (required) will engage with readings as well as events in the news/ social media of interest to students.

#### Fall 2016: SOCI UN3264

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3264	001/60839	M W 4:10pm - 5:25pm 467 Schermerhorn Hall	Angela Aidala	3	10/30

#### SOCI UN3285 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 2016: SOCI UN3285

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3285	001/65609	M W 2:40pm - 3:55pm 707 Hamilton Hall	Yinon Cohen	3	18/62

#### SOCI UN3675 Organizing Innovation. 4 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 2016: SOCI UN3675

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3675	001/63498	T Th 10:10am - 11:25am 717 Hamilton Hall	David Stark	4	66/75

#### SOCI UN3900 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 2016: SOCI UN3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3900	001/19286	T 4:10pm - 6:00pm 509 Knox Hall	Seymour Spilerman	4	21/28

#### SOCI UN3914 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.

#### Fall 2016: SOCI UN3914

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3914	003/73940	T 2:10pm - 4:00pm C01 Knox Hall	Thomas DiPrete	4	11/19

#### SOCI UN3920 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 2016: SOCI UN3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3920	001/15064	Th 9:00am - 12:00pm 509 Knox Hall	Peter Bearman	3	12/20

#### SOCI UN3923 Adolescent Society. 4 points.

This seminar will explore the social and cultural construction of adolescence in contemporary American society. Adolescence is an important life-stage where experiences and decision-making have both individual and group consequences. Major themes will include: cultural and legal socialization of youth, crime and deviance, health and sexuality, employment and educational outcomes, and political behavior/civic engagement.

#### Fall 2016: SOCI UN3923

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3923	001/10030	T 10:10am - 12:00pm 509 Knox Hall	Carla Shedd	4	20/20

#### SOCI UN3980 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 2016: SOCI UN3980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3980	001/23386	M 2:10pm - 4:00pm 301m Fayerweather	Van Tran	4	25/20

#### SOCI UN3995 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 2016: SOCI UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3995	001/25325	M 10:10am - 12:00pm 301 Hamilton Hall	Adam Reich	4	9/20
SOCI 3995	002/26351		Courtney Bender	4	0/20
SOCI 3995	003/27149		Todd Gitlin	4	0/20
SOCI 3995	004/60957		Jennifer Lena	4	0/20
SOCI 3995	005/67203		Aaron Pallas	4	0/20
SOCI 3995	006/23457		Emmanuelle Saada	4	0/20
SOCI 3995	007/25534		Michael Schudson	4	0/20
SOCI 3995	008/75519		Julien Teitler	4	0/20
SOCI 3995	009/93651		Dan Wang	4	0/20
SOCI 3995	010/88974		Amy Wells	4	0/20

## SPRING 2017

#### SOCI UN1000 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 2016: SOCI UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/61513	M W 10:10am - 11:25am 501 Schermerhorn Hall	Gil Eyal	3	127/150

#### Spring 2017: SOCI UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/71003	T Th 11:40am - 12:55pm 417 International Affairs Bldg	Teresa Sharpe	3	158/180

#### SOCI UN2240 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 2017: SOCI UN2240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 2240	001/26901	M W 1:10pm - 2:25pm 313 Fayerweather	Joshua Whitford	3	52/70

#### SOCI UN3000 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 2016: SOCI UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/05710	M W 11:40am - 12:55pm 504 Diana Center	Deborah Becher	3	64/70

#### Spring 2017: SOCI UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/19008	M W 10:10am - 11:25am 717 Hamilton Hall	Gil Eyal	3	51/60

#### SOCI UN3010 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 2016: SOCI UN3010

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	41

#### Spring 2017: SOCI UN3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/74470	T Th 1:10pm - 2:25pm 310 Fayerweather	Jacob Boersema	4	63/75

#### SOCI UN3020 Social Statistics. 3 points.

This course introduces methods of empirical social research for describing and drawing inferences from quantitative data. Emphasis is on basic but very serviceable methods of statistical analysis for information drawn from surveys or archives. The course includes several exercises in analysis of sample survey data.

#### SOCI UN3490 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 2017: SOCI UN3490

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3490	001/27776	M W 2:40pm - 3:55pm 717 Hamilton Hall	Diane Vaughan	3	42/70

#### SOCI UN3915 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 2017: SOCI UN3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3915	001/10922	T 2:10pm - 4:00pm C01 Knox Hall	Mark Hatzenbuehler	4	18/20

**SOCI UN3929 Collaboration, Resistance, Retribution: Western and Eastern Europe Between Nazism and Comm. 3 points.**

The Nazi occupation of Western and East-Central Europe during World War II elicited a variety of national and local responses ranging from accommodation to collaboration to outright resistance. How did variations in practices of political, social, and economic domination exercised by the Nazis shape patterns of collaboration and resistance? How did this vary between Western and Eastern Europe? What individual factors/aspects of personal biography shaped decisions about whether or not to collaborate? In the immediate postwar period, how did efforts to identify and punish collaborators reflect prerogatives of national regeneration and state-building? Forty-five years later, the collapse of the socialist dictatorships of East-Central Europe unleashed calls for retribution against "communist collaborators." How did practices of collaboration and resistance with socialist regimes differ from earlier patterns of collaboration with the Nazis? Have efforts to punish communist collaborators been more successful in righting the wrongs of the past than previous efforts to punish Nazi collaborators? If so, what might account for this? Do „legacies" from earlier efforts to punish Nazi collaborators inform these more recent projects of justice-seeking? How do unresolved justice issues from the immediate postwar period continue to haunt both Western and East-Central Europe?

**Spring 2017: SOCI UN3929**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3929	001/88246	T 10:10am - 12:00pm 1201 International Affairs Bldg	Louisa McClintock	3	13/15

**SOCI UN3960 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 2017: SOCI UN3960**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3960	001/27138	M 10:10am - 12:00pm 646 Jerome L Greene Hall	Jonathan Cole	4	22/22

**SOCI UN3974 Sociology of Schools, Teaching and Learning. 4 points.**

In this class we will examine the school as a central institution in modern society, and we will grapple with an important question in the sociology of education: what role to schools play

in reinforcing or challenging broader patterns of social inequality? We will pay special attention to the ways in which students' class, race/ethnicity and gender shape their educational experiences. We will also look at how schools are organized, how schools construct differences among students, and how schools sort kids into different (and unequal) groups. Finally we will explore the types of interventions - at both the individual and organizational levels - that can mitigate inequality in educational achievement and help low-income students to succeed.

One such intervention that has shown promise is tutoring in academic and social and behavioral skills, and interventions that strengthen self-affirmation. A major component of this class is your experience as a tutor. You will be trained as tutors to work with students from local high schools both through in-person tutoring and through tutoring using social networking technologies. Throughout the semester we will combine our academic learning with critical reflection on our experience in the field. Because you will be working with NYC high school students, we will pay special attention to how NYC high schools are organized and how current issues in education play out in the context of NYC schools.

**Fall 2016: SOCI UN3974**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3974	001/72946	W 2:10pm - 4:00pm 703 Hamilton Hall	Teresa Sharpe	4	36/40

**SOCI UN3985 Queer Practice. 4 points.**

Is there a particularly "queer" way to live? Does a queer perspective mitigate for certain forms of social, interpersonal or political action? Are there sets of vocations, engagements or relationship formations that are, in and of themselves, distinctly queer? Or is queerness something that can infuse or transform pre-existing modes of personal or relational action? How does any of this relate to the version of "queer" one learns in college? Is a university education necessary, or even useful, for living a queer life? Does academic queer theory have any relevance to "real-world" politics, affects or activism? Do classroom projects within Gender & Sexuality Studies prepare us to engage in projects of social change, political efforts, or in any meaningful way, to work more closely with others on shared goals related to social justice? Does a liberal arts education prepare us to navigate ideological, intellectual and interpersonal differences? To move from a critical gaze at social institutions into institutional change? To become more robust citizens of a world that includes a multiplicity of viewpoints, perspectives and values? Finally, at its best, what should the university classroom do to prepare students to forge their own social and political perspectives, and to move from gaze and consideration into movement and action?

**Spring 2017: SOCI UN3985**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3985	001/29566	T 2:10pm - 4:00pm 509 Knox Hall	Tey Meadow	4	15/15

**SOCI UN3996 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 2017: SOCI UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3996	001/26502	M 12:10pm - 2:00pm 707 Knox Hall	Adam Reich	4	8/20

**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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**Journalism**

JOUR W3100	Journalism and Public Life (Journalism)
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**Sociology (Barnard)**

SOCI BC3087	Individual Projects for Seniors
SOCI BC3207	Music, Race and Identity
SOCI BC3214	Sociology of African American Life
SOCI BC3911	The Social Contexts of U.S. Immigration Law and Policy
SOCI BC3920	Advanced Topics in Gender and Sexuality
SOCI BC3932	Climate Change, Global Migration, and Human Rights in the Anthropocene
SOCI BC3935	Gender and Organizations

**Women's and Gender Studies**

WMST UN1001	Introduction to Women's and Gender Studies
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# STATISTICS

## The Statistics Department Office:

1005 School of Social Work (1255 Amsterdam Avenue);  
212-851-2132  
<http://www.stat.columbia.edu>

## Statistics Major and Concentration Advising:

Banu Baydil, 611 Watson; 212-853-1397; [bb2717@columbia.edu](mailto:bb2717@columbia.edu)  
Ronald Neath, 612 Watson; 212-853-1398;  
[rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

## Data Science Major Advising:

*Computer Science:* Adam Cannon, 459 CSB; 212-939-7016;  
[cannon@cs.columbia.edu](mailto:cannon@cs.columbia.edu)  
*Statistics:* Banu Baydil, 611 Watson; 212-853-1397;  
[bb2717@columbia.edu](mailto:bb2717@columbia.edu)  
*Statistics:* Ronald Neath, 612 Watson; 212-853-1398;  
[rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

## Economics - Statistics Major Advising:

*Economics:* Susan Elmes, 1006 IAB; 212-854-9124;  
[se5@columbia.edu](mailto:se5@columbia.edu)  
*Statistics:* Banu Baydil, 611 Watson; 212-853-1397;  
[bb2717@columbia.edu](mailto:bb2717@columbia.edu)  
*Statistics:* Ronald Neath, 612 Watson; 212-853-1398;  
[rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

## Mathematics - Statistics Major Advising:

*Mathematics:* Julien Dubedat, 611 Watson; 212-851-2132;  
[jd2653\(jd2653@columbia.edu\)@columbia.edu](mailto:jd2653(jd2653@columbia.edu)@columbia.edu)  
[jd2653@columbia.edu](mailto:jd2653@columbia.edu)  
*Statistics:* Banu Baydil, 611 Watson; 212-853-1397;  
[bb2717@columbia.edu](mailto:bb2717@columbia.edu)  
*Statistics:* Ronald Neath, 612 Watson; 212-853-1398;  
[rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

## Political Science - Statistic Major Advising:

*Political Science:* Robert Shapiro, 730 IAB; 212-854-3944;  
[rys3@columbia.edu](mailto:rys3@columbia.edu)  
*Statistics:* Banu Baydil, 611 Watson; 212-853-1397;  
[bb2717@columbia.edu](mailto:bb2717@columbia.edu)  
*Statistics:* Ronald Neath, 612 Watson; 212-853-1398;  
[rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

## Department Administrator:

Dood Kalicharan, 1003 School of Social Work;  
212-851-2130; [dk@stat.columbia.edu](mailto:dk@stat.columbia.edu)

The Department offers several introductory courses. Students interested in statistical concepts, who plan on consuming, but not creating statistics, should take STAT UN1001 Introduction to Statistical Reasoning. The course is designed for students who have taken a pre-calculus course, and the focus is on general principles. It is suitable for students seeking to satisfy the Barnard quantitative reasoning requirements. Students seeking an introduction to applied statistics should take STAT UN1101 Introduction to Statistics. The course is designed for students

who have some mathematical maturity, but who may not have taken a course in calculus, and the focus is on the elements of data analysis. It is recommended for pre-med students, and students contemplating the concentration in statistics. Students seeking a foundation for further study of probability theory and statistical theory and methods should take STAT UN1201 Calculus-Based Introduction to Statistics. The course is designed for students who have taken a semester of college calculus or the equivalent, and the focus is on preparation for a mathematical study of probability and statistics. It is recommended for students seeking to complete the prerequisite for econometrics, and for students contemplating the major in statistics. Students seeking a one-semester calculus-based survey of probability theory and statistical theory and methods should take STAT GU4001 Introduction to Probability and Statistics. This course is designed for students who have taken calculus, and is meant as a terminal course. It provides a somewhat abridged version of the more demanding sequence STAT GU4203 PROBABILITY THEORY and STAT GU4204 Statistical Inference. While some mathematically mature students take the more demanding sequence as an introduction to the field, it is generally recommended that students prepare for the sequence by taking STAT UN1201 Calculus-Based Introduction to Statistics.

The Department offers the Major in Statistics, the Concentration in Statistics, and interdisciplinary majors with Computer Science, Economics, Mathematics, and Political Science. The concentration is suitable for students preparing for work or study where substantial skills in data analysis are valued and may be taken without mathematical prerequisites. The concentration consists of a sequence of six courses in applied statistics, but students may substitute statistics electives numbered 4203 or above with permission of the concentration advisors. The major consists of mathematical and computational prerequisites, an introductory course, and five core courses in probability theory and theoretical and applied statistics together with three electives. The training in the undergraduate major is comparable to a masters degree in statistics.

Students may wish to consult the following guidelines when undertaking course planning. It is advisable to take STAT UN1101 Introduction to Statistics and STAT UN2102 Applied Statistical Computing before taking any of the more advanced concentration courses, STAT UN2103 Applied Linear Regression Analysis, STAT UN2104 Applied Categorical Data Analysis, STAT UN3105 Applied Statistical Methods, and STAT UN3106 Applied Data Mining. It is advisable to take STAT UN1201 Calculus-Based Introduction to Statistics, STAT GU4203 PROBABILITY THEORY, STAT GU4204 Statistical Inference, and STAT GU4205 Linear Regression Models in sequence. Courses in stochastic analysis should be preceded by STAT GU4203 PROBABILITY THEORY, and for many students, it is advisable to take STAT GU4207 Elementary Stochastic Processes before embarking on STAT W4262, STAT GU4264 Stochastic Processes and Applications, STAT W4265 Stochastic Methods

in Finance or STAT G4266 Stochastic Control and Applications in Finance. Most of the statistics courses numbered from 4221 to 4234 are best preceded by STAT GU4205 Linear Regression Models. The data science courses STAT GU4206 Statistical Computing and Introduction to Data Science, STAT GU4241 Statistical Machine Learning, and STAT Q4242 Advanced Machine Learning should be taken in sequence.

## ADVANCED PLACEMENT

The Department offers three points of advanced credit 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 advisor to determine whether this credit provides exemption from their requirement.

## DEPARTMENTAL HONORS

Students are considered for department honors on the basis of GPA and the comprehensiveness and difficulty of their course work in the Department. The Department is generally permitted to nominate one tenth of graduating students for departmental honors.

## UNDERGRADUATE RESEARCH IN STATISTICS AND THE SUMMER INTERNSHIP

Matriculated students who will be undergraduates at Columbia College, Barnard College, the School of General Studies, or the School of Engineering and Applied Sciences may apply to the Department's summer internship program. The internship provides summer housing and a stipend. Students work with Statistics Department faculty mentors. Applicants should send a brief statement of interest and a copy of their transcript to Ms. Dood Kalicharan in the Statistics Department office by the end of March to be considered. If summer project descriptions are posted on the Department's website, please indicate in the statement of interest which project is of interest. Students seeking research opportunities with Statistics Department faculty during the academic year are advised to be entrepreneurial and proactive: identify congenial faculty whose research is appealing, request an opportunity to meet, and provide some indication of previous course work when asking for a project.

## FACULTY PROFESSORS

- David Blei (with Computer Science)
- Mark Brown
- Richard R. Davis
- Victor H. de la Peña
- Andrew Gelman (with Political Science)
- Shaw-Hwa Lo
- David Madigan
- Ioannis Karatzas (Mathematics)
- Liam Paninski

- Philip Protter
- Michael Sobel
- Daniel Rabinowitz
- Zhiliang Ying

## ASSOCIATE PROFESSORS

- Jose Blanchet (with Industrial Engineering and Operations Research)
- Jingchen Liu
- Bodhisattva Sen
- Tian Zheng

## ASSISTANT PROFESSORS

- John Cunningham
- Yang Feng
- Lauren Hannah
- Arian Maleki
- Sumit Mukherjee
- Marcel Nutz
- Peter Orbanz

## TERM ASSISTANT PROFESSORS

- Yuchong Zhang
- Abolfazl Safikhani

## 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
- David Rios
- Gabriel Young
- 

## REQUIREMENTS

### MAJOR IN STATISTICS

*The requirements for this program were modified in March 2016. Students who declared this program before this date should contact*

*the director of undergraduate studies for the department in order to confirm their options for major requirements.*

The major should be planned with the director of undergraduate studies. Courses in which the grade of D has been received do not count toward the major. The requirements for the major are as follows:

#### Mathematics and Computer Science Prerequisites

MATH UN1101	Calculus I
MATH UN1102	Calculus II
MATH UN1201	Calculus III
MATH UN2010	Linear Algebra

#### One of the following five courses

COMS W1007	Honors Introduction to Computer Science
ENGI E1006	Introduction to Computing for Engineers and Applied Scientists
COMS W1005	Introduction to Computer Science and Programming in MATLAB
STAT UN2102	Applied Statistical Computing
COMS W1004	Introduction to Computer Science and Programming in Java

#### Core courses in probability and statistics

STAT UN1201	Calculus-Based Introduction to Statistics
STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference
STAT GU4205	Linear Regression Models
STAT GU4206	Statistical Computing and Introduction to Data Science
STAT GU4207	Elementary Stochastic Processes

Three approved electives in statistics or, with permission, a cognate field.

- Students preparing for a career in actuarial science are encouraged to replace STAT GU4205 Linear Regression Models with STAT GU4282 Linear Regression and Time Series Methods, and should take as one of their electives STAT W4281 .
- Students preparing for graduate study in statistics are encouraged to replace two electives with MATH GU4061 Introduction To Modern Analysis I and *MATH W4062 Introduction To Modern Analysis*.

## 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.

STAT UN1101	Introduction to Statistics
STAT UN2102	Applied Statistical Computing
STAT UN2103	Applied Linear Regression Analysis
STAT UN2104	Applied Categorical Data Analysis
STAT UN3105	Applied Statistical Methods

STAT UN3106	Applied Data Mining
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- Students may replace courses required for the concentration by approved Statistics Department courses.

## MAJOR IN DATA SCIENCE

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.

#### Mathematical Prerequisites

MATH UN1101	Calculus I
MATH UN1102	Calculus II
MATH UN1201	Calculus III
MATH UN2010	Linear Algebra

#### Statistics Required Courses

STAT UN1201	Calculus-Based Introduction to Statistics
STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference
STAT GU4205	Linear Regression Models
STAT GU4241	Statistical Machine Learning

#### Statistics Electives

Select two of the following courses:

STAT UN3106	Applied Data Mining
STAT GU4206	Statistical Computing and Introduction to Data Science
STAT GU4243	Applied Data Science
STAT GU4224	Bayesian Statistics
STAT Q4242	Advanced Machine Learning

#### Computer Science Introductory Courses

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

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

#### Computer Science Required Courses

COMS W3203	Discrete Mathematics: Introduction to Combinatorics and Graph Theory
CSOR W4231	Analysis of Algorithms I

**Computer Science Electives**

Select three 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 EXCEPT W4771

**MAJOR IN ECONOMICS-STATISTICS**

Please read *Requirements for all Economics Majors, Concentrators, and Interdepartmental Majors* in the Economics (p. 389) 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 two 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 UN1101	Calculus I
MATH UN1102	Calculus II
MATH UN1201	Calculus III
MATH UN2010	Linear Algebra

or

MATH UN1207	Honors Mathematics A
MATH UN1208	Honors Mathematics B

**Statistics**

STAT UN1201	Calculus-Based Introduction to Statistics
STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference

STAT GU4205	Linear Regression Models
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One elective from among courses numbered STAT GU4206 through GU4266.

**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
STAT UN2102	Applied Statistical Computing

**Seminar**

ECON W4918

**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 UN1101	Calculus I
- MATH UN1102	and Calculus II
- MATH UN1201	and Calculus III
- MATH UN2010	and Linear Algebra
- MATH UN2500	and Analysis and Optimization
MATH UN1207	Honors Mathematics A
- MATH UN1208	and Honors Mathematics B
- MATH UN2500	and Analysis and Optimization

**Statistics required courses**

STAT UN1201	Calculus-Based Introduction to Statistics
STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference
STAT GU4205	Linear Regression Models

**And select one of the following courses:**

STAT GU4207	Elementary Stochastic Processes
STAT W4262	
STAT GU4264	Stochastic Processes and Applications
STAT W4265	Stochastic Methods in Finance
STAT G4266	Stochastic Control and Applications 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
or 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 include among their electives, *MATH GR5010 Introduction to the Mathematics of Finance*, *STAT GU4261 Statistical Methods in Finance*, and *STAT GU4221 Time Series Analysis*.
- Students interested in graduate study in mathematics or in statistics are recommended to take *MATH GU4061 Introduction To Modern Analysis I* and *MATH GU4062 Introduction To Modern Analysis II*.
- Students preparing for a career in actuarial science are encouraged to replace *STAT GU4205 Linear Regression Models* with *STAT GU4282 Linear Regression and Time Series Methods*, and to take among their electives *STAT W4281*.

## 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

Students must choose a primary subfield to study. Within the subfield, students must take a minimum of three courses, including the subfield's introductory course. The subfields and their corresponding introductory courses are as follows:

American Politics:

POLS UN1201	Introduction To American Government and Politics
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Comparative Politics:

POLS V1501
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International Relations:

POLS UN1601	Introduction to International Politics
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Political Theory: One of these three courses

POLS V1101
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POLS GR4132	Political Thought - Classical and Medieval
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POLS W4134
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Additionally, students must take a 4-point seminar in their primary subfield.

### Research Methods

Students must take the following two research methods courses:

POLS GU4710	Principles of Quantitative Political Research
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or POLS W3704

POLS W4712
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### Statistics

Select one of the following two sequences.

Sequence recommended for students preparing for graduate study in statistics.

MATH UN1101	Calculus I
MATH UN1102	Calculus II
MATH UN2010	Linear Algebra
STAT UN1201	Calculus-Based Introduction to Statistics
STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference
STAT GU4205	Linear Regression Models
STAT GU4206	Statistical Computing and Introduction to Data Science

Students taking the first track may replace the Mathematics prerequisites with both of *MATH UN1207* and *MATH UN1208*

or

Sequence recommend for students preparing to apply statistical methods in the social sciences.

STAT UN1101	Introduction to Statistics
STAT UN2102	Applied Statistical Computing
STAT UN2103	Applied Linear Regression Analysis
STAT UN2104	Applied Categorical Data Analysis
STAT UN3105	Applied Statistical Methods
STAT UN3106	Applied Data Mining

### Statistics elective:

Students must take an approved elective in a statistics or a quantitatively oriented course in a social science.

## COURSES

### INTRODUCTORY COURSES

Students interested in statistical concepts, but who do not anticipate undertaking statistical analyses, should take STAT UN1001 Introduction to Statistical Reasoning. Students seeking an introduction to applied statistics or preparing for the concentration should take STAT UN1101 Introduction to Statistics (without calculus). Students seeking a foundation for further study of probability theory and statistical theory and methods should take STAT UN1201 Calculus-based Introduction to Statistics. Students seeking a one-semester calculus-based survey should take STAT GU4001 Introduction to Probability and Statistics. The undergraduate seminar STAT UN1202 features faculty lectures prepared with undergraduates in mind; students may attend without registering.

**STAT UN1001 Introduction to Statistical Reasoning. 3 points.**  
CC/GS: Partial Fulfillment of Science Requirement, BC:  
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

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 2016: STAT UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/62634	M W 10:10am - 11:25am 233 Seeley W. Mudd Building	Joyce Robbins	3	45/48
STAT 1001	002/20936	T Th 10:10am - 11:25am 833 Seeley W. Mudd Building	Guy Cohen	3	81/85
STAT 1001	003/63777	M W 6:10pm - 7:25pm 517 Hamilton Hall	Ha Nguyen	3	69/85

#### Spring 2017: STAT UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/76540	T Th 6:10pm - 7:25pm 312 Mathematics Building	Anthony Donoghue	3	46/110
STAT 1001	002/73953	T Th 2:40pm - 3:55pm 214 Pupin Laboratories	Yayun Hsu	3	17/50
STAT 1001	003/67625	M W 10:10am - 11:25am 516 Hamilton Hall	Louis Mittel	3	47/50

**STAT UN1101 Introduction to Statistics. 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 2016: STAT UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/27845	M W 11:40am - 12:55pm 310 Fayerweather	Banu Baydil	3	77/96
STAT 1101	002/14337	T Th 11:40am - 12:55pm 417 International Affairs Bldg	David Rios	3	71/96
STAT 1101	003/16613	T Th 6:10pm - 7:25pm 602 Hamilton Hall	David Rios	3	38/96

#### Spring 2017: STAT UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/28974	M W 11:40am - 12:55pm 203 Mathematics Building	Banu Baydil	3	63/86
STAT 1101	002/76665	T Th 11:40am - 12:55pm 517 Hamilton Hall	Banu Baydil	3	70/86
STAT 1101	003/27319	T Th 6:10pm - 7:25pm 717 Hamilton Hall	Banu Baydil	3	54/86

**STAT UN1201 Calculus-Based Introduction to Statistics. 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 2016: STAT UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/68511	M W 8:40am - 9:55am 517 Hamilton Hall	John Cunningham	3	81/85

STAT 1201	002/75527	T Th 8:40am - 9:55am 517 Hamilton Hall	Anthony Donoghue	3	66/85
STAT 1201	003/70931	M W 4:10pm - 5:25pm 517 Hamilton Hall	John Cunningham	3	73/85
STAT 1201	004/10111	F 11:40am - 2:25pm 517 Hamilton Hall	Sheela Kolluri	3	31/85

**Spring 2017: STAT UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/19141	T Th 10:10am - 11:25am C03 School Of Social Work	David Rios	3	46/86
STAT 1201	002/60742	T Th 8:40am - 9:55am 207 Mathematics Building	Joyce Robbins	3	85/86
STAT 1201	003/67320	M W 6:10pm - 7:25pm 602 Hamilton Hall	Ha Nguyen	3	80/86
STAT 1201	004/10614	F 11:40am - 2:25pm 207 Mathematics Building	Sheela Kolluri	3	49/86

**STAT UN1202 Undergraduate Seminar. 1 point.**

Prerequisites: Previous or concurrent enrollment in a course in statistics would make the talks more accessible.

Prepared with undergraduates majoring in quantitative disciplines in mind, the presentations in this colloquium focus on the interface between data analysis, computation, and theory in interdisciplinary research. Meetings are open to all undergraduates, whether registered or not. Presenters are drawn from the faculty of department in Arts and Sciences, Engineering, Public Health and Medicine.

**Fall 2016: STAT UN1202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1202	001/91046	F 10:10am - 11:25am 420 Pupin Laboratories	Ronald Neath, Banu Baydil	1	15/25

**STAT GU4001 Introduction to Probability and Statistics. 3 points.**

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: Calculus through multiple integration and infinite sums.

A calculus-based tour of the fundamentals of probability theory and statistical inference. Probability models, random variables, useful distributions, conditioning, expectations, law of large numbers, central limit theorem, point and confidence interval estimation, hypothesis tests, linear regression. This course replaces SIEO 4150.

**Fall 2016: STAT GU4001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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STAT 4001	001/62983	T Th 8:40am - 9:55am 207 Mathematics Building	Larry Wright	3	46/120
STAT 4001	002/23283	M W 2:40pm - 3:55pm 501 Northwest Corner	Mark Brown	3	131/150

**Spring 2017: STAT GU4001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4001	001/21880	T Th 1:10pm - 2:25pm 207 Mathematics Building	David Rios	3	90/110
STAT 4001	002/17296	M W 2:40pm - 3:55pm 312 Mathematics Building	Mark Brown	3	95/110

## APPLIED STATISTICS CONCENTRATION COURSES

The applied statistics sequence, together with an introductory course, forms the concentration in applied statistics. STAT UN2102 Applied statistical computing may be used to satisfy the computing requirement for the major, and the other concentration courses may be used to satisfy the elective requirements for the major. (Students who stat STAT W4205 Linear Regression for the major would find that they have covered essentially all of the material in STAT UN2103 Applied Linear Regression Analysis.

**STAT UN2102 Applied Statistical Computing. 3 points.**

Corequisites: An introductory course in statistic (STAT UN1101 is recommended).

This course is an introduction to R programming. After learning basic programming component, such as defining variables and vectors, and learning different data structures in R, students will, via project-based assignments, study more advanced topics, such as recursion, conditionals, modular programming, and data visualization. Students will also learn the fundamental concepts in computational complexity, and will practice writing reports based on their statistical analyses.

**STAT UN2103 Applied Linear Regression Analysis. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: An introductory course in statistics (STAT UN1101 is recommended). Students without programming experience in R might find STAT UN2102 very helpful.

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. Implementation in a statistical package. Emphasis on real-world examples and on planning, proposing, implementing, and reporting.

**Fall 2016: STAT UN2103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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STAT 2103 001/25849 M W 2:40pm - Gabriel 3 37/86  
3:55pm Young  
5ab Kraft Center

### STAT UN2104 Applied Categorical Data Analysis. 3 points.

Prerequisites: STAT UN2103 is strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful.

This course covers statistical models and methods for analyzing and drawing inferences for problems involving categorical data.

The goals are familiarity and understanding of a substantial and integrated body of statistical methods that are used for such problems, experience in analyzing data using these methods, and proficiency in communicating the results of such methods, and the ability to critically evaluate the use of such methods.

Topics include binomial proportions, two-way and three-way contingency tables, logistic regression, log-linear models for large multi-way contingency tables, graphical methods. The statistical package R will be used.

#### Spring 2017: STAT UN2104

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2104	001/82746	M W 2:40pm - 3:55pm 313 Fayerweather	James Landwehr	3	30/60

### STAT UN3105 Applied Statistical Methods. 3 points.

Prerequisites: At least one, and preferably both, of STAT UN2103 and UN2104 are strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful.

This course is intended to give students practical experience with statistical methods beyond linear regression and categorical data analysis. The focus will be on understanding the uses and limitations of models, not the mathematical foundations for the methods. Topics that may be covered include random and mixed-effects models, classical non-parametric techniques, the statistical theory causality, sample survey design, multi-level models, generalized linear regression, generalized estimating equations and over-dispersion, survival analysis including the Kaplan-Meier estimator, log-rank statistics, and the Cox proportional hazards regression model. Power calculations and proposal and report writing will be discussed.

#### Fall 2016: STAT UN3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3105	001/13780	T Th 2:40pm - 3:55pm 503 Hamilton Hall	David Rios	3	21/50

### STAT UN3106 Applied Data Mining. 3 points.

Prerequisites: STAT UN2103. Students without programming experience in R might find STAT UN2102 very helpful.

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 will 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 2017: STAT UN3106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3106	001/81399	T Th 2:40pm - 3:55pm 233 Seeley W. Mudd Building	Gabriel Young	3	47/50

## FOUNDATION COURSES

The calculus-based foundation courses for the core of the statistics major. These courses are GU4203 Probability Theory, GU4204 Statistical Inference, GU4205 Linear Regression, GU4206 Statistical Computing and Introduction to Data Science, and GU4207 Elementary Stochastic processes. Ideally, students would take Probability theory or the equivalent before taking either Statistical Inference or Elementary Stochastic Processes, and would have taken Statistical Inference before, or at least concurrently with taking Linear Regression Analysis, and would have taken Linear Regression analysis before, or at least concurrently, with taking the computing and data science course. A semester of calculus should be taken before Probability, additional semesters of calculus are recommended before Statistical Inference, and a course in linear algebra before Linear Regression is strongly recommended. For the more advanced electives in stochastic processes, Probability Theory is an essential prerequisite, and many students would benefit from taking Elementary Stochastic Processes, too. Linear Regression and the computing and data science course should be taken before the advanced electives in machine learning and data science. Linear Regression is a strongly recommended prerequisite, or at least co-requisite, for the remaining advanced statistical electives.

STAT GU4203	PROBABILITY THEORY
STAT GU4204	Statistical Inference
STAT GU4205	Linear Regression Models
STAT GU4206	Statistical Computing and Introduction to Data Science
STAT GU4207	Elementary Stochastic Processes

## ADVANCED STATISTICS COURSES

Advanced statistics courses combine theory with methods and practical experience in data analysis. Undergraduates enrolling in advanced statistics courses would be well-advised to have completed STAT GU4203 (Probability Theory), GU4204 (Statistical Inference), and GU4205 (Linear Regression).

### STAT GU4221 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 GU4205 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 2016: STAT GU4221**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4221	001/73322	M W 7:40pm - 8:55pm 312 Mathematics Building	Irene Hueter	3	14/30

**Spring 2017: STAT GU4221**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4221	001/76456	M W 7:40pm - 8:55pm 614 Schermerhorn Hall	Abolfazal Safikhani	3	30/40
STAT 4221	002/29812	Sa 2:40pm - 5:25pm 312 Mathematics Building	Rongning Wu	3	12/40

**STAT GU4224 Bayesian Statistics. 3 points.**

Prerequisites: STAT GU4204 or the equivalent.  
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

**Fall 2016: STAT GU4224**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4224	001/63446	M W 2:40pm - 3:55pm 413 Kent Hall	Ronald Neath	3	21/20

**Spring 2017: STAT GU4224**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4224	001/19142	T Th 6:10pm - 7:25pm 833 Seeley W. Mudd Building	Ronald Neath	3	17/40

**STAT W4233 Multilevel Models. 0 points.**

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

**Not offered during 2016-17 academic year.**

Prerequisites: STAT GU4205 or the equivalent.  
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 GU4234 Sample Surveys. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement, BC:  
Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: STAT GU4204 or the equivalent.  
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 2016: STAT GU4234**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4234	001/91847	T Th 6:10pm - 7:25pm 214 Pupin Laboratories	Rongning Wu	3	6/13

**STAT GU4261 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 GU4205 or the equivalent.  
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 2016: STAT GU4261**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4261	002/87297	F 11:40am - 2:10pm 203 Mathematics Building	Hammou ElBarmi	3	13/20

**Spring 2017: STAT GU4261**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4261	001/73209	Sa 9:10am - 11:40am 501 Schermerhorn Hall	Zhiliang Ying	3	22/25

**STAT W4263 Statistical Inference and Time-Series Modelling. 3 points.**

Prerequisites: STAT GU4204 or the equivalent. STAT GU4205 is recommended.

Modeling and inference for random processes, from natural sciences to finance and economics. ARMA, ARCH, GARCH and nonlinear models, parameter estimation, prediction and filtering. This is a core course in the MS program in mathematical finance.

**STAT GU4291 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 GU4205 and at least one statistics course  
numbered between GU4221 and GU4261.

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 2016: STAT GU4291**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4291	001/23324	F 6:10pm - 8:55pm 309 Havemeyer Hall	Demissie Alemayehu	3	0/25

**Spring 2017: STAT GU4291**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4291	001/14452	F 10:10am - 12:40pm 312 Mathematics Building	Hammou ElBarmi	3	19/25

**ACTUARIAL SCIENCES COURSES**

Only students preparing for a career in actuarial sciences should  
consider the courses in this section. Such students may also be  
interested in courses offered through the School of Professional  
Studies M.S. Program in Actuarial Science, but must check with  
the academic advisors in their schools to know whether they  
are allowed to register for those courses. Students majoring in  
statistics and preparing for a career in actuarial science may take  
STAT GU4282 (Regression and Time Series Analysis) in place  
of the major requirement STAT GU4205 (Linear Regression  
Analysis).

**STAT W4281**

STAT GU4282	Linear Regression and Time Series Methods
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**ADVANCED DATA SCIENCE  
COURSES**

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  
Department offers a sequence that begins with the core course  
STAT GU4206 (Statistical Computing and Introduction to Data  
Science) and continues with the advanced electives GU4241  
(Statistical Machine Learning) and GU4242 (Advanced Machine  
Learning), and also the advanced elective STAT GU4243

(Applied Data Science). Undergraduate students without  
experience in programming would likely benefit from taking the  
statistical computing and data science course before attempting  
GU4241, GU4242, or GU4243.

STAT GU4241	Statistical Machine Learning
STAT Q4242	Advanced Machine Learning
STAT GU4243	Applied Data Science
STAT W4702	Exploratory Data Analysis and Visualization

**ADVANCED STOCHASTIC  
PROCESSES COURSES**

The stochastic processes electives in this section have STAT  
GU4203 (Probability Theory) or the equivalent as prerequisites.  
Most students would also benefit from taking STAT GU4207  
(Elementary Stochastic Processes) before embarking on the more  
advanced stochastic processes electives.

STAT W3201	Math Finance in Continuous Time
STAT W4262	
STAT GU4264	Stochastic Processes and Applications
STAT W4265	Stochastic Methods in Finance
STAT G4266	Stochastic Control and Applications in Finance

# SUSTAINABLE DEVELOPMENT

**Departmental Office:** The Earth Institute, Office of Academic and Research Programs, Hogan, B-Level; <http://sdev.ei.columbia.edu>

**Co-Directors of Undergraduate Studies:**

Ruth DeFries, 212-851-1647; [rd2402@columbia.edu](mailto:rd2402@columbia.edu)  
Jason Smerdon, 845-365-8493; [jsmerdon@ldeo.columbia.edu](mailto:jsmerdon@ldeo.columbia.edu)

**Program Administrators:**

Natalie Unwin-Kuruner, 212-854-8536; [natalie@ei.columbia.edu](mailto:natalie@ei.columbia.edu)  
Jessica Sotomayor, 212-851-9350; [jsotomayor@ei.columbia.edu](mailto:jsotomayor@ei.columbia.edu)

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 UN1900	Introduction to Sustainable Development Seminar
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SDEV W2300	
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EESC UN2330	Science for Sustainable Development
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#### Basic Disciplinary Foundation

Select one of the following science sequences:

PHYS UN1202	General Physics II
- PHYS UN1202	and General Physics II

CHEM UN1403	General Chemistry I (Lecture)
- CHEM UN1404	and General Chemistry II (Lecture)

EEEB UN2001	Environmental Biology I: Elements to Organisms and
- EEEB W2002	

EESC UN2100	Earth's Environmental Systems: The Climate System
- EESC UN2200	and Earth's Environmental Systems: The Solid Earth System

EESC UN2100	Earth's Environmental Systems: The Climate System
- EESC UN2300	and Earth's Environmental Systems: The Life System

EESC UN2200	Earth's Environmental Systems: The Solid Earth System
- EESC UN2300	and Earth's Environmental Systems: The Life System

EESC UN1600	Earth Resources and Sustainable Development
- EESC UN2100	and Earth's Environmental Systems: The Climate System

EESC UN1600	Earth Resources and Sustainable Development
- EESC UN2300	and Earth's Environmental Systems: The Life System

Select two of the following social science courses:

SOCI UN1000	The Social World
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ANTH UN1002	The Interpretation of Culture
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ECON UN1105	Principles of Economics
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POLS V1501	
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POLS UN1601	Introduction to International Politics
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SDEV W2000	
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SDEV W3400	Human Populations and Sustainable Development
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Select one of the following quantitative foundations courses:

EEEB UN3005	Introduction to Statistics for Ecology and Evolutionary Biology
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EESC BC3017	Environmental Data Analysis
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MATH UN2010	Linear Algebra
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STAT UN1201	Calculus-Based Introduction to Statistics
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STAT UN2103	Applied Linear Regression Analysis
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STAT W3106	
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STAT GU4203	PROBABILITY THEORY
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STAT GU4204	Statistical Inference
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STAT GU4207	Elementary Stochastic Processes
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#### Analysis and Solutions to Complex Problems

Select two of the following courses:

CIEE E3260	Engineering for developing communities
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EAEE W4304	Closing the carbon cycle
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ECIA W4100	Management and development of water systems
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EESC BC3032	Agricultural and Urban Land Use: Human-Environment Interactions
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EESC BC3045	Responding to Climate Change
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EESC GU4600	Earth Resources and Sustainable Development
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PLAN A4579	Introduction to Environmental Planning
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PUBH W3100	Fundamentals of Global Health
SDEV W3330	Ecological and Social Systems for Sustainable Development

SDEV W3355	
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SDEV W3360	Disasters and Development
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SDEV W3366	Energy Law
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SDEV W3410	Urbanization and Sustainable Development
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SOCI BC3932	Climate Change, Global Migration, and Human Rights in the Anthropocene
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URBS UN3565	Cities in Developing Countries: Problems and Prospects
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The Summer Ecosystems Experience for Undergraduates (SEE-U) *	
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#### Skills/Actions

Select two of the following courses:

EAEE E4257	Environmental data analysis and modeling
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EESC GU4050	Global Assessment and Monitoring Using Remote Sensing
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SDEV W2320	Economic and Financial Methods for Sustainable Development
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SDEV W3390	
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SDEV W3450	
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SDEV W4015	Complexity Science
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SOCI UN3010	Methods for Social Research
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SUMA K4100	
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The Summer Ecosystems Experience for Undergraduates (SEE-U) *	
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**Electives**

Select one of the following courses:

INAF U4420 Oil, Rights and Development

SDEV W3998

SUMA K4310

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 and Senior Research Seminar

- EESC BC3800

**Capstone Workshop**

SDEV UN3280 Workshop in Sustainable Development

- \* 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 UN1900 Introduction to Sustainable Development Seminar

SDEV W2300

EESC UN2330 Science for Sustainable Development

**Natural Science Systems**

Select one of the following courses:

CHEM UN1403 General Chemistry I (Lecture)

EEEB W1001 Biodiversity

EEEB W2002

EESC W1003 Climate and Society: Case Studies

EESC W1011/W1411

EESC UN1201 Environmental Risks and Disasters

EESC UN1600 Earth Resources and Sustainable Development

EESC UN2100 Earth's Environmental Systems: The Climate System

EESC UN2200 Earth's Environmental Systems: The Solid Earth System

PHYS V1201 General Physics I

**Human Science Systems**

Select one of the following courses:

ANTH UN1002 The Interpretation of Culture

ECON UN1105 Principles of Economics

POLS V1501

POLS UN1601 Introduction to International Politics

SDEV W2000

SDEV W3400 Human Populations and Sustainable Development

SOCI UN1000 The Social World

**Analysis and Solutions to Complex Problems**

Select two of the following courses:

CIEE E3260 Engineering for developing communities

EAEE W4304 Closing the carbon cycle

ECIA W4100 Management and development of water systems

EESC BC3032 Agricultural and Urban Land Use: Human-Environment Interactions

EESC BC3045 Responding to Climate Change

EESC GU4600 Earth Resources and Sustainable Development

PLAN A4579 Introduction to Environmental Planning

PUBH W3100 Fundamentals of Global Health

SDEV W3330 Ecological and Social Systems for Sustainable Development

SDEV W3355

SDEV W3360 Disasters and Development

SDEV W3366 Energy Law

SDEV W3410 Urbanization and Sustainable Development

SOCI BC3932 Climate Change, Global Migration, and Human Rights in the Anthropocene

URBS UN3565 Cities in Developing Countries: Problems and Prospects

The Summer Ecosystem Experiences for Undergraduates (SEE-U) \*

**Skills/Actions**

Select one of the following courses:

EAEE E4257 Environmental data analysis and modeling

EESC GU4050 Global Assessment and Monitoring Using Remote Sensing

SCNC W3010 Science, technology and society

SDEV W2320 Economic and Financial Methods for Sustainable Development

SDEV W3390

SDEV W3450

SDEV W4015 Complexity Science

SOC UN3010 Methods for Social Research

SUMA K4100

The Summer Ecosystem Experiences for Undergraduates (SEE-U) \*

**Practicum**

Select one of the following courses:

SDEV W3998

INAF U4420 Oil, Rights and Development

SUMA K4310

SUMA K4734 Earth Institute Practicum

**Capstone Workshop**

SDEV UN3280 Workshop in Sustainable Development

\* 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 UN1900 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 2016	001	70489	Jason Smerdon	M 11:40am - 12:55pm 825 Seeley W. Mudd Building
Spring 2017	001	83099	Jason Smerdon	M 11:40am - 12:55pm 834 Seeley W. Mudd Building

**SDEV UN2000 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 2017	001	87798	Philip Weinberg	M W 10:10am - 11:25am 307 Pupin Laboratories

**SDEV UN2300 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 2017	001	91097	Jason Chun Yu Wong	T Th 10:10am - 11:25am Ren Kraft Center

**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 2016	001	16037	Satyajit Bose	T Th 2:40pm - 3:55pm 327 Seeley W. Mudd Building

### **SDEV W3200 Global Food Systems. 3 Points.** **Not offered during 2016-17 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 UN3280 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](mailto:jsotomayor@ei.columbia.edu)).

Term	Section	Call Number	Instructor	Times/Location
Fall 2016	001	27661	Stuart Gaffin	T Th 12:10pm - 2:00pm

Fall 2016	002	16732	Radley Horton	201d Philosophy Hall M W 10:10am - 12:00pm 4c Kraft Center
Spring 2017	001	13698	Stuart Gaffin	T Th 12:10pm - 2:00pm 104 Knox Hall
Spring 2017	002	16500	Radley Horton	M W 10:10am - 12:00pm 507 Philosophy Hall

### **SDEV UN3310 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 2017	001	17597	Adela Gondek	T Th 1:10pm - 2:25pm 834 Seeley W. Mudd Building

**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.

**SDEV UN3355 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 2017	001	86596	Michael Gerrard	T Th 9:10am - 10:30am 107 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).

**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 2016	001	66872	Michael Gerrard	T 4:20pm - 6:10pm



102a Green Hall  
Law Building

### **SDEV UN3390 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
Spring 2017	001	95797	Dara Mendeloff	W 1:40pm - 3:55pm 252 Engineering Terrace
Spring 2017	001	95797	Dara Mendeloff	M 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).

Term	Section	Call Number	Instructor	Times/Location
Fall 2016	001	81762	Susana Adamo	T Th 1:10pm - 2:25pm 337 Seeley W. Mudd Building

### **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).

Term	Section	Call Number	Instructor	Times/Location
Fall 2016	001	78499	Elliott Sclar	W 2:10pm - 4:00pm 413 Hamilton Hall

### **SDEV UN3450 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
Spring 2017	001	73337	Giovani Graziosi	T 1:10pm - 2:25pm 252 Engineering Terrace
Spring 2017	001	73337	Giovani Graziosi	Th 1:10pm - 3:35pm 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 UN3998 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.

Term	Section	Call Number	Instructor	Times/Location
Fall 2016	001	71689	Ruth DeFries	
Spring 2017	001	19713	Ruth DeFries	

### **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, fatter-tailed distributions, fractals, information theory, emergence, criticality, agent-based 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)**

EAAE E3103	Energy, minerals and materials systems
EAAE E4001	Industrial ecology of earth resources
EAAE E4009	Geographic information systems (GIS) for resource, environmental and infrastructure management
EAAE E4160	Solid and hazardous waste management
EAAE E4350	Planning and management of urban hydrologic systems
ECIA W4100	Management and development of water systems

### **Earth and Environmental Sciences**

EESC GU4008	Introduction to Atmospheric Science
EESC GU4400	Dynamics of Climate Variability and Climate Change
EESC GU4917	Earth/Human Interactions

### **Economics**

ECON W2257	
ECON UN3211	Intermediate Microeconomics
ECON GU4301	Economic Growth and Development
ECON GU4321	Economic Development
ECON GU4370	Political Economy
ECON GU4500	International Trade
ECON G4527	Economic Organization and Development of China
ECON W4625	Economics of the Environment

### **Economics (Barnard)**

ECON BC3029	Empirical Development Economics
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### **Ecology, Evolution, and Environmental Biology**

EEEB W3087	
EEEB W4122	Fundamentals of Ecology and Evolution
EEEB GU4321	Human Nature: DNA, Race Identity

EEEB W4700	
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### **History**

HIST W4400	Americans and the Natural World, 1800 to the Present
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### **Sociology**

SOCI V2230	Food and the Social Order
SOCI W3290	Environmental Sociology
SOCI W3960	

### **Urban Studies**

URBS UN3200	Spatial Analysis: GIS Methods and Urban Case Studies
URBS UN3550	Community Building and Economic Development
URBS UN3565	Cities in Developing Countries: Problems and Prospects

# URBAN STUDIES

Urban Studies at Columbia (<http://urban.barnard.edu>)

Columbia Adviser: Prof. Kathryn Yatrakis;  
kby1@columbia.edu; 212-854-3705

503 Milbank Hall

212-854-4073

Department Assistant: Coretta Grant

## 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 UN3550 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 UN3200 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) (<http://urban.barnard.edu>).

## Requirement E: Junior Colloquia (2 courses)

URBS UN3545	Junior Colloquium: The Shaping of the Modern City	4
URBS UN3546	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 UN3992 - URBS V3993	Senior Seminar: The Built Environment and Senior Seminar: The Built Environment	8
URBS UN3994 - URBS V3995	Senior Seminar: New York Field Research and Senior Seminar: New York Field Research	8
URBS UN3996 - 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) (<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 UN1515 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 2016: URBS UN1515

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	105

### URBS UN2200 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 2016: URBS UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 2200	001/09245	M W 6:10pm - 8:00pm Qlab Sulzberger Hall	Kazuki Sakamoto	3	22/24

#### Spring 2017: URBS UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 2200	001/03078	T 6:10pm - 7:25pm Room TBA	Benjamin Huff	3	22
URBS 2200	001/03078	Th 6:10pm - 7:25pm	Benjamin Huff	3	22



Qlab Sulzberger Hall

**URBS UN3200 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 2016: URBS UN3200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3200	001/04700	T Th 10:10am - 11:25am Qlab Sulzberger Hall	Maria Doneliza Joaquin	4	20/24
URBS 3200	001/04700	T 12:00pm - 1:50pm Qlab Sulzberger Hall	Maria Doneliza Joaquin	4	20/24

**Spring 2017: URBS UN3200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3200	001/04254	W 10:10am - 12:00pm Qlab Sulzberger Hall	Dara Mendeloff	4	20
URBS 3200	001/04254	M W 6:10pm - 7:25pm Qlab Sulzberger Hall	Dara Mendeloff	4	20

**URBS V3308 Introduction to Urban Ethnographies. 3 points.**

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.**

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.

**URBS UN3420 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 2017: URBS UN3420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3420	001/08891	T Th 11:40am - 12:55pm 323 Milbank Hall	Aaron Passell	3	40/50

**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 UN3464 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 2017: URBS UN3464**

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	25/35

**URBS UN3530 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.

**Spring 2017: URBS UN3530**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3530	001/02776	Th 2:10pm - 4:00pm 405 Barnard Hall	Susan Fine	4	14

**URBS UN3545 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 2016: URBS UN3545**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3545	001/01098	T 4:10pm - 6:00pm 502 Diana Center	Meredith Linn	4	8/16
URBS 3545	002/09802	T 4:10pm - 6:00pm 227 Milbank Hall	Aaron Passell	4	13/16
URBS 3545	003/03273	T 4:10pm - 6:00pm 501 Milbank Hall	Gergely Baics	4	15/16
URBS 3545	004/01372	T 4:10pm - 6:00pm 102 Sulzberger Annex	Kimberley Johnson	4	8/16

**URBS UN3546 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 2016: URBS UN3546**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3546	001/09945	T 4:10pm - 6:00pm 309 Hamilton Hall	Kathryn Yatrakis	4	9/16

**Spring 2017: URBS UN3546**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3546	001/09660	T 4:10pm - 6:00pm 227 Milbank Hall	Kimberley Johnson	4	13
URBS 3546	002/05052	T 4:10pm - 6:00pm	Sevin Yildiz	4	16

318 Milbank Hall

**URBS UN3550 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 2016: URBS UN3550**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3550	001/00185	W 11:00am - 12:50pm 501 Diana Center	Liz Abzug	4	19

**Spring 2017: URBS UN3550**

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	18/20

**URBS V3562 The City in Beta: Public Participation in the Design Process. 4 points.**

**Not offered during 2016-17 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 UN3565 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 2016: URBS UN3565**

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	59/70

**URBS V3725 New York City's Gilded Ages: Coming of Age, Past and Present. 4 points.**

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.

**URBS V3830 Eminent Domain and Neighborhood Change. 4 points.**

**Not offered during 2016-17 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 UN3833 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 2016: URBS UN3833**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3833	001/04567	W 2:10pm - 4:00pm 308 Diana Center	Liz Abzug	4	16

**Spring 2017: URBS UN3833**

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	19/20

**URBS UN3920 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 2016: URBS UN3920**

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	17

**URBS UN3992 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 2016: URBS UN3992**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3992	001/06518	W 4:10pm - 6:00pm 404 Barnard Hall	Aaron Passell	4	14

**URBS UN3993 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 2017: URBS UN3993**

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	12

**URBS UN3994 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 2016: URBS UN3994**

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 UN3995 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 2017: URBS UN3995**

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	15

**URBS UN3996 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 2016: URBS UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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URBS 3996	001/05401	W 4:10pm - 6:00pm 502 Diana Center	Sevin Yildiz	4	15
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**URBS UN3997 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 2017: URBS UN3997**

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	14

**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 López;  
 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](http://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. After meeting with their college academic adviser, students should set up a meeting to consult with the director of undergraduate studies, Professor Nicola López. Please email Alex Barnett ([ab3961@columbia.edu](mailto:ab3961@columbia.edu)) for the current Requirements Worksheet for the Visual Arts Major, Art History and Visual Arts Interdepartmental Major or Visual Arts Concentration.

## FACULTY PROFESSORS

- Gregory Amenoff
- Jon Kessler
- Thomas Roma
- Sarah Sze
- Rirkrit Tiravanija
- Tomas Vu-Daniel

## ASSOCIATE PROFESSORS

- Sanford Biggers
- Matthew Buckingham (Chair)
- Shelly Silver

## ASSISTANT PROFESSORS

- Nicola López (Director of Undergraduate Studies)
- Leeza Meksin

- Aliza Nisenbaum (Director of Graduate Studies)

## 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 UN1000	Basic Drawing (formerly VIAR R1001)
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VIAR UN2300	Sculpture I
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Five additional VIAR 3-point studio courses (15 points)	
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VIAR UN3800	Seminar in Contemporary Art Practice
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Senior Thesis consists of the following four courses:	
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VIAR UN3900 - VIAR UN3910	Senior Thesis I and Visiting Critic I (formerly VIAR R3901 and VIAR R3921)
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VIAR Q3901 - VIAR UN3911	Senior Thesis II and Visiting Critic II (formerly VIAR R3902 and VIAR R3922)
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### Art History (3 points)

One 20th-century Art History 3-point course or equivalent, such as:	
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AHIS W2405	(formerly AHIS W3650)
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## 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 UN3900 Senior Thesis I-VIAR Q3901 Senior Thesis II (4 points) and VIAR UN3910 Visiting Critic I-VIAR UN3911 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

A total of 46 points are required as follows:

**Art History (25 points)**

AHIS UN3000	Majors' Colloquium: the Literature and Methods of Art History (formerly VIAR W3895)
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Seven additional art history (AHIS) 3-point lecture courses: \*

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

**Visual Arts (21 points)**

VIAR UN1000	Basic Drawing (formerly VIAR R1001)
VIAR UN2300	Sculpture I (formerly VIAR R3330)

Five additional VIAR 3-point studio courses (15 points)

\* 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.

Students electing the combined major should consult with the director of undergraduate studies in Visual Arts, as well as with the undergraduate program coordinator 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.

**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 VISUAL ARTS**

A total of 21 points are required as follows:

**Visual Arts (18 points)**

VIAR UN1000	Basic Drawing (formerly VIAR R1001)
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VIAR UN2300 Sculpture I (formerly VIAR R3330)

Four additional VIAR 3-point studio courses (12 points)

**Art History (3 points)**

One 20th-century Art History 3-point course or equivalent, such as:

AHIS W2405 (formerly AHIS W3650)

**COURSES  
DRAWING****VIAR UN1000 Basic Drawing. 3 points.**

(Formerly R1001) 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 2016: VIAR UN1000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1000	001/11669	M W 9:30am - 12:00pm 501 Dodge Building	Ioana Manolache	3	16/19
VIAR 1000	002/25338	M W 1:00pm - 3:30pm 501 Dodge Building	Kristina Lee	3	18/19
VIAR 1000	003/17108	T Th 9:30am - 12:00pm 501 Dodge Building	Christopher Jehly	3	17/19

**Spring 2017: VIAR UN1000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1000	001/74905	M W 9:30am - 12:00pm 501 Dodge Building	Aurelien Couput	3	17/19
VIAR 1000	002/28203	M W 1:00pm - 3:30pm 501 Dodge Building	Guy Ben-Ari	3	18/19
VIAR 1000	003/19457	F 10:00am - 4:00pm 501 Dodge Building	Lisa Cobbe	3	15/19
VIAR 1000	004/61811	Th 10:00am - 4:00pm 501 Dodge Building	Diana Cooper	3	15/19

**VIAR UN2001 Drawing II. 3 points.**

Prerequisites: *VIAR R1000*.

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.

**Fall 2016: VIAR UN2001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2001	001/19051	F 10:00am - 4:00pm 501 Dodge Building	Celia Gerard	3	16/19

**Spring 2017: VIAR UN2001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2001	001/17984	T 10:00am - 4:00pm 501 Dodge Building	Nicola Lopez	3	17/19

### VIAR UN3010 Collage: Mixed Media. 3 points.

Prerequisites: *VIAR R1000*.

(Formerly R3515) 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 2016: VIAR UN3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3010	001/62194	T 4:00pm - 10:00pm 501 Dodge Building	Diana Cooper	3	14/16

### VIAR UN3011 Problems in Drawing. 3 points.

Prerequisites: *VIAR R1000*.

(Formerly R4005) 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 2017: VIAR UN3011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3011	001/66293	T 5:00pm - 9:00pm 501 Dodge Building	Edward Minoff	3	14/14

## PAINTING

### VIAR UN2100 Painting I. 3 points.

Prerequisites: *VIAR R1000*.

(Formerly R3201) 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 2016: VIAR UN2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2100	001/76310	M 10:00am - 4:00pm 401 Dodge Building	Dana Lok	3	13/16
VIAR 2100	002/72823	Th 10:00am - 4:00pm 401 Dodge Building	Lauren Silva	3	9/16

#### Spring 2017: VIAR UN2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2100	001/14933	M 10:00am - 4:00pm 401 Dodge Building	Jomar Statkun	3	13/16
VIAR 2100	002/67286	T 10:00am - 4:00pm 401 Dodge Building	Caitlin Cherry	3	14/16

### VIAR UN3101 Painting II. 3 points.

Prerequisites: *VIAR R1000*, and *VIAR R2100*.

(Formerly R3202) Painting II: Extension of *VIAR R2100* with greater emphasis on notions of meaning and context in work, as well as more speculative aspects of image-making and structure (again using historical precedents as examples) and an increased range of personal choice and expression in the execution of classroom assignments. Individual and group critiques. Portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

#### Fall 2016: VIAR UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3101	001/66201	T 10:00am - 4:00pm 401 Dodge Building	Gregory Amenoff	3	9/16

### VIAR UN3102 Painting III. 3 points.

Prerequisites: *VIAR R1000* and *VIAR R2100*

Painting III: Seminar. This course will be an advanced exploration of the practice of painting and will consist of individual visits, group discussions of assigned reading, and presentations and critiques of your studio work. Students will be given a series of guidelines for projects in which they will set their own parameters. Students will be encouraged to work serially, with the intention of creating a coherent body of work. We will focus on speaking and writing about our work as essential aspects of our practice. Through in-class presentations and museum visits we will discuss historical and contemporary painting. Active participation in group critiques and discussions will be required.

#### Fall 2016: VIAR UN3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3102	001/75678	F 10:00am - 4:00pm 401 Dodge Building	Van Hanos	3	12/16

**Spring 2017: VIAR UN3102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3102	001/23173	F 10:00am - 4:00pm 401 Dodge Building	Patricia Treib	3	12/16

**VIAR UN3120 Figure Painting. 3 points.**

Prerequisites: *VIAR R1000* and *VIAR R2100*.

(Formerly R3210) Course provides the experience of employing a wide range of figurative applications that serve as useful tools for the contemporary artist. Non-Western applications, icon painting, and the European/American traditions are presented. Individual and group critiques. Portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

**Spring 2017: VIAR UN3120**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3120	001/63080	Th 10:00am - 4:00pm 401 Dodge Building	Anna Glantz	3	13/16

## PHOTOGRAPHY

**VIAR UN1700 Photography: Photo I. 3 points.**

(Formerly R3701) 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 2016: VIAR UN1700**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1700	001/11614	M W 10:30am - 1:00pm 212 Dodge Building	Thomas Roma	3	22/25
VIAR 1700	002/67527	M W 2:30pm - 5:00pm 212 Dodge Building	Thomas Roma	3	21/25
VIAR 1700	003/24179	T Th 9:30am - 12:00pm 212 Dodge Building	Kim Hoeckele	3	16/20

**Spring 2017: VIAR UN1700**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1700	001/21946	M W 10:30am - 1:00pm 212 Dodge Building	Thomas Roma	3	28/25
VIAR 1700	002/26899	M W 2:30pm - 5:00pm 212 Dodge Building	Patrice Helmar	3	13/20
VIAR 1700	003/27297	T Th 9:30am - 12:00pm 212 Dodge Building	Kim Hoeckele	3	17/20

**VIAR UN2701 Photography: Photo II. 3 points.**

Prerequisites: *VIAR R1700*.

(Formerly R3702) 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 2016: VIAR UN2701**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2701	001/28541	T Th 1:00pm - 3:30pm 212 Dodge Building	Kai McBride	3	16/20

**VIAR UN3710 Digital Documentary Photography. 3 points.**

(Formerly R4702) 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 2017: VIAR UN3710**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3710	001/75054	T 1:00pm - 3:30pm 212 Dodge Building	Kai McBride	3	19/20
VIAR 3710	001/75054	Th 1:00pm - 3:30pm 109 Watson Hall	Kai McBride	3	19/20

**VIAR GU4702 Photography: Advanced Photo III Seminar. 3 points.**

Prerequisites: *VIAR R1700*.

(Formerly R4710) The photo book as a central medium of contemporary photographic practice is explored in this course.



Students are exposed to a variety of approaches and viewpoints through presentations by guest photographers, curators, critics, editors, graphic designers, etc... Students will cooperatively shoot 8mm movie films to explore issues of narrative and timing. Each student will propose, develop, and produce a maquette of their work as a final project. 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>.

**Spring 2017: VIAR GU4702**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4702	001/70275	M W 2:30pm - 5:00pm 109 Watson Hall	Thomas Roma	3	31/30

## PRINTMAKING

### **VIAR UN1400 Introduction To Printmaking. 3 points.**

Fee: Course Fee - 125

(Formerly R1400). 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>.

**Spring 2017: VIAR UN1400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1400	001/61494	M W 6:00pm - 9:00pm 210 Dodge Building	Carolyn Hulbert	3	18/14

### **VIAR UN2420 Printmaking I: Intaglio. 3 points.**

(Formerly R3401) 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 2016: VIAR UN2420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2420	001/24998	F 10:00am - 4:00pm 210 Dodge Building	Daria Shishkin	3	10/14

**Spring 2017: VIAR UN2420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2420	001/26541	M W 9:30am - 12:00pm 210 Dodge Building	Tomas Vu Daniel	3	12/10

### **VIAR UN2430 Printmaking I: Relief. 3 points.**

(Formerly R3411) 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 2016: VIAR UN2430**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2430	001/68964	M W 9:30am - 12:00pm 210 Dodge Building	Nathan Catlin	3	13/14

### **VIAR UN2440 Printmaking I: Silkscreen. 3 points.**

(Formerly R3413) 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>.

**Fall 2016: VIAR UN2440**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2440	001/93347	T 10:00am - 4:00pm 210 Dodge Building	Tomas Vu Daniel	3	14/14

### **VIAR UN3410 Printmaking I: Photogravure. 3 points.**

Prerequisites: *VIAR R1400*, *VIAR R2420*, or *VIAR R1700*. (Formerly R3417) 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 2016: VIAR UN3410**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3410	001/27209	Th 10:00am - 4:00pm 210 Dodge Building	Craig Zammiello	3	4/14

### **VIAR UN3412 Printmaking: Drawing Into Print. 3 points.**

Prerequisites: *VIAR R2420*, or *VIAR R2430*. (Formerly R3420) 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>.

**Spring 2017: VIAR UN3412**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3412	001/62549	M W 2:30pm - 5:00pm 210 Dodge Building	Tomas Vu Daniel	3	13/14

**VIAR UN3421 Printmaking II: Intaglio. 3 points.**Prerequisites: *VIAR R2420*.

(Formerly R3402) Continues instruction and demonstration of further techniques in intaglio. Encourages students to think visually more in the character of the medium, and personal development is stressed. Individual and group critiques. Portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

**Fall 2016: VIAR UN3421**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3421	001/23043	F 10:00am - 4:00pm 210 Dodge Building	Daria Shishkin	3	2/14

**Spring 2017: VIAR UN3421**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3421	001/15016	M W 9:30am - 12:00pm 210 Dodge Building	Tomas Vu Daniel	3	3/4

**VIAR UN3431 Printmaking II: Relief. 3 points.**Prerequisites: *VIAR R2430*.

(Formerly R3412) Printmaking II: Relief continues instruction and demonstration of further techniques in woodcut. Encourages students to think visually more in the character of the medium, and personal development is stressed. Individual and group critiques. Portfolio required at end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>.

**Fall 2016: VIAR UN3431**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3431	001/77201	M W 9:30am - 12:00pm 210 Dodge Building	Nathan Catlin	3	1/14

**VIAR GU4400 Advanced Printmaking. 3 points.**Prerequisites: *VIAR R2420*, or *VIAR R2430*.

(Formerly R3415) 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 2017: VIAR GU4400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4400	001/66771	F 10:00am - 4:00pm 210 Dodge Building	Sarah Sze	3	10/14

**SCULPTURE/NEW GENRE****VIAR UN2200 Ceramics I. 3 points.**

(Formerly R3130) 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 2016: VIAR UN2200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2200	001/23679	Th 10:00am - 4:00pm 315 Prentiss Hall	Leah Wolff	3	5/9

**Spring 2017: VIAR UN2200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2200	001/13805	Th 10:00am - 4:00pm 315 Prentiss Hall	Leah Wolff	3	4/9

**VIAR UN2300 Sculpture I. 3 points.**

(Formerly R3330) The fundamentals of sculpture are investigated through a series of conceptual and technical projects. Three material processes are introduced, including wood, metal, and plaster 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 2016: VIAR UN2300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2300	001/22595	F 10:00am - 4:00pm 315 Prentiss Hall	Jon Kessler	3	13/16
VIAR 2300	002/17542	T 10:00am - 4:00pm 315 Prentiss Hall	Stephen Jackson	3	12/16

**Spring 2017: VIAR UN2300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2300	001/72832	F 10:00am - 4:00pm 315 Prentiss Hall	Jon Kessler	3	13/16
VIAR 2300	002/62487	M 10:00am - 4:00pm 315 Prentiss Hall	Poonch Maghazehe	3	8/16

**VIAR Q3301 Sculpture II. 3 points.**

Prerequisites: *VIAR R2300* or the instructor's permission. (Formerly R3331) Continuation of *VIAR R2300*. 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>.

**MOVING IMAGE****VIAR UN3500 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 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 2016: VIAR UN3500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3500	001/75018	T 10:00am - 1:00pm 558 Ext Schermerhorn Hall	Shelly Silver	3	7/12
VIAR 3500	001/75018	T 1:00pm - 4:00pm 101 Prentis Hall	Shelly Silver	3	7/12

**Spring 2017: VIAR UN3500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3500	001/62145	T 10:00am - 1:00pm 101 Prentis Hall	Shelly Silver	3	12/12
VIAR 3500	001/62145	T 1:10pm - 4:00pm 558 Ext Schermerhorn Hall	Shelly Silver	3	12/12

**VIAR GU4501 Advanced Video. 3 points.**

Advanced Video is a full day class 10:00am- 4:00pm.

Prerequisites: *VIAR UN3500* 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>.

**Spring 2017: VIAR GU4501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4501	001/18523	F 10:00am - 1:00pm 101 Prentis Hall	Cecilia Dougherty	3	7/12
VIAR 4501	001/18523	F 1:10pm - 4:00pm 558 Ext Schermerhorn Hall	Cecilia Dougherty	3	7/12

**VISUAL ARTS MAJOR REQUIREMENTS****VIAR UN3800 Seminar in Contemporary Art Practice. 3 points.**

(Formerly R4601) **Offered Spring 2017, Not Fall 2016.**

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>.

**Spring 2017: VIAR UN3800**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3800	001/14969	Th 1:00pm - 4:00pm 106 Watson Hall	Elizaveta Meksin	3	17/16

**VIAR UN3900 Senior Thesis I. 2 points.**

Prerequisites: the instructor's permission. See requirements for a major in visual arts. *VIAR R3900* is the prerequisite for *VIAR Q3901*.

Corequisites: *VIAR R3910*.

(Formerly R3901) Students must enroll in both semesters of the course (*VIAR R3900* and *VIAR Q3901*). 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 2016: VIAR UN3900**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3900	001/77079	W 5:00pm - 10:00pm 106 Watson Hall	Nicola Lopez	2	14/15	VIAR 3911	001/76318	W 5:00pm - 10:00pm 106 Watson Hall	Emily Henretta	2	1/15
<b>Spring 2017: VIAR UN3900</b>						<b>Spring 2017: VIAR UN3911</b>					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3900	001/24711	W 5:00pm - 10:00pm 106 Watson Hall	Gregory Amenoff	2	2/15	VIAR 3911	001/10823	W 5:00pm - 10:00pm 106 Watson Hall	Emily Henretta	2	12/15

**VIAR Q3901 Senior Thesis II. 2 points.**

Prerequisites: *VIAR R3900* and the instructor's permission. See requirements for a major in visual arts.

Corequisites: *VIAR R3911*.

(Formerly R3902) Students must enroll in both semesters of the course (*VIAR R3900* and *VIAR Q3901*). 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 UN3910 Visiting Critic I. 2 points.**

Prerequisites: the instructor's permission. See requirements for a major in visual arts. *VIAR R3910* is the prerequisite for *VIAR R3911*.

Corequisites: *VIAR R3900*.

(Formerly R3921) Students are required to enroll in both semesters (*VIAR R3910* and *VIAR R3911*). 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 2016: VIAR UN3910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3910	001/17915	W 5:00pm - 10:00pm 106 Watson Hall	Emily Henretta	2	14/15

**Spring 2017: VIAR UN3910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3910	001/15375	W 5:00pm - 10:00pm 106 Watson Hall	Emily Henretta	2	2/15

**VIAR UN3911 Visiting Critic II. 2 points.**

Prerequisites: *VIAR R3910* and the instructor's permission. See requirements for a major in visual arts.

Corequisites: *VIAR Q3901*.

(Formerly R3922) Students are required to enroll in both semesters (*VIAR R3910* and *VIAR R3911*). 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 2016: VIAR UN3911**



# 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](mailto: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 UN1001	Introduction to Women's and Gender Studies
or WMST V3125	Introduction to Sexuality Studies

WMST UN3311	Colloquium in Feminist Theory
WMST UN3514	Historical Approaches to Feminist Questions
WMST UN3521	Senior Seminar I
WMST UN3915	Gender and Power in Transnational Perspective

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 UN3521 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 UN1001 Introduction to Women's and Gender Studies; plus four additional approved elective courses on gender.

## COURSES FALL 2016

### WMST UN3514 Historical Approaches to Feminist Questions. 4 points.

This class is an introduction to the debates on women that played a dominant role in both the philosophical and literary traditions of the European/Atlantic world from the classical period through the seventeenth-century. Beginning with the works of ancient political theory that actively debated women's political, social, and ethical position in society (chiefly Aristotle, Plato, and Plutarch), the course will address the pan-European books of

“Good Women” that served as exemplary case studies, the *querelle des femmes* (or debate on women) that dominated political and humanist discourse of the sixteenth and seventeenth centuries, and the crucial importance of the political analogies between the household and the state and the marital and social contracts in the premodern world (and, indeed, in our own). We will study works from ancient Greece and Rome and medieval and early modern Italy, Spain, France, England, Ethiopia and Mexico, and topics ranging from domestic violence and political resistance theory to transvestitism and lesbianism.

#### Fall 2016: WMST UN3514

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3514	001/22193	Th 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Julie Crawford	4	17/25

#### Spring 2017: WMST UN3514

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3514	001/24623	W 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Julie Crawford	4	16/20

#### WMST UN3521 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 2016: WMST UN3521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3521	001/76412	T 10:10am - 12:00pm 754 Ext Schermerhorn Hall	Katherine Biers	4	4/20

#### WMST UN3525 Senior Seminar: Knowledge, Practice, Power. 4 points.

Prerequisites: Permission of instructor. Enrollment limited to senior majors.

The Senior Seminar in WGSS offers you the opportunity to develop a capstone research project during the first semester of your senior year. The capstone project may be freestanding, or, with permission of the instructor, may be continued during the spring semester as a Senior Thesis. The capstone project must be based on original research and involve 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 project and who can advise you on the specifics of method and content. Your grade for the semester will be determined by the Senior Seminar instructor in consultation with your advisor.

#### Fall 2016: WMST UN3525

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3525	001/08939	T 4:10pm - 6:00pm 805 Altschul Hall	Janet Jakobsen	4	14

#### WMST UN3200 Queer Theory. 4 points.

This class will ask you to read a set of novels, theoretical essays and social science studies in order to think deeply about sexuality, identity, desire, race, objects, relationality, being, knowing and becoming. We will consider sexuality, desire and gender not as a discrete set of bodily articulations, nor as natural expressions of coherent identities so much as part off the formulation of self that Avery Gordon names “complex personhood.” Beginning with a recent film from the UK that rereads queerness back through a history of labor and ending with a recent film made entirely on the iPhone and that stages queerness as part of an alternative articulation of Hollywood, we will explore new and old theories of queer desire.

Through the readings, discussions, and assignments, you will develop critical analytical skills to consider social change movements with particular attention to how sex, gender, race, class, sexuality, sexual orientation, and other systems of power shape people's everyday lives. We will trace the intersection of histories of labor, medicine, representation and activism and we will ask difficult questions about assimilation, mainstreaming, globalization and pink capitalism.

#### Fall 2016: WMST UN3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3200	001/80943	M 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Jack Halberstam	4	22/25

#### WMST UN3600 THE POLITICS OF FOOD. 4 points.

Who is food for? The simple answer is that food is for everyone, yet a close look at the stories we tell reveals that, actually, food is not for everyone. In our novels, nonfiction, films and even in our manifestoes, some people eat and some provide food; some appetites must be unleashed and others, regulated and controlled; and some people—some people are food. Instead of a benign arena for the imagination and enactment of universal rights, food thus exposes “universal” “human” and “rights” as crucial and deeply contested terrains of raced and

gendered power. This economy of exchange, of consumption and deprivation, of the satiation of some bodies through devourment of others, of the invisibility of some hungers and the criminalization of some appetites, are all aspects of our founding narrative. These relations define the past and have also come to define our time. In this seminar, will explore the ways that we imagine food and narrate acts of feeding and eating as a means

of examining both the historical enactments and contemporary mechanisms of power.

#### Fall 2016: WMST UN3600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3600	001/23336	T 4:10pm - 6:00pm 754 Ext Schermerhorn Hall	Myisha Priest	4	23/25

#### WMST UN3900 Reading and Writing (on) the Body in the Francophone Middle Ages. 3 points.

In this course, we consider the body both as a site for textual production—the animal skin used to make medieval parchment—and as an object of representation in medieval francophone literature. How does the choice of literary genre inflect the presentation of gender? What characterized the corporeality of the medieval hero? How did writers depict themselves and the objects of their desire? When genitalia “speak for themselves,” as in some the medieval fabliaux we will read, what do they say and whose desire do they express? Which bodies are clearly gendered and why? How does bodily metamorphosis intersect with sexual transgression and other kinds of gender trouble?

#### Fall 2016: WMST UN3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3900	001/78697	T 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Eliza Zingesser	3	7/25

#### WMST UN3915 Gender and Power in Transnational Perspective. 4 points.

Enrollment limited to 15.

Prerequisites: Critical Approaches or the instructor's permission. Considers formations of gender, sexuality, and power as they circulate transnationally, as well as transnational feminist movements that have emerged to address contemporary gendered inequalities. Topics include political economy, global care chains, sexuality, sex work and trafficking, feminist politics, and human rights.

#### Fall 2016: WMST UN3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3915	001/02432	W 4:10pm - 6:00pm 102 Sulzberger Annex	Elizabeth Bernstein	4	17/25

#### WMST GU4000 Genealogies of Feminism. 4 points.

Please contact the Department for course description for this seminar

#### Fall 2016: WMST GU4000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4000	001/22096	W 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Lila Abu-Lughod	4	12/20

#### Spring 2017: WMST GU4000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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WMST 4000	001/72270	T 4:10pm - 6:00pm 754 Ext Schermerhorn Hall	Marianne Hirsch	4	18/20
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#### WMST GU4200 Temporality and Sexuality. 4 points.

If queerness, as José Muñoz put it, “exists for us as an ideality that can be distilled from the past and used to imagine a future,” we can ask about what comes next, what comes after the future? What queer understandings of time and place enliven the field of queer studies now? Where are we going, where have we been, what time is it and when will we get there? Temporality has become a major concern in studies of sexuality and gender in the last decade and this class sets out to explore why and with what impact? How do concerns about time and temporality rest upon assumptions about space and spatiality? How does a focus on time and temporality allow for or foreclose upon post-colonial questions of mimicry, authenticity, sequence and procession? What can a study of queer temporalities reveal about orientations, speed, embodiment, becoming, being, doing, touching, feeling, unbecoming? Finally, what does the focus on temporality allow us to think, say, see or imagine about the multiple points of intersection between race and sexuality in a global frame?

#### Fall 2016: WMST GU4200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4200	001/94693	W 12:10pm - 2:00pm 754 Ext Schermerhorn Hall	Jack Halberstam	4	17/25

## SPRING 2017

#### WMST UN1001 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 2017: WMST UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1001	001/63865	T Th 11:40am - 12:55pm 405 Milbank Hall	Laura Ciolkowski, Alexander Pittman	3	64/91

#### WMST UN3514 Historical Approaches to Feminist Questions. 4 points.

This class is an introduction to the debates on women that played a dominant role in both the philosophical and literary traditions of the European/Atlantic world from the classical period through the seventeenth-century. Beginning with the works of ancient political theory that actively debated women's political, social, and ethical position in society (chiefly Aristotle, Plato, and Plutarch), the course will address the pan-European books of “Good Women” that served as exemplary case studies, the *querelle*

*des femmes* (or debate on women) that dominated political and humanist discourse of the sixteenth and seventeenth centuries, and the crucial importance of the political analogies between the household and the state and the marital and social contracts in the premodern world (and, indeed, in our own). We will study works from ancient Greece and Rome and medieval and early modern Italy, Spain, France, England, Ethiopia and Mexico, and topics ranging from domestic violence and political resistance theory to transvestitism and lesbianism.

#### Fall 2016: WMST UN3514

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3514	001/22193	Th 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Julie Crawford	4	17/25

#### Spring 2017: WMST UN3514

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3514	001/24623	W 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Julie Crawford	4	16/20

#### WMST UN3522 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 2017: WMST UN3522

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3522	001/74854	W 8:00am - 10:00am 754 Ext Schermerhorn Hall	Patricia Dailey	4	2/20

#### WMST GU4000 Genealogies of Feminism. 4 points.

Please contact the Department for course description for this seminar

#### Fall 2016: WMST GU4000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4000	001/22096	W 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Lila Abu-Lughod	4	12/20

#### Spring 2017: WMST GU4000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4000	001/72270	T 4:10pm - 6:00pm 754 Ext Schermerhorn Hall	Marianne Hirsch	4	18/20

#### WMST UN3800 Feminist Listening. 3 points.

Feminist Listening: Critical and Intersectional Approaches to Popular Music develops modes of feminist listening to a variety of examples in popular music including hip-hop, pop, rock, R&B, country music, and crossover/experimental music. By examining the sonic, texted, and visual components of popular music in relation to gender, sexuality, the body, race, ethnicity, economics, and nation, students will develop a critical vocabulary

for discussing and analyzing the effects and meanings of popular music as filtered by twenty-first century listeners. Through close listening, discussion of assigned readings and pieces, and analytical writing on recorded and live performances, the course will encourage students to examine a wide repertoire of popular music by using a variety of intersectional analytical "sieves," refining and enriching their experience of popular music as critically astute listeners and writers. This course is designed for students who are interested in sharpening their listening practices but does not assume previous formal study of music. The course 1) introduces the fundamental of music through exercises in listening and writing, 2) focuses on a selection of current literature on listening, theoretical approaches to music analysis, and feminist/queer criticism; 3) attunes students to the various indices of musical structure (melody, form, harmony, rhythm & meter, words, flow & groove, performance); 4) brings together these parts of music into feminist/queer, alternative hearings of specific works.

#### COURSE

#### Spring 2017: WMST UN3800

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3800	001/78530	Th 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Ellie Hisama	3	12/20

#### WMST UN3311 Colloquium in Feminist Theory. 4 points.

Prerequisites: LIMITED TO 20 BY INSTRUC PERM;  
ATTEND FIRST CLASS

An exploration of the relationship between new feminist theory and feminist practice, both within the academy and in the realm of political organizing.

#### Spring 2017: WMST UN3311

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3311	001/03612	T 10:10am - 12:00pm 404 Barnard Hall	Tina Campt	4	26



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# COLUMBIA COLLEGE

COLUMBIA UNIVERSITY *in the* CITY *of* NEW YORK

2016-2017 BULLETIN PRINTED ON MARCH 13, 2017